

CAPITAL UNIVERSITY OF SCIENCE AND TECHNOLOGY ISLAMABAD



CUST Policy on Program Review for Effectiveness and Enhancement (PREE)

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Chapter 1

PSG 2023

1.1 Introduction

The Higher Education Commission (HEC) of Pakistan has introduced the Pakistan Precepts, Standards, and Guidelines for Quality Assurance in Higher Education (PSG-2023), a comprehensive framework designed to enhance the quality of higher education in Pakistan. This framework aligns with international quality assurance standards, enabling global recognition of Pakistani academic qualifications, and empowers higher education institutions (HEIs) to assess their performance, identify areas for improvement, and meet the needs of their students according to global requirements.

1.2 Key Objectives:

- (a) Foster independent thinking, transparency, and accountability
- (b) Promote collaboration with stakeholders
- (c) Encourage active engagement with students, faculty, and administrators

1.3 Components:

PSG-2023 QA framework establish its alignment with international QA standards, through which recognition of Pakistani academic qualifications would be made globally. PSG-2023 would empower HEIs to assess their performance proactively, identify areas for improvement and take necessary steps to meet the needs of their students as per global requirement. Proposed PSG-2023, devised number of robust instrumental quality tools addresses critical aspects detailed under three interlinked QA domains. Reviewing Effectiveness of Quality Assurance & Accreditation (REQAAB), Review of Institutional performance and Enhancement (RIPE) and Program Review

for Effectiveness and Enhancement (PREE) are proposed as three main domains for assessment and review of IQA and EQA processes of HEIs in Pakistan. Details pertaining to each area is described as under:

1.3.1 Reviewing the Effectiveness of Quality Assurance and Accreditation Bodies (REQAB)

Under this domain of PSG-2023, an organized approach for reviewing effectiveness of Quality Assurance agencies/bodies and Accreditation councils has been proposed. Under this component, QAA-HEC and Accreditation councils are expected to be prepared for external review by any international QA agency. This domain has underline QAABs key responsibility in maintaining and improving educational quality of QAA HEC and Accreditation councils. REQAB clearly describes review principles, standards/criteria and responsibilities of panel. Fourteen Standards has been identified as REQAB standards for the purpose of assessing QAABs compliance and constant review as required under PSG-2023 Quality Assurance Framework.

1.3.2 Review of Institutional Performance and Enhancement (RIPE)

Review of Institutional Performance and Enhancement is primarily the responsibility of QAA-HEC to be followed for the purpose of reviewing the quality of universities. It is used as an external review mechanism by HEC QAA periodically and by institutions as an internal self-Quality Assurance mechanism annually. The RIPE process, evaluate adherence of effectiveness of academic standards and strategies being practiced by the institution for the improvement of quality. Under RIPE institution has to conduct internal and external QA reviews as per identified sixteen standards expectations and guidelines. 16 standards have been identified as RIPE standards for the purpose of review.

1.3.3 Program Review for Effectiveness and Enhancement (PREE)

PREE is used as a principal review method for assessment of quality of Program at 5-8 level of PQF. This method has been applied by institutions for internal quality assurance of programs of level 5-8 and externally by HEC, QAA for level 7 and 8. This review determine the level of maintainability of QA standards of institutional academic programs and ascertain the level of improvement of student learning experiences. QEC undertake internal quality assurance through routine Self-Review of the Program for effectiveness and enhancement (PREE) against set eight standards as per PSG-2023 QAF requirement. All activities pertaining to Internal Self-Review including readiness of department, template, procedures, finalization of schedule and follow-up with respective department has been overseen by QEC. Each department is supposed to conduct self-review to evaluate programs performance against PREE standards in last academic

year. The review against these eight PREE standards has to be supported by relevant evidences and conclude in program level action plan, duly prepared by department on the basis of given recommendations.

