Quality Assurance Agency (QAA), Pakistan

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Pakistan Precepts, Standards and Guidelines for Quality Assurance in Higher Education (PSG-2023) - Ver. 1.0

The Quality Assurance Framework

PSG-2023.

Unlocking the Potential for Transforming Higher Education

The QA documents and guidelines have been developed in consultation with QAA-UK and a broad range of higher education stakeholders in Pakistan and are approved and endorsed by the HEC during its 45th Commission Meeting.

01 PSG-2023; Quality Assurance Principles, Standards & Expectations for Higher Education Sector, Pakistan

Higher Education Commission, Pakistan

Pakistan Precepts, Standards and Guidelines for Quality Assurance in Higher Education (PSG-2023)

The Revamped Quality Assurance (QA) Framework (PSG-2023), a collaborative effort between QAA UK and QAA Pakistan. This framework, developed through extensive consultations with key stakeholders such as Vice-Chancellors, Faculty, Directors of Quality Enhancement Cells (QECs), and Students from 22 diverse Public and Private Universities across different regions and institutional types, addresses both global best practices and local contextual challenges.

The framework not only integrates international QA standards but also incorporates localized solutions to address unique challenges faced by higher education institutions in Pakistan. By contextualizing global best practices within the local landscape, the framework offers tailored solutions that cater to the specific needs and nuances of the Pakistani higher education sector. This approach fosters a dynamic quality assurance mechanism that not only adheres to international benchmarks but also navigates through regional intricacies.

The collective insights garnered from extensive consultations have played a crucial role in bridging the gap between global ideals and local realities. As a result, the Revamped QA Framework embodies a holistic approach that aligns international benchmarks with the diverse challenges faced by Pakistani universities. This comprehensive framework underscores the commitment to continuous improvement and the pursuit of excellence in higher education, ultimately contributing to the enhancement of quality and accountability across the sector.

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About the Higher Education Commission (HEC)

The Higher Education Commission (HEC) was established in 2002 by the Government of Pakistan to facilitate the development of indigenous universities to become centres of excellence for education, research and development oriented to the progress of a knowledge-based economy in Pakistan.

Taking into account international practice, HEC oversees the process by which higher education institutions (HEIs) get recognition, ensuring that they demonstrate that relevant standards are being met, at both institution and programme level, and that they strive for continuous improvements in their quality and effectiveness. HEC also has responsibility for the method by which HEIs monitor and improve the quality of institutions and programmes.

About the Quality Assurance Agency (QAA)

The responsibility of enhancement of higher education provisions lies with each HEIs. However, the responsibility for monitoring the enhancement and assurance of quality in HEIs lies with the Pakistan Quality Assurance Agency (QAA). It was established in 2005 by the Government of Pakistan through the HEC with the vision to 'promote, enhance and assure the quality of higher education across HEIs in Pakistan'.

The higher education sector in Pakistan consists of more than 200 (241 as of today) universities and growing further every year. The sector includes more than 4,000 affiliated colleges - and growing further every year - who offer degrees which are accredited by their partner universities. Accreditation at subject level is overseen by the appropriate Accreditation Council.

The mission of QAA is to 'contribute, support and facilitate HEIs to institutionalize a robust QA ecosystem ensuring quality of learning opportunity'.

QAA's main functions are:

- Developing strategic direction and institutional policies & mechanisms for including students' voices in the decision-making process.
- Developing practical guidelines and policies for establishing and strengthening Institutional Quality Assessment & Effectiveness (IQAE) (Quality Enhancement Cells) at HEIs.
- Capacity building of QA officials and reviewers to serve as Master Trainers.
- Providing national and international capacity-building opportunities for QAA officials, HEIs, IQAE, and the Accreditation Councils.
- Regular participation in QA activities of major international QA-related networks, agencies, and so on.
- Developing mechanisms for review and evaluation of Accreditation Councils and setting up new councils in various disciplines.
- Developing mechanisms and coordinating reviews, evaluations, and on-site visits of HEIs and Accreditation Councils.

Introduction of Precepts, Standards and Guidelines (PSG-2023)

This document sets out the updated framework for quality assurance in higher education in Pakistan and outlines the Precepts, Standards and Guidelines for each part of the QA framework. The PSG-2023 is equally applicable for the Online & Distance Learning (ODL) mode of higher education with inclusion of additional parameters and Expectation Outcome Indicator (EOIs) in the relevant Standards.

Revised Quality Assurance Framework

Following the course of audits which reviewed teaching and learning, governance, and leadership at Pakistani HEIs, in 2022, the Quality Assurance Agency for Higher Education in the UK was asked to review the current quality assurance framework with the Higher Education Commission (HEC) in Pakistan and make recommendations towards making the quality systems more student-focused and outcome-orientated.

Based on a gap analysis of current quality assurance standards and processes and in consultation with QAA-HEC and key stakeholders from Pakistan higher education institutions, including senior staff, academic and professional support staff, quality staff, students and alumni, the quality assurance framework for the Pakistan higher education sector has been updated as follows.

The Quality Assurance Framework becomes the principal tool for quality assurance in higher education, and informs the three interlinked processes that are proposed for the review of Pakistan higher education – Reviewing Effectiveness of Quality Assurance & Accreditation Bodies, External Quality Assurance at programme and institutional levels, and Internal Quality Assurance at programme and institutional levels. The diagram below shows how each of these processes is a part of the Quality Assurance Framework and how each relates

Figure 1: The Quality Assurance Framework

to the other.

Once the revised Quality Assurance Framework gets implemented, the QAA-HEC should make necessary policy interventions from time to time based on the learning outcomes from the process implementation.

The revised Quality Assurance Framework places the Precepts, Standards and Guidelines as the focus of a revised quality assurance framework. The diagram below indicates the centrality of the revised Quality Assurance Framework to each of the quality assurance processes. These Precepts, Standards and Guidelines for QA in HE articulate the standards that a quality assurance body should align with when reviewing an institution, they articulate the standards that an institution should align with in its own internal quality assurance and when it is undergoing review by QAA, and they articulate the standards that programmes should align with in their own internal quality assurance at Levels 5-8 and when it is undergoing review by QAA at Levels 7-8.

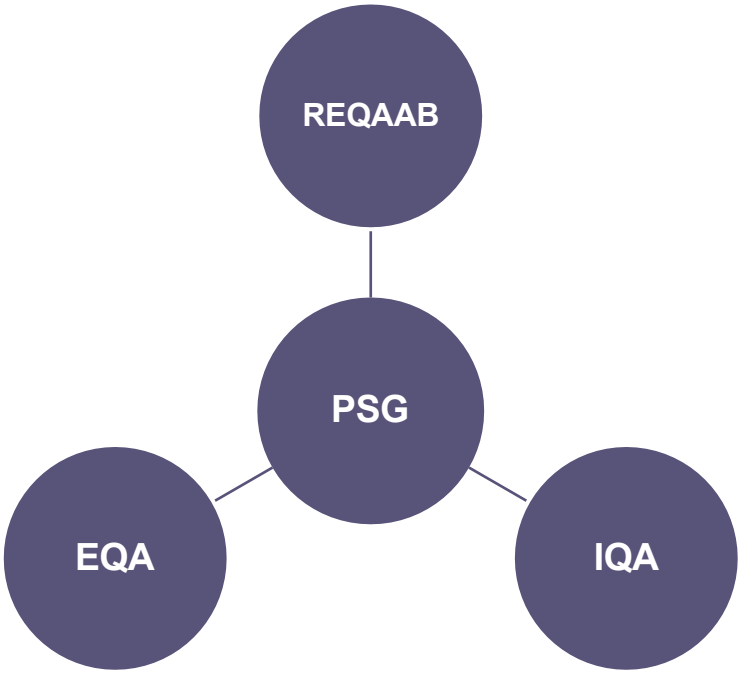


Figure 2: How the parts of the Quality Assurance Framework relate to each other

Key elements of the Precepts

These key elements of the Precepts are carefully designed and developed in order to make it easy for all the stakeholders to understand and implement Precepts and their execution for review, ensuring the effectiveness of implementing standards and monitoring practices.

Figure 3: The key elements of the precepts

Definition of key terminology

Term	Key terms used and their definitions
Precepts	Overarching principles intended to facilitate and regulate the quality of a particular domain of the higher education sector.
Standard	Standard of conduct and a level of quality or attainment that HEIs/QA bodies are supposed to reach in the pursuit of quality and excellence.
Expectation	A statement under each Standard explaining the desired outcome from each Standard in order to attain that particular Standard
EOIs	Expectation Outcome Indicators; observable and relatively measurable accomplishment or change that demonstrates progress toward attaining a specific expected outcome contributing in meeting overall expectations and Standards. **These will serve as the basis and the benchmark to judge the attainment of the given Standard.**
Indicative evidence	The desirable documentary evidences or facts or information indicating possible contribution made in meeting the EOIs and Standard.
Guidelines	Overall guidelines and context to follow in order to meet the criteria and reach the given expectation against each Standard. This may include reference to weblinks with international resources/QA toolkits, and so on, to learn and take further guidance to implement the relevant international best practices.
Further reading, QA toolkits and online resources	Further reading, QA toolkits and online resources as reference against each Standard.

QA Principles

The following **Principles** should work as **Guiding Pillars** while developing institutional policies for evaluation and improvement:

QA Principles:

1 Principle 01: Quality is everyone's responsibility
2 Principle 02: Quality of learning opportunity for students and other stakeholders
3 Principle 03: Quality and contribution to society
4 Principle 04: Quality and good governance
5 Principle 05: Quality and accountability
6 Principle 06: Quality and change

Principle 01: Quality is everyone's responsibility: That essentially includes statuary positions; that is, Vice-Chancellor, Registrar, Controller, Deans, HODs, faculty members, staff, students and the Statutory Forums, that is, Syndicate/BOG, Academic Council, BoF, BoS, BASR, and so on. Also QEC, ORIC and other non-statutory positions of university.

Principle 02: Quality of learning opportunity for students and other stakeholders: All the students, faculty and staff must be provided a high-quality opportunity of academic learning (including remedial learning), personality development and character building.

Principle 03: Quality and contribution to society: The quality of the higher education provision is judged by how well it contributes to socio-economic development of the surrounding areas, region and national and international development.

Principle 04: Quality and good governance: Complete compliance with the Charter/Act, and the essential elements of governance must be ensured at all levels; that is participation, rule of law, transparency, responsiveness, consensus oriented, equity and inclusiveness, effectiveness and efficiency, and accountability.

Principle 05: Quality and accountability: Having a Charter from the Parliament/Public Institutions, it is the responsibility of the university to sustain a strong commitment to accountability, transparency and public disclosure; engendering public confidence and sustaining public trust. That includes evidence of strong commitment to the requirement of accreditations councils and government regulations and other national/international quality assurance & accreditation entities, including QAA/HEC Pakistan.

Principle 06: Quality and change: Quality higher education needs to be inclusive, flexible, creative and innovative; developing and evolving to meet students' needs, to justify the confidence of society and to maintain diversity.

Values of QA processes

The review methods outlined in this document reflect a series of values stemming from the core principles which guide the methods, as well as institutional policies for evaluation and improvement. The following are to mention a few.

- The autonomy of an institution for its academic activities is honoured.
- Reviews should be concerned with how institutions maintain academic and administrative standards.
- Reviews focus on how institutions assure the quality of academic provision.
- Reviews should promote continuous improvement, enhancement and innovation.
- Through effective feedback, reviews should provide opportunities for institutions to learn from the process.
- Quality reviews assess the operation of quality assurance processes as well as outcomes for students and staff.
- Review teams are composed of peers with the expertise to comment based on their experience in other institutions.
- Reviews are evidence-based.
- Through participation in the review process, the quality culture within institutions should be strengthened.
- Quality is everyone's responsibility – that includes senior managers, academic and professional support leaders, academic staff and students.
- Reviews should reflect the needs of students, society and the labour market.

QA Tools and Key Processes

The PSG -2023 includes well defined key tools and practices defined which shall be used in the respective institutional context. HEC/QAA will further improve these tools, with the passage of time, to contextualize for effectiveness and automate the entire processes. The major tools are as given below:

Mandate of HEC / QAA (Constitutional Obligation)

QAA's Mission: "To empower, support and guide HEIs in establishing a robust QA ecosystem, thereby ensuring the highest standard of learning opportunities". The mission should drive the activities of QAA, **Annexure-A** Similarly, the Institutional Mission and the relevant policies of the HEIs should act as the driving force for the activities of the HEIs. **Annexure-B**

Institutional Quality Circle (IQC)

There has to be a central body at HEIs headed by Vice Chancellor/Rector to drive QA practices and policies with a title "Institutional Quality Circle (IQC)". The IQC should include all the Key Decision makers and/or Statutory Officers including VC, Deans, (HODs where Deans not available), Registrar, Controller exam, Director Student affairs, Director QEC, (Secretary of the IQC), Director ORIC, Director Campus etc. and other key decision makers, coopted members where required. A student and alumni representative from "Student Council for Academic Learning & Enhancement (SCALE)" should be part of the IQC, particularly when the respective HEIs and the system is mature enough for student engagement in direct decision making at IQC without compromising a heathy discussion and debate in the IQC and promotion of the very objective of the IQC. **Annexure-C**

Meeting Frequency of the IQC

The IQC should meet at least 4 times a year and drive Institutional QA policies and activities using QA tools such as STEP Cycle, QUEST Method, and Roadmap for Effective CQI (Phases & Milestones) for Continuous Quality Improvement (CQI) as provided under **Annexure-D, Annexure-E** & **Annexure-F.**

Process of IPER development

The Institutional Performance and Enhancement Report (IPER) should be prepared through IQC and every member of the IQC should be responsible to contribute to the QA practices of their respective Faculty or domains and ensure expected outcomes through engaging their respective team and document the institutional learning as per respective QA policy, global best practices and guidelines of HEC-QAA from time to time. To facilitate the process the QAA has provided brief guidelines for IPER sections and place at **Annexure-G.**

And also designed a set of templates to include Existing, Future add Best (EFB) practices against each standard and expectations and titled as EFB template, which shall be automated later by QAA. **Annexure-H.** EFB Template link is attached **link .**

Institutionalization of SCALE:

The objective of SCALE is to establish a ***centralized***, ***responsible***, ***elected***, and ***independent*** SCALE to actively engage in quality assurance (**QA) activities** and progressively contribute to the management and governance of HEIs in collaboration with other stakeholders, tailored to each institution's context.

HEIs should establish a centralized Students representative council titled as "Student Council for Academic Learning Enhancement (SCALE)". The SCALE should have its own Constitution, and the principles of engagement should be part of TORs for the SCALE. The SCALE will select the Lead Student Representative (LSR) & LSR will follow the institutional guidelines and HEC/QAA guidelines issued / to be issued from time to time for activities, students engagement including Student Submission. A visualization of student engagement is provided at **Annexure-I.**

HEC/QAA will develop and incorporate Data-Driven Performance Analytics as part of the Quality Assurance Framework (PSG – 2023).

To bring a more evidence-based and proactive approach to the QA processes, ensuring continuous improvement and alignment with global best practices by leveraging the power of data analytics.

1. Data-Driven Insights for Better Decision-Making
2. Predictive Data Analytics for Continuous Improvement
3. Personalized Feedback and Development
4. Increased Accountability and Transparency
5. A Foundation for Future Readiness

The QAA of HEC is committed to adding data-driven performance analytics as one of the key QA practices that will enhance the PSG – 2023. Through better decision-making, predictive analytics, personalized feedback, increased accountability, and future-proofing measures, this initiative will ensure that the institution continues to improve institutional practices and decision making underpinned by a robust and dynamic quality assurance processes. **Annexure-J**

I Precepts Standards and Guidelines (PSG) for Reviewing the Effectiveness of Quality Assurance and Accreditation Bodies (REQAAB)

Introduction to Reviewing the Effectiveness of Quality Assurance and Accreditation Bodies (REQAAB)

The aim of reviewing the effectiveness of quality assurance and accreditation bodies (REQAAB) is to assess the QAAB's compliance with the REQAAB Standards as required in the Quality Assurance Framework and to support it in its efforts to constantly review and enhance its work.

For example, the Quality Assurance Body in Pakistan is identified as QAA-HEC. In conducting its business as the higher education regulator in Pakistan, QAA-HEC is expected to align its activities to the REQAAB Standards and make sure its reviews are conducted fairly, efficaciously, consistently and in accordance with the mission of HEC. This alignment should be reviewed by an invited equivalent international higher education regulator/QA agency every five years through a peer-led review process. Other existing accreditation councils in Pakistan should also map out their practice in line with the REQAAB Standards and be reviewed by national/international QA agencies/bodies periodically for their recognition and global acceptance.