Chapter 2

Program Review for Effectiveness and Enhancement (PREE)

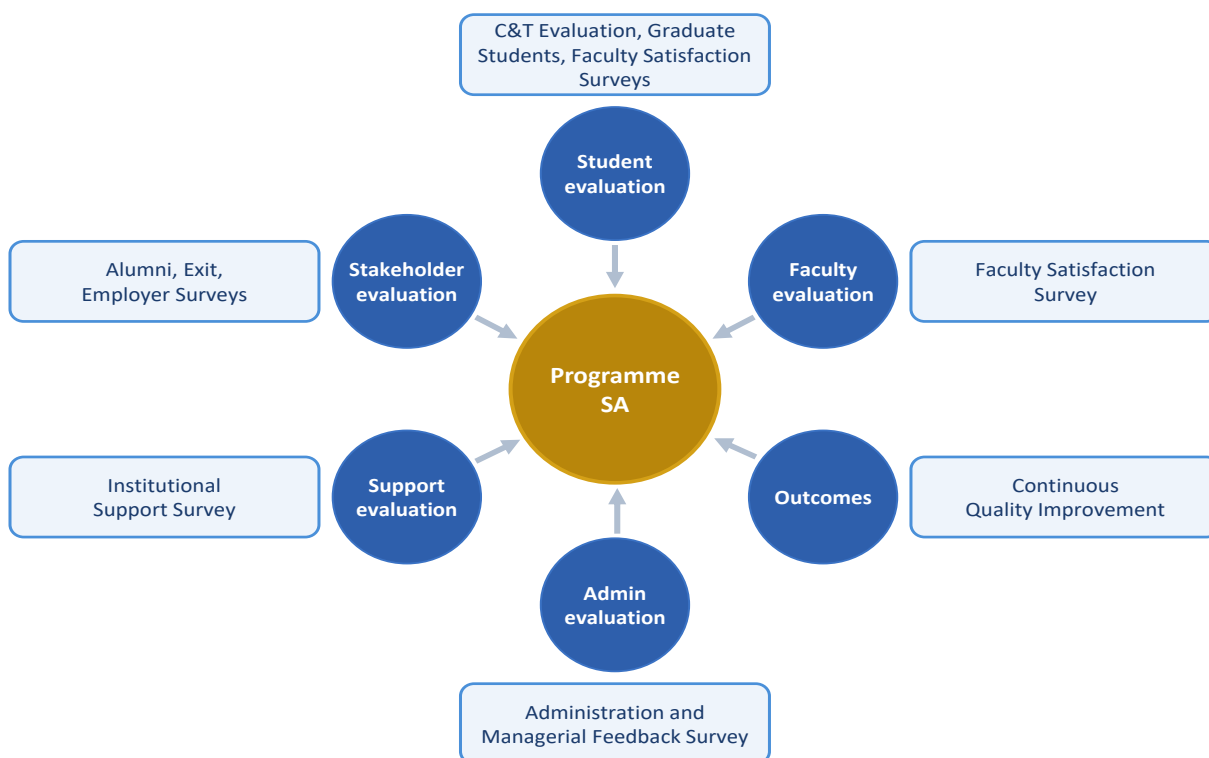
2.1 Introduction

- (a) PREE Precepts Standards and Guidelines (PSG) for Program Review for Effectiveness and Enhancement (PREE).
- (b) It is Applicable to program-level Internal Quality Assurance (IQA) and External Quality Assurance (EQA) to develop a ‘quality culture’ as a central institutional focus at all levels.
- (c) PREE for IQA against the PREE Standards as required in the Quality Assurance Framework. PREE for IQA orientates around a programme self-assessment.

2.1.1 Information to be considered in Programme self-assessment:

Information that should be considered in the programme self-assessment (SA) includes:

- (a) The evaluations from support (institutional), administration and managerial areas, as well as feedback from students (Course and Teacher Evaluation, Faculty Satisfaction and Graduate Students Survey) and faculties (Faculty Satisfaction).
- (b) Other stakeholders such as external examiners and employers (Alumni Survey, Exit Survey, Employer Survey), should feed into the programme self-assessment document.



2.2 Objectives:

- (a) Develop Quality Culture
- (b) Evaluating Program's performance through PREE Standards
- (c) Strengthening self-assessment practices
- (d) Utilization of data for informed decision-making and continuous improvement

2.3 Principles:

Principle 01: Quality is everyone's responsibility

Principle 02: Quality of learning opportunity for students and other stakeholders

Principle 03: Quality and contribution to society

Principle 04: Quality and good governance

Principle 05: Quality and accountability

Principle 06: Quality and change

Chapter 3

PREE Process and its Implementation

The following flowchart 3.1 and steps describe the complete process for implementing PREE at programme level.

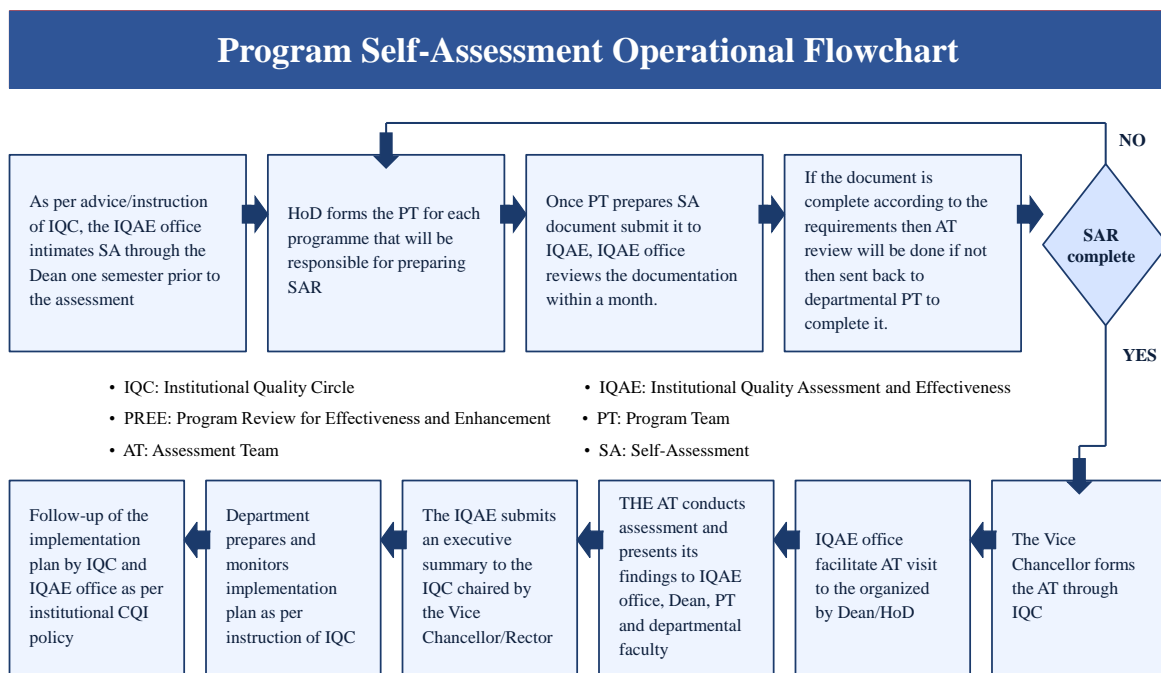


Figure 3.1: PREE Process Flowchart

3.1 Initiation of Self-Assessment

QEC office initiates the self-assessment one semester prior to the end of the assessment cycle through the Vice Chancellor/Rector’s Office in which the programme is offered.

If the programme is undergoing the self-assessment for the first time, the department will be given one academic year for preparation

3.1.1 Composition of IQC:

- (a) Constitution of Institutional Quality Circle (IQC) headed with the VC-Notification.
- (b) IQC should be headed by the Vice Chancellor/ Rector/ Head of the Institution.
- (c) All the Deans should be Members of IQC along with senior HODs where required.
- (d) Head of Non-Academic Departments E.g. Registrar, Controller Exam, and Students Council Representatives etc.
- (e) The Director QEC will be the Secretary IQC.
- (f) The IQC as per the composition described shall be notified from the office of Registrar duly approved by the Vice Chancellor. It should mention venue, date and time of 1st IQC.

3.2 Formation of Program Teams

The QEC office will coordinate with the Departments through Deans/HODs for constitution of Program Teams. Upon receiving the initiation letter the department (HOD/Dean) shall form a programme team (PT) for each programme.