Please refer to the **REQAAB Handbook** for further details of the method, including how QAAB should prepare a self-assessment for the review.

The REQAAB standards and expectations are listed below. Detailed information about the standards, including what QAAB should do to meet each of the Standards and how to do so, as well as a contextual statement to explain the reasoning behind each Standard, are provided in the **REQAAB Handbook**.

Standard 1: Official status of quality assurance and accreditation bodies

Expectation:

Quality assurance and accreditation bodies should have an established legal basis and should be formally recognised as quality assurance bodies/entities by competent public authorities.

Standard 2: Activities, policy and processes for quality assurance and accreditation bodies

Expectation:

Quality assurance and accreditation bodies should undertake external quality assurance activities on a regular basis. They should have clear and explicit sets of policies, procedures, rules and regulations which are consistent with the defined goals and objectives that are part of their publicly available mission statement. These should translate into the daily work of the quality assurance and accreditation bodies. Quality assurance bodies/entities should ensure the involvement of stakeholders in their governance and work.

Standard 3: Independence

Expectation:

Quality assurance and accreditation bodies should be independent and act autonomously. They should have full responsibility for their operations and the outcomes of those operations without third party influence.

Standard 4: Thematic analysis

Expectation:

Quality assurance and accreditation bodies should regularly publish reports that describe and analyse the general findings of their external quality assurance activities.

Standard 5: Institutional resources

Expectation:

Quality assurance and accreditation bodies should have adequate and appropriate resources, including human, financial and virtual/technological resources, to carry out their work.

Standard 6: Internal quality assurance and professional conduct

Expectation:

Quality assurance and accreditation bodies should have in place well-defined policies and processes for internal quality assurance related to defining, assuring and continuously enhancing the quality and integrity of their activities.

Standard 7: Cyclical external review of quality assurance and accreditation bodies

Expectation:

Quality assurance and accreditation bodies should undergo an external review at least once every five years in order to demonstrate their compliance with the international best practices and Pakistan Precepts.

Standard 8: Consideration of internal quality assurance

Expectation:

External quality assurance should address the effectiveness of the internal quality assurance processes described in the Pakistan Precepts and prepare the institution for external review.

Standard 9: Designing methodologies fit for purpose

Expectation:

External quality assurance should be defined and designed specifically to ensure its fitness to achieve the aims and objectives set for it, while taking into account relevant regulations. Stakeholders should be involved in its design and continuous improvement.

Standard 10: Implementing processes

Expectation:

External quality assurance processes should be reliable, useful, predefined, implemented consistently and published. They include a self-assessment or equivalent, an external assessment normally including a site visit, a report resulting from the external assessment, and consistent follow-up.

Standard 11: Review panel/peer-review experts

Expectation:

External quality assurance should be carried out by groups of external experts that may include (a) student member(s).

Standard 12: Criteria for outcomes

Expectation:

Any outcomes or judgements made as a result of external quality assurance should be based on explicit and published criteria that are applied consistently, irrespective of whether the process leads to a formal decision.

Standard 13: Reporting

Expectation:

Full reports by the experts should be published in liaison with the institution. They should be clear and accessible to the academic community, external partners and other interested individuals. If the quality assurance and accreditation bodies take any formal decision based on the reports, the decision should be published together with the report.

Standard 14: Complaints and appeals

Expectation:

Complaints and appeals processes should be clearly defined as part of the design of external quality assurance processes and communicated to the institutions.

II Precepts Standards and Guidelines (PSG) for Review of Institutional Performance and Enhancement (RIPE) - applicable to institutional-level IQA and EQA

Introduction to Review of Institutional Performance and Enhancement (RIPE)

Review of Institutional Performance and Enhancement (RIPE) is the Quality Assurance Agency's (QAA) principal review method for reviewing the quality of universities and affiliated colleges in Pakistan. RIPE is conducted by institutions for internal quality assurance (including their affiliated colleges/institutions) and by QAA for external quality assurance, to inform students and the wider public as to whether a university and its affiliated colleges set and maintain academic standards and plan effectively to enhance the quality of higher education provision for higher education qualifications. Thus, RIPE serves the twin purposes of providing accountability to students, employers and others with an interest in higher education, while at the same time encouraging improvement and enhancement at the institutional level.

Please refer to the **RIPE Handbook** for further details of the method, including how higher education institutions should prepare a self-assessment for the review.

The Standards and expectations for higher education institutions' internal quality assurance and external quality assurance are listed below. Detailed information about the Standards, including what a higher education institution should do to meet each of the Standards and how to do so, as well as a contextual statement to explain the reasoning behind each Standard, are provided in the **RIPE Handbook**.

Strategic Development

Standard 1: Vision, mission, goals and strategic planning

Expectation:

The institution's vision, mission, and subsequent goals define its purpose and drives institutional activities through strategic planning within the context of national higher education priorities, regional and local requirements and the needs of students and the wider group of stakeholders.

Standard 2: Governance, leadership and organisation

Expectation:

The institution has an inclusive governance system that facilitates the fulfilment of its mission and goals and strengthens institutional effectiveness and integrity. Leaders have a clear and ambitious vision for providing high-quality, inclusive education and training to all. This is realised through adherence to the Act/Charter, well prescribed statutes as per requirement of the Charter, rules, policies and regulations, with strong institutional mechanisms, practices and shared values, and is ultimately led by the Vice-Chancellor, ensuring meaningful contributions by all the statutory authorities.

Standard 3: Institutional resources and planning

Expectation:

The human, physical, virtual/technological, financial and information resources of an institution are appropriate, sufficient and accessible to realise its institutional mission and goals.

Standard 4: Audit and finance

Expectation:

The institution ensures its future financial viability and has a robust auditing system to give confidence in the integrity of its financial performance.

Standard 5: Affiliated colleges/institutions

Expectation:

The university takes ultimate responsibility for academic standards and the quality of learning opportunities for the programmes that it provides, allows and accredits, irrespective of where these are delivered or who provides them.

Standard 6: Internationalization of higher education and global engagement

Expectation:

Universities should have cross-national visibility, manifested through academic mobility, institutional collaboration and participation through various global engagement initiatives.

Academic Development

Standard 7: Faculty recruitment, development and support services

Expectation:

The institution's processes for recruitment, development and retention of teaching staff are fair and transparent and suitable for the accomplishment of its institutional mission and goals.

Standard 8: Academic programmes and curricula

Expectation:

In order to secure academic standards, and to safeguard students' interest, degree-awarding institutions should ensure that the requirements of the National Qualification Framework for Pakistan and similar international best practices are met by positioning their qualifications at the appropriate level and ensuring that programme learning outcomes align with the qualification descriptor in the framework and naming qualifications in accordance with the titling conventions specified in the framework. The academic programmes offered by the institution are designed to be consistent with its mission and goals and reflect the needs of students, employers and wider society. Institutions should tailor their academic programmes and teaching in such a way that students and teachers can engage in addressing the pressing local and global issues and challenges.

Standard 9: Admission, progression, assessment and certification

Expectation:

Institutions consistently apply predefined and published regulations covering all phases of the student 'life cycle'. Higher education institutions operate equitable, valid and reliable processes of assessment, which enable every student to demonstrate the extent to which they have achieved the intended learning outcomes for the credit or qualification being sought.

Standard 10: Student support services

Expectation:

The institution demonstrates adequate and efficient student support services that enable students to achieve their educational goals, facilitates the overall process of achieving the institutional mission and safeguards students' physical and mental health.

Standard 11: Impactful teaching and learning and community engagement

Expectation:

The institution has a teaching and learning framework that creates a shared understanding of good teaching practices that enable every student to develop as an independent learner, study their chosen subject(s) in depth and enhance their capacity for analytical, critical, creative thinking and emphatic concerns for marginalised segments of society.

Sustainable development goals (SDGs) provide a good guiding framework for lifelong learning and creating an equitable society. The institutional efforts should be directed towards creating impact by tailoring their teaching and learning principles in such a way that students and teachers can engage in contributing towards meeting SDGs and addressing the pressing local and global issues and challenges.

Standard 12: Research, innovation, entrepreneurship and industrial linkage

Expectation:

The institution ensures promotion of a culture of research, innovation, entrepreneurship and industrial linkage in the institution through encouraging faculty and research students to make tangible contributions in resolving issues of industry and society. Also, it ensures research degrees are awarded in a research environment that provides quality learning opportunities for doing research and learning about approaches, methods, procedures and protocols, for innovation and entrepreneurship which takes account of social and industrial needs. This environment offers faculty and students quality opportunities and the support they need to achieve successful academic, personal and professional outcomes.

Institutional Development

Standard 13: Fairness and integrity

Expectation:

In the management of its affairs, conduct of its programmes and its dealing with students, faculty, governing bodies and external quality assurance agencies involving the general public, the institution adheres to high ethical principles. Also, it should have necessary policies and institutional mechanisms to ensure availability of fair procedures for handling

issues, complaints and appeals which are accessible to all students, faculty and administration.

Standard 14: Public information and transparency

Expectation:

The institution generates and provides complete, accurate, accessible and adequate information to its students, prospective students, regulatory bodies, other stakeholders and intended audiences to help them in making informed decisions regarding higher education.

The institution should ensure the availability of a very transparent mechanism where all the stakeholders, particularly students and faculty, have access to not only decisions made but also to the processes and procedures of decision making.

Standard 15: Institutional effectiveness, quality assurance and enhancement

Expectation:

The institution has a robust system for monitoring and evaluating institutional effectiveness, quality assurance and enhancement that is made public and forms part of its strategic management. Internal quality assurance procedures should help in evaluating its effectiveness, promote continuous improvement, and realizing its institutional mission and achieving its institutional goals.

Standard 16: CQI and cyclical external quality assurance

Expectation:

The institution is required to have robust continuous quality improvement (CQI) mechanism to institutionalize a strong quality culture. Institutions should undergo external quality assurance in line with the Pakistan Precepts on a cyclical basis. In order to have a successful external review, the institution should strengthen the internal quality assurance processes and prepare itself for external review.

III Precepts Standards and Guidelines (PSG) for Programme Review for Effectiveness and Enhancement (PREE) - applicable to programme-level IQA and EQA

Introduction to Programme Review for Effectiveness and Enhancement (PREE)

Programme Review for Effectiveness and Enhancement (PREE) is the Quality Assurance Agency's (QAA) principal review method for reviewing the quality of programmes at Levels 5-8 in Pakistan. PREE is conducted by institutions for internal quality assurance of programmes at Levels 5-8 and by QAA for external quality assurance of programmes at Levels 7 and 8, to inform students and the wider public as to whether the programmes of study set and maintain the standards of academic awards at the required level and whether the quality of the student learning experience is being safeguarded and continually improved. Thus, PREE serves the twin purposes of providing accountability to students, employers and others with an interest in higher education, while at the same time encouraging improvement.

Please refer to the **PREE Handbook** for further details of the method, including how higher education institutions should prepare programme a self-assessment for the review.

The Standards and expectations for higher education institutions' internal and external quality assurance at the programme level are listed below. Detailed information about the Standards, including what a higher education institution should do to meet each of the Standards and how to do so, as well as a contextual statement to explain the reasoning behind each Standard, are provided in the **RIPE Handbook**.

Standard 1: Programme mission, objectives and outcomes

Expectation:

Each programme must have a mission, measurable objectives and expected outcomes for graduates. Outcomes include competency and tasks graduates are expected to perform after completing the programme. A strategic plan must be in place to achieve the programme objectives. The extent to which these objectives are achieved through continuous assessment and improvements must be demonstrated.

Standard 2: Curriculum design and organisation

Expectation:

The curriculum must be designed and organised to achieve the programme's objectives and outcomes. Also, module objectives must be in line with programme outcomes. The breakdown of the curriculum must satisfy the standards specified in this section. Curriculum standards are specified in terms of credit hours of study.

Standard 3: Subject-specific facilities

Expectation:

Subject-specific facilities must be adequately available and accessible to faculty members and students to support teaching and research activities.

Standard 4: Student advising and counselling

Expectation:

Students must have adequate support to complete the programme in a timely manner and must have ample opportunity to interact with their instructors and receive timely advice about programme requirements and career alternatives.

Standard 5: Teaching faculty/staff

Expectation:

Teaching faculty/staff must be current and active in their discipline and have the necessary technical depth and breadth to support the programme. There must be enough department members to provide continuity and stability, to cover the curriculum adequately and effectively, and to allow for scholarly activities.

Standard 6: Institutional policies and process control

Expectation:

The processes by which major functions are delivered must be in place, controlled, periodically reviewed, evaluated and continuously improved.

Standard 7: Institutional support and facilities

Expectation:

The institution's support and the financial resources for the programme must be sufficient to provide an environment in which the programme can achieve its objectives and retain its strength. Also, the institutional facilities, including library, classrooms and offices, must be adequate to support the objective of the programme. To satisfy this criterion a number of standards must be met.

Standard 8: Institutional general requirements

Expectation:

The institution ensures that research degrees are awarded in a research environment that provides secure academic precepts, standards and international best practices for doing research and learning about research approaches, methods, procedures and protocols, and which takes account of social and industrial needs. This environment offers students quality opportunities and the support they need to achieve successful academic, personal and professional outcomes from their research degrees.

Institutional Review Standards mapped against Programme Review Standards

How RIPE Standards are mapped against PREE Standards is outlined as follows.

RIPE Standards	**PREE Standards** **Note: Some Standards may appear more than once.**
1: Vision, mission, goals and strategic planning The institution's vision, mission, and subsequent goals define its purpose and drives institutional activities through strategic planning within the context of national higher education priorities, regional and local requirements and the needs of students and the wider group of stakeholders.	1: Programme mission, objectives and outcomes The programme must have documented measurable objectives that support the institution mission statements. The programme must have documented outcomes for graduating students. It must be demonstrated that the outcomes support the programme objectives and that graduating students are capable of performing these outcomes.
2: Governance, leadership and organisation The institution has an inclusive governance system that facilitates the fulfilment of its mission and goals and strengthens institutional effectiveness and integrity. Leaders have a clear and ambitious vision for providing high- quality, inclusive education and training to all. This is realised through adherence to the Act/Charter, well prescribed statutes as per requirement of the Charter, rules, policies and regulations, with strong institutional mechanisms, practices and shared values, and is ultimately led by the Vice-Chancellor, ensuring meaningful contributions by all the statutory authorities.	1: Programme mission, objectives and outcomes The department/programme must take deliberate steps to engage all students, individually and collectively, as partners in the assurance and enhancement of their educational experience.
3: Institutional resources and planning The human, physical, virtual/ technological, financial and information resources of an institution are appropriate, sufficient and accessible to realise its institutional mission and goals.	3: Subject-specific facilities Laboratory manuals/documentation/instructions for experiments must be available and readily accessible to department and students. There must be adequate support personnel for instruction and maintaining the laboratories.

	The institution's computing infrastructure and facilities must be adequate to support the programme's objectives. 7: Institutional support and facilities The institution must have the infrastructure to support new trends in learning such as e-learning. The library must possess an up-to-date technical collection relevant to the programme and must be adequately staffed with professional personnel. Classrooms must be adequately equipped and offices must be adequate to enable teaching staff to carry out their responsibilities.
4: Audit and finance The institution ensures its future financial viability and has a robust auditing system to give confidence in the integrity of its financial performance.	
5: Affiliated colleges/institutions The university takes ultimate responsibility for academic standards and the quality of learning opportunities for the programmes that it provides, allows and accredits, irrespective of where these are delivered or who provides them.	
6: Internationalisation of higher education and global engagement Universities should have cross-national visibility, manifested through academic mobility, institutional collaboration and participation through various global engagement initiatives.	
7: Faculty recruitment, development and support services The institution's processes for recruitment, development, and retention of teaching staff are fair and transparent and suitable for the accomplishment of its institutional mission and goals.	4: Student advising and counselling Modules must be offered with sufficient frequency and number for students to complete the programme in a timely manner. Modules in the major area of study must be structured to ensure effective interaction

	between students, faculty and teaching assistants. 5: Teaching faculty/staff There must be enough full-time teaching staff who are committed to the programme to provide adequate coverage of the programme areas/ modules with continuity and stability. The interests and qualifications of all teaching staff must be sufficient to teach all modules, and to plan, modify and update modules and curricula. All teaching staff should have a level of competence that would normally be obtained through graduate work in the discipline. The majority of the teaching staff should hold a PhD in the discipline and/or vocational experience in their area of expertise. Teaching staff must remain current in the discipline and sufficient time must be provided for scholarly activities and professional development. Also, effective programmes for staff development must be in place. All teaching staff should be motivated and have job satisfaction to excel in their profession. 6: Institutional policies and process control The process of recruiting and retaining highly qualified department members must be in place and clearly documented. Also, processes and procedures for department evaluation and promotion must be consistent with the institution mission statement. These processes must be periodically evaluated to ensure that they are meeting their objectives. The processes and procedures used must ensure that teaching and delivery of course material to the students emphasise active learning and that course learning outcomes are met. The processes must be periodically evaluated to ensure that they are meeting their objectives. 7: Institutional support and facilities There must be sufficient support and financial resources to attract and retain high-quality teaching staff and provide the means for them to maintain competence as teachers and scholars.