The programme team shall comprise two to three faculty members of the assessed programme covering areas of specialization of that programme.

3.2.1 Role of Dean of Faculty and Head of Department:

- (a) HOD forms the Program Team for each programme that will be responsible for preparing Self-Assessment Document.
- (b) Dean of faculty/HOD of department organizes each program to conduct self-assessment.
- (c) HOD scrutinize self-assessment and action plan as well further in the process.
- (d) HOD also uses program self-assessment to inform departmental self-assessment and action plan.

3.2.2 Composition and Role of Program Team:

- (a) The programme team shall comprise two to three faculty members of the assessed programme covering areas of specialization of that programme.
- (b) The programme team will be responsible for preparing a self-assessment report (SAR) about the programme under consideration over a period of one semester. They will be the contact group during the assessment period.

3.3 Preparation of Self-Assessment Report (SAR)

The programme team will be responsible for preparing a Self-Assessment Report (SAR) about the programme under consideration over a period of **one semester**. They will be the contact group during the assessment period.

3.3.1 Self-Assessment Document Structure:

The programme self-assessment document should first set out the context in which the programme is operating, briefly describe the provision under review, and make the panel aware of any recent (major) changes and their implications for safeguarding academic Standards and the student academic experience. Where relevant, details of the institution's relationships with affiliated colleges should also be provided. The programme self-assessment document should then go on to outline how the programme meets each of the PREE Standards in the Quality Assurance Framework. Annex 1 for detail writing of a programme self-assessment document.

3.3.1.1 Section 1: Brief description

The description should cover:

- (a) the institution's mission and ethos
- (b) recent major changes since the last self-assessment
- (c) implications of changes, challenges, strategic aims or priorities for safeguarding academic standards and the quality of students' learning opportunities
- (d) details of the external reference points, other than the Qualifications Framework, which the institution is required to consider (for example, the requirements of accreditation councils and other professional bodies).

3.3.1.2 Section 2: The track record in managing quality and standards

Briefly describe the institution and programme team's background and experience in managing quality and standards, including reference to the outcomes of previous external and internal review activities and the institution's responses. Where relevant, describe how the recommendations from the last external and internal reviews have been addressed, or if addressed, what justification could be provided, and how good practice identified has been built on. Refer to any action plans that have been produced as a result of reviews.

3.3.1.3 Section 3: Standards

The PREE Standards in the Quality Assurance Framework apply to this area. Please refer to [Annex 2](#) for the detailed description of each Standard and the expectations that underpin it.

An institution under review should comment on each Standard separately, focusing on:

- (a) what the programme does to meet the standard
- (b) how it is done
- (c) why the programme does it that way
- (d) how well the programme performs
- (e) how the programme evaluates what it does
- (f) how the programme will enhance what it does.

The university should reference the evidence that is used to give assurance that these Standards are being met and that the area is managed effectively, as well as any relevant data that can be used for benchmarking. The evidence for this section should include a representative sample of programme and periodic accreditations, as well as the university's response to those accreditation reports, where applicable. It is vital that the self-assessment identifies the evidence that illustrates or substantiates the evaluation. The same key pieces of evidence can be used in several different parts of the self-assessment. It will be difficult to complete the review without including the following sets of information:

- (a) policy, procedures and guidance on quality assurance and enhancement
- (b) a diagram of the structure of the main committees which are responsible for the assurance of quality and standards; this should indicate both central and local (that department or similar) committees
- (c) minutes of central quality assurance committees for the two academic years prior to the review
- (d) overview reports (for example, periodic accreditation report) where these have a bearing on the assurance of quality and standards for the two years prior to the review

3.3.2 PREE Standards:

The PREE Standards as set out in the Quality Assurance Framework which each institution is required to align. Revised Standards for PREE on which **Programme-level quality assurance** is concerned. Detail of PREE Standards is in [Annex 2](#). The eight PREE Standards against which programme-level quality assurance is assessed are:

Standard 1: Programme Mission, Objectives and Outcomes

Standard 2: Curriculum design and Organization

Standard 3: Subject-specific facilities

Standard 4: Student advising and counseling

Standard 5: Teaching faculty/staff

Standard 6: Institutional Policies and process control

Standard 7: Institutional support and facilities

Standard 8: Institutional general requirements

3.4 Submission and Review of SAR

The department shall submit the SAR to the IQAE/QEC office through the concerned Dean.