8: Academic programmes and curricula In order to secure academic standards, and to safeguard students' interest, degree-awarding institutions should ensure that the requirements of the National Qualification Framework for Pakistan and similar international best practices are met by positioning their qualifications at the appropriate level and ensuring that programme learning outcomes align with the qualification descriptor in the framework and naming qualifications in accordance with the titling conventions specified in the framework. The academic programmes offered by the institution are designed to be consistent with its mission and goals and reflect the needs of students, employers and wider society. Institutions should tailor their academic programmes and teaching in such a way that students and teachers can engage in addressing the pressing local and global issues and challenges.	2: Curriculum design and organisation The curriculum must be consistent and support the programme's documented objectives. Theoretical background, problem analysis and solution design must be stressed within the programme's core material. The curriculum must satisfy the core requirements for the programme, as specified by the relevant accreditation body. The curriculum must satisfy the major requirements for the programme as specified by HEC and the relevant accreditation body/ councils. The curriculum must satisfy general education, arts, and professional and other discipline requirements for the programme, as specified by the relevant accreditation body/council. Information technology components of the curriculum must be integrated throughout the programme. The oral and written communication skills of the student must be developed and applied in the programme.
9: Admission, progression, assessment and certification Institutions consistently apply predefined and published regulations covering all phases of the student 'life cycle'. Higher education institutions operate equitable, valid and reliable processes of assessment, which enable every student to demonstrate the extent to which they have achieved the intended learning outcomes for the credit or qualification being sought.	6: Institutional policies and process control The process by which students are admitted to the programme must be based on quantitative and qualitative criteria and clearly documented. This process must be periodically evaluated to ensure that it is meeting its objectives. The process by which students are registered in the programme and the monitoring of students' progress to ensure timely completion of the programme must be documented This process must be periodically evaluated to ensure that it is meeting its objectives. The process that ensures that graduates have completed the requirements of the programme must be based on standards, and effective and clearly documented procedures. This process must be periodically evaluated to ensure that it is meeting its objectives.

10: Student support services The institution demonstrates adequate and efficient student support services that enable students to achieve their educational goals, facilitates the overall process of achieving the institutional mission and safeguards students' physical and mental health.	4: Student advising and counselling Guidance on how to complete the programme must be available to all students and access to academic advising must be available to make course decisions and career choices. 7: Institutional support and facilities There must be an adequate number of high-quality graduate students, research assistants and PhD students. Financial resources must be provided to acquire and maintain library holdings, laboratories and computing facilities.
11: Impactful teaching and learning and community engagement The institution has a teaching and learning framework that creates a shared understanding of good teaching practices that enable every student to develop as an independent learner, study their chosen subject(s) in depth and enhance their capacity for analytical, critical, creative thinking and emphatic concerns for marginalised segments of society. Sustainable development goals (SDGs) provide a good guiding framework for lifelong learning and creating an equitable society. The institutional efforts should be directed towards creating impact by tailoring their teaching and learning principles in such a way that students and teachers can engage in contributing towards meeting SDGs and addressing the pressing local and global issues and challenges.	2: Curriculum design and organisation Theoretical background, problem analysis and solution design must be stressed within the programme's core material. The curriculum must satisfy the core requirements for the programme, as specified by the relevant accreditation body. The curriculum must satisfy the major requirements for the programme as specified by HEC and the relevant accreditation body/ councils. The curriculum must satisfy general education, arts, and professional and other discipline requirements for the programme, as specified by the relevant accreditation body/council. Information technology components of the curriculum must be integrated throughout the programme. The oral and written communication skills of the student must be developed and applied in the programme. 4: Student advising and counselling Modules in the major area of study must be structured to ensure effective interaction between students, faculty and teaching assistants.

12: Research, innovation, entrepreneurship and industrial linkage The institution ensures promotion of a culture of research, innovation, entrepreneurship and industrial linkage in the institution through encouraging faculty and research students to make tangible contributions in resolving issues of industry and society. Also, it ensures research degrees are awarded in a research environment that provides quality learning opportunities for doing research and learning about approaches, methods, procedures and protocols, for innovation and entrepreneurship which takes account of social and industrial needs. This environment offers faculty and students quality opportunities and the support they need to achieve successful academic, personal and professional outcomes.	1: Programme mission, objectives and outcomes The programme must have documented measurable objectives that support the institution mission statements. The programme must have documented outcomes for graduating students. It must be demonstrated that the outcomes support the programme objectives and that graduating students are capable of performing these outcomes. The results of programmes' accreditation and the extent to which they are used to improve the programme must be documented. Standard 1-5: The department/programme must take deliberate steps to engage all students, individually and collectively, as partners in the assurance and enhancement of their educational experience. 2: Curriculum design and organisation The curriculum must be consistent and support the programme's documented objectives. Information technology components of the curriculum must be integrated throughout the programme. The oral and written communication skills of the student must be developed and applied in the programme. 3: Subject-specific facilities Laboratory manuals/documentation/instructions for experiments must be available and readily accessible to department and students. There must be adequate support personnel for instruction and maintaining the laboratories. The institution's computing infrastructure and facilities must be adequate to support the programme's objectives. 4: Student advising and counselling Modules in the major area of study must be structured to ensure effective interaction between students, faculty and teaching assistants.

	5: Teaching faculty/staff There must be enough full-time teaching staff who are committed to the programme to provide adequate coverage of the programme areas/ modules with continuity and stability. The interests and qualifications of all teaching staff must be sufficient to teach all modules, and to plan, modify and update modules and curricula. All teaching staff should have a level of competence that would normally be obtained through graduate work in the discipline. The majority of the teaching staff should hold a PhD in the discipline and/or vocational experience in their area of expertise. Teaching staff must remain current in the discipline and sufficient time must be provided for scholarly activities and professional development. Also, effective programmes for staff development must be in place. All teaching staff should be motivated and have job satisfaction to excel in their profession. 6: Institutional policies and process control The process by which students are admitted to the programme must be based on quantitative and qualitative criteria and clearly documented. This process must be periodically evaluated to ensure that it is meeting its objectives. The process by which students are registered in the programme and the monitoring of students' progress to ensure timely completion of the programme must be documented This process must be periodically evaluated to ensure that it is meeting its objectives. The process of recruiting and retaining highly qualified department members must be in place and clearly documented. Also, processes and procedures for department evaluation and promotion must be consistent with the institution mission statement. These processes must be periodically evaluated to ensure that they are meeting their objectives. The processes and procedures used must ensure that teaching and delivery of course material to the students emphasise active learning and that course learning outcomes are met. The processes must be periodically

	evaluated to ensure that they are meeting their objectives. The process that ensures that graduates have completed the requirements of the programme must be based on standards, and effective and clearly documented procedures. This process must be periodically evaluated to ensure that it is meeting its objectives Programmes produce information for external audiences about the learning opportunities they offer that is fit for purpose, accessible and trustworthy. Programmes produce information for students about the learning opportunities they offer that is fit for purpose, accessible and trustworthy. Programmes are managed to high ethical standards when dealing with staff, students and other stakeholders. 7: Institutional support and facilities The institution must have the infrastructure to support new trends in learning such as e-learning. The library must possess an up-to-date technical collection relevant to the programme and must be adequately staffed with professional personnel. Classrooms must be adequately equipped and offices must be adequate to enable teaching staff to carry out their responsibilities. There must be sufficient support and financial resources to attract and retain high-quality teaching staff and provide the means for them to maintain competence as teachers and scholars. There must be an adequate number of high-quality graduate students, research assistants and PhD students. Financial resources must be provided to acquire and maintain library holdings, laboratories and computing facilities.

13: Fairness and integrity In the management of its affairs, conduct of its programmes and its dealing with students, faculty, governing bodies and external quality assurance agencies involving the general public, the Institution adheres to high ethical principles. Also, it should have necessary policies and institutional mechanisms to ensure availability of fair procedures for handling issues, complaints and appeals which are accessible to all students, faculty and administration.	6: Institutional policies and process control Programmes are managed to high ethical standards when dealing with staff, students and other stakeholders.
14: Public information and transparency The institution generates and provides complete, accurate, accessible and adequate information to its students, prospective students, regulatory bodies, other stakeholders and intended audiences to help them in making informed decisions regarding higher education. The institution should ensure the availability of a very transparent mechanism where all the stakeholders, particularly students and faculty, have access to not only decisions made but also to the processes and procedures of decision making.	6: Institutional policies and process control Programmes produce information for external audiences about the learning opportunities they offer that is fit for purpose, accessible and trustworthy. Programmes produce information for students about the learning opportunities they offer that is fit for purpose, accessible and trustworthy.
15: Institutional effectiveness, quality assurance and enhancement The institution has a robust system for monitoring and evaluating institutional effectiveness, quality assurance and enhancement that is made public and forms part of its strategic management. Internal quality assurance procedures should help in evaluating its effectiveness, promote continuous improvement, and realising its institutional mission and achieving its institutional goals.	1: Programme mission, objectives and outcomes The results of programmes' accreditation and the extent to which they are used to improve the programme must be documented.

16: CQI and cyclical external quality assurance The institution is required to have robust continuous quality improvement (CQI) mechanism to institutionalise a strong quality culture. Institutions should undergo external quality assurance in line with the Pakistan Precepts on a cyclical basis. In order to have a successful external review, the institution should strengthen the internal quality assurance processes and prepare itself for external review.	1: Programme mission, objectives and outcomes The department must assess its overall performance periodically using quantifiable measures.

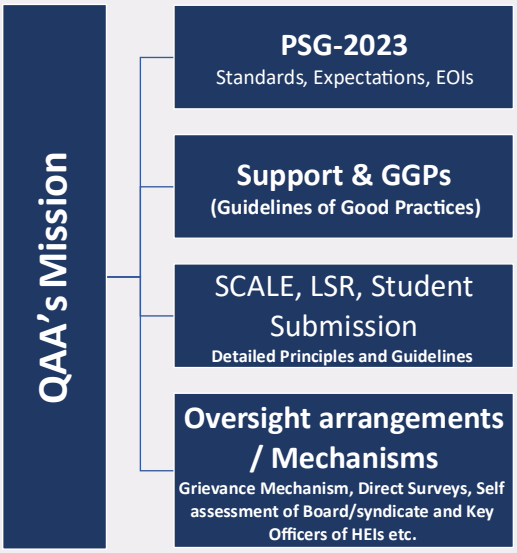
Annexure-A

Mandate & Objective

❑ **Mandate of QAA and the Constitutional Obligation**

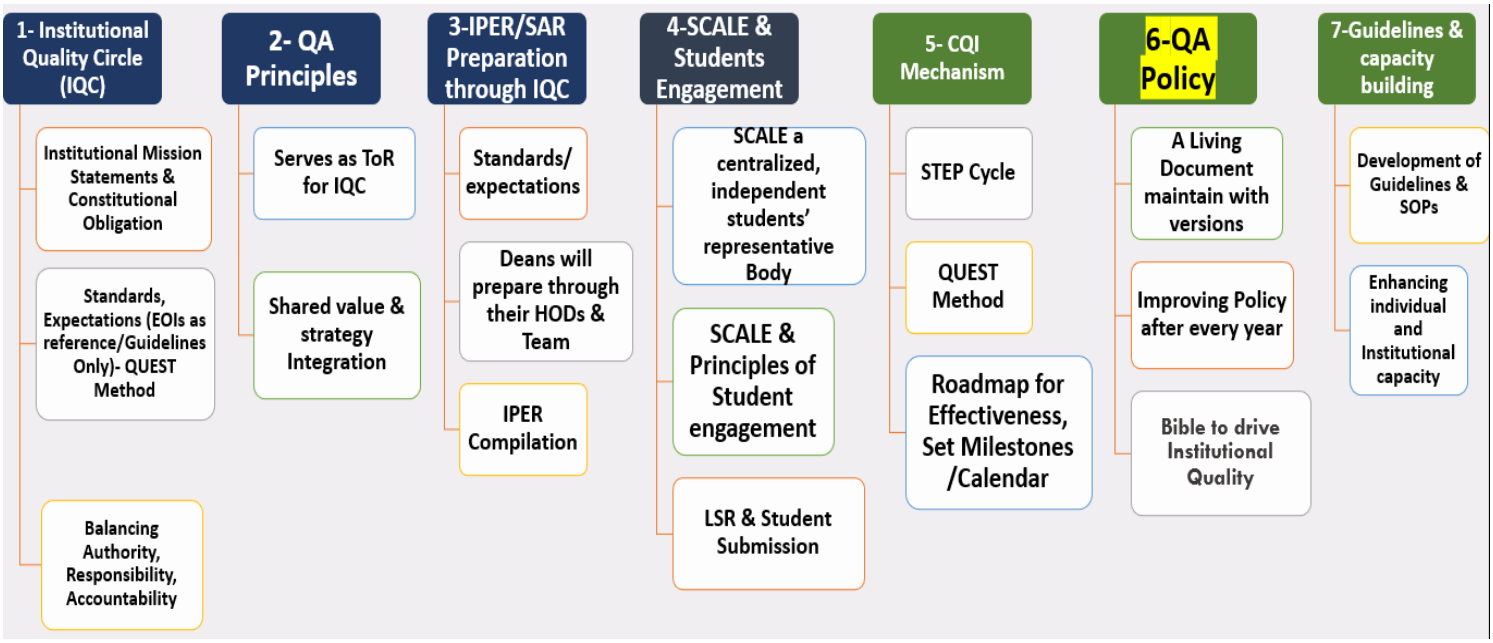
❑ **QAA's Mission:**

"To empower, support and guide HEIs in establishing a robust QA ecosystem, thereby ensuring the highest standard of learning opportunities".



Annexure-B

QA tools and Implementation Process



Annexure-C

Institutional Quality Circle (IQC)

Objective & Philosophy:

-Strategic balance; Authority, Responsibility & Accountability

Constitution of IQC

VC + Deans + All statutory Officers/Key Officers and coopted member. Also, inclusion of Students as per HEC/QAA guidelines

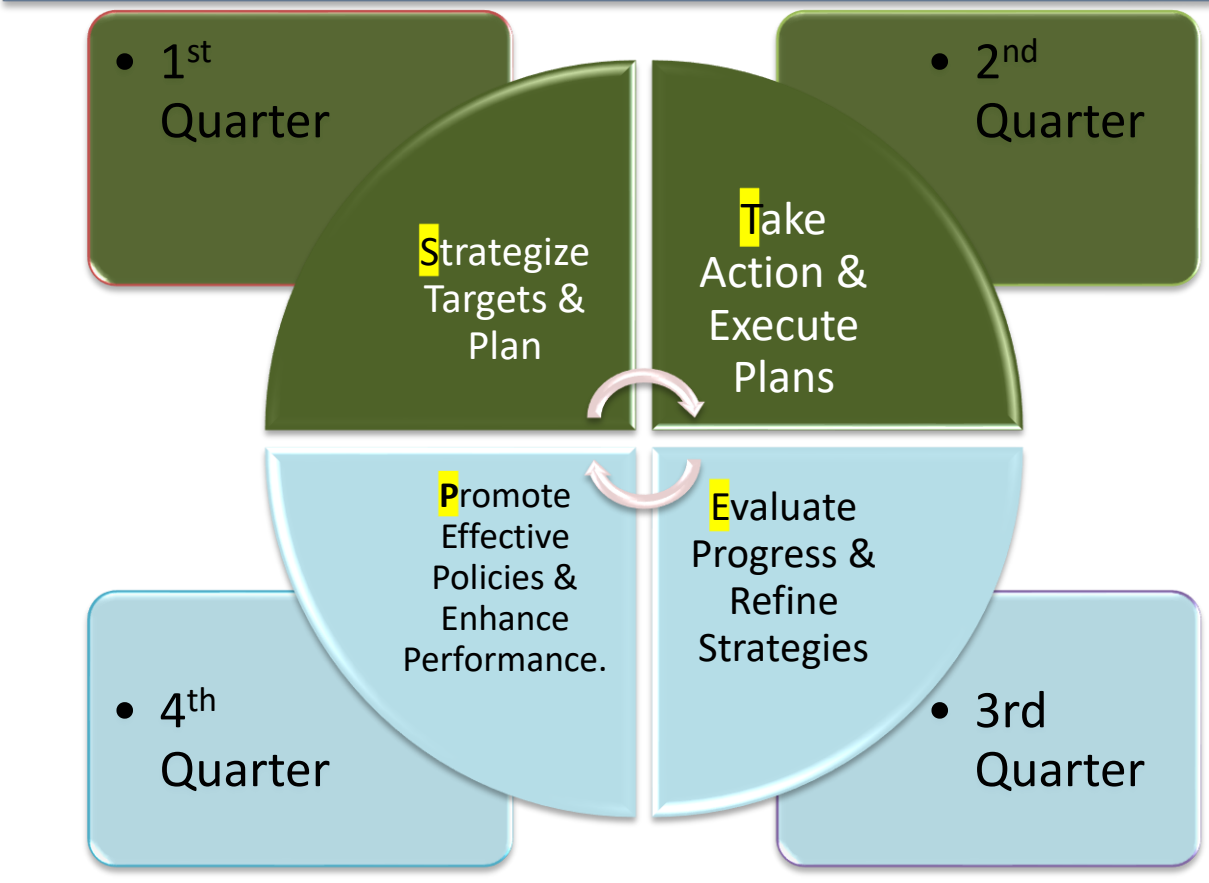
QA Principles should be part of ToRs as guiding pillars