The IQAE/QEC office reviews the SAR within **one month** to ensure that all applicable Precepts and Standards are addressed and it is prepared according to the required format.

If the document is not complete or any evidence found missing during QEC review then it will be sent back to the department for completion.

If it is complete as per requirements and PREE standards then the Vice Chancellor (IQC) forms a programme assessment team (AT) in consultation with the QEC recommendations within one month.

The AT comprises two to three faculty members from within or outside the university. The AT must have at least one external expert in the area of the assessed programme.

3.5 Formation and Visit of Assessment Team

The QEC office plans and schedules the AT visit period (Two to three days) in coordination with the department that is offering the programme.

The AT review will take place in the same department in the presence of HOD/Dean as well as the Program Team and concerned faculty.

The AT assesses each self-assessment, taking on board comments from students and other stakeholders, and identifies opportunities for the dissemination of good practice and common challenges.

3.5.1 Composition and Role of Assessment Team:

- (a) The Vice Chancellor/Rector/Head of Institute forms a programme assessment team (AT) in consultation with the QEC recommendations within one month.

- (b) The AT comprises two to three faculty members from within or outside the university. The AT must have at least one external expert in the area of the assessed programme.
- (c) The QEC office plans and schedules the AT visit period in coordination with the department that is offering the programme.
- (d) The AT assesses each self-assessment, taking on board comments from students and other stakeholders, and identifies opportunities for the dissemination of good practice and common challenges.

3.5.2 Key Responsibilities of Review Panel:

The following sub-sections describe the complete EQA review process, from panel responsibilities through to the post-visit timeline.

3.5.2.1 Role of Facilitator in External Review:

- (a) Institutions are invited to nominate a facilitator from programme team
- (b) The facilitator will help to organize and ensure the smooth running of PREE
- (c) It will improve the flow of information between the review panel and the institution programme team.
- (d) Liaise with QAA officer to organize PREE
- (e) During on site visit, provide review panel with advice and guidance on university programme approach / arrangements
- (f) During on site visit, meet with QAA Officer and Lead student representative and also if possible, meet review panel.

3.5.2.2 Student Engagement in PREE:

- (a) Nomination of lead student representative
- (b) Contributing their views through student submission-desk based analysis
- (c) Participating in meeting during on site visit
- (d) Working in partnership with university to draw up and implement the action plan after PREE.

3.5.2.3 Lead Student Representative:

- (a) Voluntary role – appointed by students
- (b) Oversee the production of student submission
- (c) Assist with selecting the students to meet the review panel
- (d) The institution should offer as much operational and logistical support to the LSR as is feasible.
- (e) liaise with the facilitator throughout PREE for EQA to ensure smooth communication between SCALE or similar student body and the institution
- (f) give feedback on PREE for EQA and its progress to the student body
- (g) ensure continuity of activity throughout the Review of Programme Performance and Enhancement
- (h) facilitate comments from the student body on the draft PREE for EQA report
- (i) work with the institution to develop and deliver its action plan, where there is an unsatisfactory judgement.

3.5.2.4 Reviewers and Review Panels:

- (a) Each review panel will normally consist of two reviewers, who are members or former members of academic staff from another institution in Pakistan
- (b) At least one reviewer should have particular expertise in specific curriculum areas, or from an international background, or a current employer or vocational expert.
- (c) If possible, it is suggested to add a student reviewer for reviewing larger programme of study.
- (d) Student reviewers can act in this capacity for up to two years after graduating. First-year students cannot be considered for this role.
- (e) Training for review panel members is provided by QAA

3.5.2.5 QAA Officer

- (a) The role of the QAA Officer is to guide the panel and the institution/programme team through all stages of PREE for External Quality Assurance (EQA), ensuring that approved procedures are followed.

- (b) ensure compliance with the process set out in this handbook
- (c) liaise with the facilitator about the schedule for the review programme
- (d) confirm arrangements for the first review panel meeting and review visit(s)
- (e) keep a record of all meetings relating to the review
- (f) edit the review report and oversee its production.

3.6 External Quality Assurance Review Visit

3.6.1 Pre-Visit Timeline

The following activities shall be completed before the on-site visit:

Working weeks	Activity	Details
At least 15 weeks before the on-site visit	Initial contact for Programme Review for Effectiveness and Enhancement activity	QAA will write to the institution about arrangements for the Programme Review for Effectiveness and Enhancement. Institution to confirm the facilitator and Lead Student Representative.
At least 11 weeks before the on-site visit	Institution/programme team briefings Confirmation of on-site visit dates and review panel composition	QAA will identify, for each individual programme, the most appropriate approach to the Programme Review for Effectiveness and Enhancement. QAA arranges a briefing for the institution and its programme team that would normally be virtual, but for some institutions will be face-to-face. QAA will write to the institution to confirm the length of the on-site visit, the membership of the review panel, and the deadline for the programme submission, supporting evidence and student submission.

7 weeks before the on-site visit	Programme submission	Institution uploads programme and student submissions and supporting evidence. Submissions demonstrate whether the programme has the capacity to meet all review criteria.
4 weeks before the on-site visit	Desk-based analysis	Reviewers, through a desk-based process, analyse the submissions and supporting evidence and identify: main areas for clarification/verification for the on-site visit, which will inform the programme for the visit pre-visit questions for the institution/programme team to respond to with a statement and/or supporting evidence at the beginning of the on-site visit.
3 weeks before the on-site visit	Virtual team meeting	Review panel has a virtual team meeting to discuss the conclusions of the desk-based analysis, confirm agendas and finalise logistics in preparation for the visit. QAA Officer confirms with the institution the programme for the visit and the pre-visit questions for the institution's response by the morning of the on-site visit.

3.6.2 The on-site visit:

The majority of on-site visits will take place in one day. In some cases, the length of the on-site visit may be two days. The decision to tailor the length of the on-site visit will be made by QAA and will be based on the size and complexity of the programme.

The activity undertaken during the on-site visit will not be the same for every programme but the review panel will ensure that its visit includes meetings with:

- (a) senior staff, including the Dean of Faculty or Departmental Head
- (b) academic and professional support staff
- (c) employers and other key external stakeholders
- (d) a representative group of students and alumni, to enable the review panel to gain first-hand information on students’ experiences as learners and on their engagement with the institution’s quality assurance and enhancement processes.

3.6.3 Arrangements for Visit:

The Facilitator is responsible for all logistical arrangements for the on-site visit, including room bookings, scheduling, and communication with all parties.

3.6.4 Review Outcomes:

Following the review the programme will receive one of four possible outcomes:

Approved	Approved with recommendations	Approved with conditions	Not Approved
All review criteria have been met	All review criteria have been met. All, or nearly all, applicable Standards have been met.	Most review criteria have been met	Several review criteria have been met or there are major gaps in one or more of the review criteria
	Standards not met do not, individually or collectively, present any serious risks to the quality of learning opportunities in the programme.	Standards not met do not present any serious risks to the quality of learning opportunities in the programme. Some moderate risks may exist which, without action, could lead to serious problems over time with the quality of learning opportunities in the programme	Standards not met present serious risk(s), individually or collectively, to the quality of learning opportunities in the programme and limited controls are in place to mitigate the risk. Consequences of inaction in some areas may be severe.

3.6.5 Making judgements:

After the final meeting with the institution, the review panel will meet with the QAA Officer to confirm the provisional judgements and agree any areas for development and/or features of good practice for the programme under review. This meeting will be private. Provisional judgements will not be immediately communicated to the institution. The QAA Officer will chair this judgement meeting and will test the evidence base for the panel’s findings. Judgements represent reasonable conclusions that a review panel is able to come to, based on evidence and time available. The evaluation rubric is attached in [Annex 6](#). The review panel meets to consider its findings in order to:

- (a) agree any features of good practice that it wishes to highlight
- (b) agree any recommendations for action by the institution’s programme team
- (c) decide on the judgements.