-to create **Shared Value** among stakeholders through a culture of **discussion and debate** about Quality that supports **excellence, accountability and Continuous Quality Improvement (CQI).**

The first thing to consider is the Constitutional Obligation and to drive institutional activities through Institutional Vision, Mission Statements & Strategic Plans

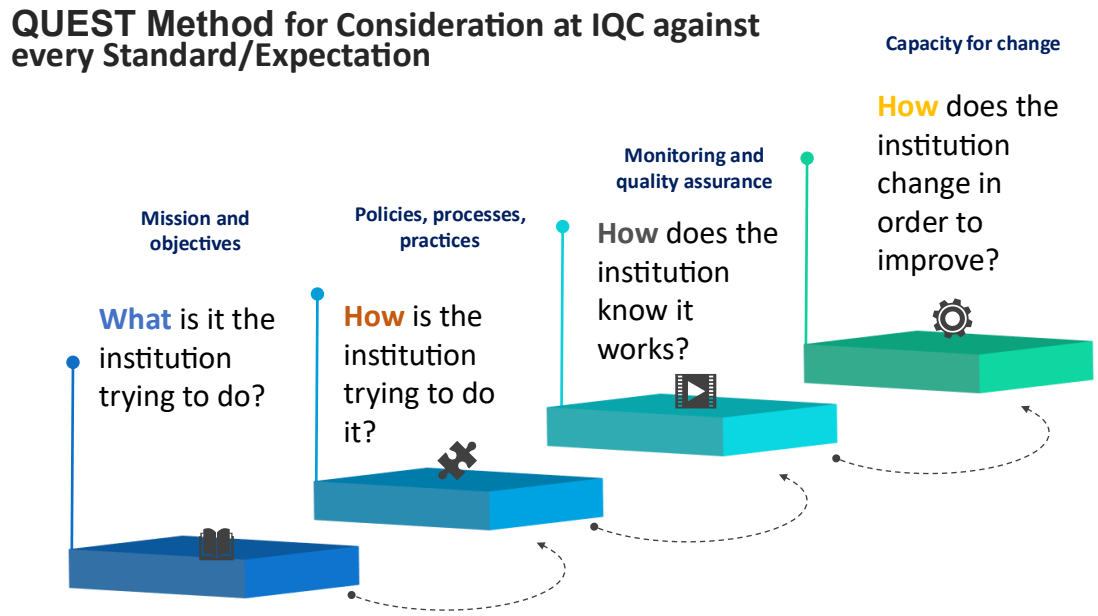
Annexure-D

STEP Cycle, QUEST Method & IQC Meetings = (CQI)



Annexure-E

QUEST: Queries for Understanding, Evaluation and Strategic Transformation. This method to be used by each IQC member to analyze their obligations and activities ensuring an evidence based and outcome-focused approach.



Annexure-F

Roadmap for Effective EQI (Phases & Milestones)			
1st Phase Milestones	2nd Phase Milestones	3rd Phase Milestones	4th Phase Milestones
1st MILESTONE: IQC Constitution & Notification as per its philosophy and spirit.	**4th MILESTONE** **IQC Follow up meeting -** Deans/members will present initiatives and Progress **(2nd IQC Meeting)**	**7th MILESTONE** Review/evaluation through implementation & effectiveness Meeting. **(3rd IQC Meeting).**	**10th MILESTONE** IQC Outcome review Meeting to ensure each Dean and other members will list tangible output in terms of policies, SOPs, capacity building initiatives, and outcomes in the form of best practices. **(4th IQC Meeting)**
2nd MILESTONE: IQAE/QEC Briefing and IQC Tasks Distribution against Standards /Expectation. **(1st IQC Meeting)**	**5th MILESTONE** BOF, BOS/ Relevant forum Meeting for internal review of Implementation and Enhancement.	**8th MILESTONE** BOF, BOS relevant forum Meeting to review progress and effectiveness of implementation and discuss potential output and outcomes.	**11th MILESTONE** BOF, BOS/relevant forum Meeting for tangible output in terms of policies, SOPs, capacity building initiatives, and outcomes in the form of best practices.
3rd MILESTONE: BOF/BOS/ Relevant forum Meeting and tasks assignment.	**6th MILESTONE** Director QEC follow up with all Dean of faculty preparation and Progress Report.	**9th MILESTONE** Final Implementation Status Report by each Dean to QEC for compilation.	**12th MILESTONE** Finalization of Report on QA activities with list of tangible output in terms of policies, SOPs, capacity building initiatives, and outcomes in the form of best practices. to be presented to Academic Council / Syndicate/BOG for further recommendations /endorsement.
JAN FEB MAR	APR MAY JUN	JUL AUG SEP	OCT NOV DEC
S	T	E	P
S- Strategize Targets & Establish Plans	**T- Take Action & Execute Plans**	**E- Evaluate Progress & Refine Strategies**	**P-Promote Effective Policies & Enhance Performance**

IPER Sections

❑ **Section 1: Brief description: This section should provide a comprehensive overview of the institution, covering the following key areas:**

- **Institutional Background and History: A brief history of the institution, including its establishment date and major milestones.**
- **Institutional Charter/Act, Statutes, and Regulations:**
  - A summary of the institutional charter or act, along with statutes and regulations (provide links to actual documents)
  - Details of any amendments, if applicable, with a weblink to the charter, statutes, and key regulations.
- **Governance Structure:**
  - Organization Organogram
  - Information about the Syndicate or Board of Governors (BOG) members.
  - List of key statutory forums, including their titles and roles.
  - Information about statutory positions and key officers within the university.
- **Vision, Mission, and Values:**
  - The institution's official vision, mission, values, ethos, and institutional goals.
- **Strategic Aims and Priorities:**
  - Strategic aims and priorities for safeguarding academic standards and enhancing the quality of students' learning opportunities.
- **External Reference Points:**
  - Share details about requirements of national and international institutions, professional and QA bodies and respective experience impacting institutional practices.
  - Challenges encountered and solutions reached in effectively implementing these requirements.

Section 2: The track record in managing quality and standards: This section should outline the institution's experience on effectiveness in managing quality and standards, including: (Documents: Self-assessment Report + mechanism of closing loop)

❑ **Institutional Experience:**
- A brief overview of the institution's history in managing quality and standards.

❑ **Outcomes of Previous Reviews:**
- References to the results /output & Outcome of previous external and internal review activities.
- The institution’s responses to these reviews.

❑ **Major Changes:**
- A summary of recent major changes since the last external and internal institutional review.
- Explanation of how recommendations from previous reviews have been addressed and how identified good practices have been built upon.
- Any action plans produced as a result of these reviews.

❑ **Section 3: Contribution by Leading Stakeholders Against the Standards/Expectations (RIPE)**

This section should thoroughly discuss issues, challenges, existing practices (GAP analysis), and potential actions and solutions for meeting each standard and expectation, using the QUEST method (Queries for Understanding, Evaluation, and Strategic Transformation) and the EFB template. Address each standard and expectation separately by focusing on:

1. **Institutional Objectives:**
   - ✓ What is the institution trying to achieve?
2. **Institutional Strategies, policies:**
   - ✓ How is the institution attempting to achieve these objectives?
3. **Effectiveness Evaluation:**
   - ✓ How does the institution assess the effectiveness of its strategies and practices?
4. **Continuous Improvement:**
   - ✓ How does the institution adapt and improve its processes based on these assessments?