3.6.6 After the on-site Visit:

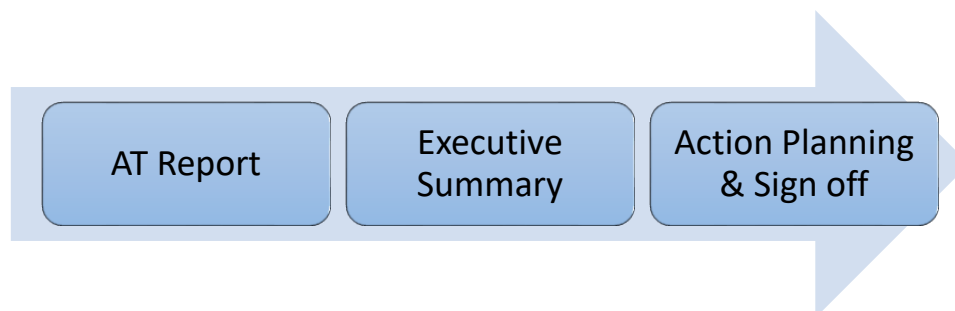
Working Weeks	Activity
Week 0	Review Visit
Week +3	Moderation of findings
Week +4	Draft report is sent to institution and Lead Student Representative for comments on factual accuracy. Relevant partner degree-awarding bodies or awarding organisations are copied in.
Week +6	Institution’s programme team and Lead Student Representative provide comments on factual accuracy (incorporating any comments from awarding bodies or organisations) to QAA.
Week +8	QAA Officer considers corrections and produces final report.
Week +10	PREE for EQA report published on QAA’s website.

3.7 Reporting and Executive Summary

The AT conducts the assessment, submits a report and presents its findings in an exit meeting that shall be attended by the QEC office, Dean, PT and faculty members. The QEC submits an executive summary to the IQC chaired by Vice Chancellor. QEC will disseminate the same with the Deans, HODs etc. for implementation plan. [Annex 3](#)

3.8 Action Planning and Follow-Up

The IQAE/QEC will keep follow up for actions to be taken. This Self-Assessment Document will be the part of YPR (Yearly Progress Report). [Annex 4](#) for Action Plan.



- (a) The AT conducts the assessment, submits a report and presents its findings in an exit meeting that shall be attended by the QEC office, Dean, PT and faculty members.
- (b) The QEC office shall submit an executive summary on the AT findings to the Vice Chancellor/Rector/Head of Institute.
- (c) The department shall prepare and submit an implementation plan to the QEC office based on the AT findings. The plan must include AT findings and the corrective actions to be taken, assignment of responsibility and a time frame for such actions.
- (d) The QEC office shall follow up on the implementation plan to ensure departments are adhering to the implementation plan. The academic department shall inform QEC each time a corrective action is implemented. The QEC office shall review the implementation plan once a semester to assess the progress of implementation.

Annexures

3.1 Annex 1 - Writing a Programme Self-Assessment Document

This annex demonstrates an effective approach to structuring and writing a programme self-assessment document.

3.1.1 Suggested structure of the programme self-assessment document:

The programme self-assessment document should first set out the context in which the institution is operating, briefly describe the programme under review, and make the panel aware of any recent (major) changes and their implications for safeguarding academic standards and the student academic experience. The programme self-assessment document should then go on to outline how the programme meets each of the programme. Precepts in Part 1 of the Quality Assurance Framework.

Section 1: Brief description

The description should cover:

- (a) the institution's mission and ethos
- (b) recent major changes since the last QAA review
- (c) implications of changes, challenges, strategic aims or priorities for safeguarding academic standards and the quality of students' learning opportunities
- (d) details of the external reference points, other than the Qualifications Framework, which the programme is required to consider (for example, the requirements of accreditation councils and other professional bodies).

3.1.2 Section 2: The track record in managing quality and standards

Briefly describe the programme team's background and experience in managing quality and standards, including reference to the outcomes of previous external and internal review activities

and the programme's responses. Where relevant, describe how the recommendations from the last external and internal reviews have been addressed, and how good practice identified has been built on. Refer to any action plans that have been produced as a result of reviews.