Annexure-H

Existing, Future, and Best Practices (EFB) Template. Link is attached link

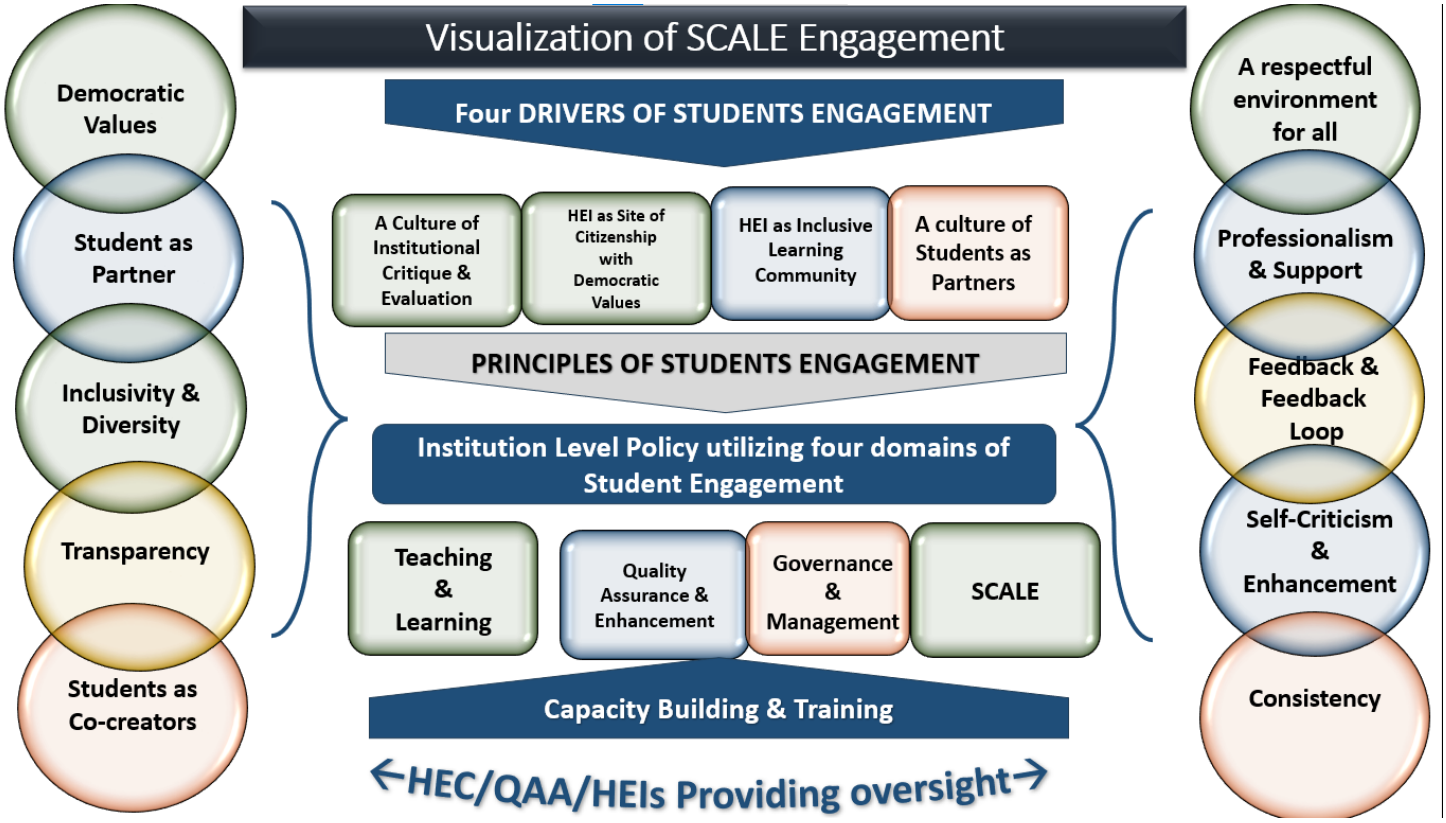
Standard 1: Vision, mission, goals and strategic planning
The institution's vision, mission, and subsequent goals define its purpose and drives institutional activities through strategic planning within the context of national higher education priorities, regional and local requirements and the needs of students and the wider group of stakeholders.
Expectation Outcome Indicators (EOIs): (Note: EOIs may or may not be relevant in your context, therefore, the EOIs are not for your response but are given here as refernce and /or guidance only).

Existing Practices, initiatives, and policies etc. towards meeting QA Standards and expectations		
Initiatives the HEI has already taken (in practice/developed Policy) to meet this Standard & expectation.	Indicative Evidence Documentary Evidence against each initiative/practice.	Reference/ Annexure- (Provide Ref. document or annexure no. where evidence is placed)
Institutional Practices/Initiatives/KPIs/EOIs:		

Future Initiatives, Practices, and policies etc. towards meeting QA Standards and expectations		
Initiatives the HEI will take (practice/ Policy) to effectively meet this Standard & Expectation.	Proposed timeline	Responsible office
Institutional Practices/Initiatives/KPIs/EOIs:		

Best Practice - considered Best Practices (from Existing Practices, Initiatives, and Policies etc.) against the given QA Standards and expectations and beyond.		
Best Practice against given Standard & expectation. (Note: Best practice in QA refers to exemplary approaches, strategies, or actions that have been proven effective in addressing specific challenges or achieving desired outcomes within established standards. These practices are characterized by their demonstrated impact, innovation, and potential for replication across institutions, serving as benchmarks for continuous improvement and excellence in QA processes)	Indicative Evidence Policy/ Document of or for the described best practice (if any)	Reference/ Annexure- (Provide Ref. document or annexure no. where evidence is placed)
Institutional Practices/Initiatives/KPIs/EOIs:		

Annexure-I



Annexure-J

Incorporating Data-Driven Performance Analytics into the Quality Assurance Framework (PSG – 2023)

The Quality Assurance Agency (QAA) is actively working on integrating **data-driven performance analytics** into its PSG - 2023. As part of our ongoing commitment to enhancing the quality and effectiveness of higher education, this initiative will revolutionize how we assess, monitor, and improve institutional performance and assure quality. By leveraging the power of data analytics, QAA aims to bring a more evidence-based and proactive approach to the QA processes, ensuring continuous improvement and alignment with global best practices.

1. Data-Driven Insights for Better Decision-Making

Once developed, the new QA framework will utilize data-driven insights to enhance decision-making processes within the institution. This will involve analyzing performance metrics related to each QA standard surrounding student outcomes, faculty effectiveness, resource utilization, and institutional growth. As we move forward, the framework will enable decision-makers to rely on comprehensive data analytics to identify areas of strength and improvement, leading to more strategic planning and policy development.

2. Predictive Data Analytics for Continuous Improvement

The Quality Assurance Agency will also incorporate predictive analytics into its monitoring processes. This will allow us to anticipate potential challenges and risks before they become problematic, enabling early interventions. By analyzing trends in student performance, retention rates, and resource allocation, universities will be able to implement timely improvements that enhance educational outcomes and operational efficiency.

3. Personalized Feedback and Development

As the QA framework evolves, it will utilize data to offer personalized feedback for variety of stakeholders. We develop mechanisms that will analyze life cycles of key stakeholders, ensuring that feedback is tailored to the specific needs of each stakeholder. This personalized approach will foster an environment of continuous learning and improvement, helping both faculty and students to excel in their respective roles.

4. Increased Accountability and Transparency

The inclusion of data-driven performance analytics will increase accountability across all levels of the institution. It will ensure that transparent, data-backed reports are generated to demonstrate progress in key performance areas as outlined in the institutional paradigm of PSG-2023. These reports will be shared with internal and external stakeholders through Institutional Quality Circle (IQC), ensuring that the institution remains accountable to its mission of delivering high-quality education.

5. A Foundation for Future Readiness

The addition of data-driven standardized institutional performance enhancement will lay the foundation for future readiness. As higher education landscapes continue to evolve, similarly, incorporating advanced analytics will ensure that the higher education institutions remains adaptive and forward-thinking. This proactive approach will not only enhance current performance but also prepare the institution to meet future challenges and opportunities with confidence.

Conclusion

The QAA of HEC is committed to adding data-driven performance analytics in QA practices that will enhance the PSG – 2023. Through better decision-making, predictive analytics, personalized feedback, increased accountability, and future-proofing measures, this initiative will ensure that the institution continues to offer a world-class education, underpinned by a robust and dynamic quality assurance processes.

January 2023

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