3.1.3 Section 3: Precepts

The programme-level Precepts apply to this area. A programme should comment on each Standard separately, focusing on:

- (a) what you do
- (b) how you do it
- (c) why you do it that way
- (d) how well you do it
- (e) how you know how well you do it.

The institution should reference the evidence that is used to give assurance that these Precepts are being met and that the area is managed effectively, as well as any relevant data that can be used for benchmarking. It is not the responsibility of the review panel to seek out this evidence and the selection of evidence is at the institution's discretion.

The same key pieces of evidence can be used in several different parts of the self-assessment. The review panel will find it difficult to complete the review without access to the following sets of information:

- (a) policy, procedures and guidance on quality assurance and enhancement
- (b) a diagram of the structure of the main committees which are responsible for the assurance of quality and standards; this should indicate both central and local (that department or similar) committees
- (c) minutes of central quality assurance committees for the two academic years prior to the review
- (d) overview reports (for example, periodic accreditation report) where these have a bearing on the assurance of quality and standards for the two years prior to the review.

3.1.4 Drafting

Circulating the draft programme self-assessment document to higher education staff (and, if appropriate, students and other stakeholders) for comment, widens the perspective and helps to keep colleagues informed and engaged in the process. Ideally, the document should be owned by many, but read as one voice.

3.1.5 Paragraphs

It is important to make the programme self-assessment document as easily navigable as possible as it is used by the review panel throughout the review. To help in this we ask that institutions number each paragraph sequentially throughout the document. That is to say, do not start new paragraph numbers for each section.

3.1.6 Referencing Evidence

It is vital that the programme self-assessment document identifies the evidence that illustrates or substantiates the narrative. In order for the review panel to be able to operate efficiently, both in advance and during the review visit, it is important to ensure that all evidence documents are clearly labelled and numbered. It is equally important to ensure that each evidence document is clearly referenced to the appropriate text in the commentary using the same labelling and numbering system and providing paragraph numbers and dates of minutes as appropriate.

QAA will explain by email how the programme self-assessment document and supporting evidence should be uploaded to the secure electronic site. The QAA Officer will inform the institution of the date by which this must be done.

3.1.7 Technical Requirements for Programme Submission

The table below shows the key technical points to consider when compiling the programme self-assessment document and supporting evidence.

Technical requirements for the programme submission	
Indicative limits	<p>The indicative length of the programme self-assessment document should be 40 pages. This include any diagrams and charts.</p> <p>To ensure the submission is clear and legible for the review panel, the following guidelines on formatting must be adhered to:</p> <ul style="list-style-type: none">(a) Arial font, 11-point (minimum)(b) single-line spacing (minimum)(c) 2 cm margins (minimum) <p>In support of the programme self-assessment document, we would expect to receive no more than 50 pieces of evidence for each Precept.</p>

Overall presentation	<p>The programme self-assessment document and supporting evidence should be supplied in a coherent structure:</p> <ul style="list-style-type: none">(a) all files together, with no subfolder or zipped files(b) documents clearly labeled numerically, beginning 001, 002, 003 and so on(c) ensure that each document has a unique reference number – do not number the same document with different numbers and submit it multiple times.
File naming convention	<p>Only use alphanumeric characters (a-z and 0-9); for spaces use the underscore (_) and the hyphen(-). Do not use full stops and any other punctuation marks or symbols, as these will not upload successfully.</p>
File types to avoid	<p>Do not upload</p> <ul style="list-style-type: none">(a) shortcut files (also known as .lnk and .url files)(b) temporary files beginning with a tilde (~)(c) administrative files such as thumbs.db and .DS_Store.
<p>For technical assistance with uploading files, please contact the QAA Officer or QAA IT team</p>	

3.2 Annex 2: Standards and guidelines for Programme Review for Effectiveness and Enhancement (PREE for IQA and EQA)

The PREE Standards are listed below.

3.2.1 Standard 1: Programme mission, objectives and outcomes

3.2.1.1 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.

3.2.1.2 Expectation outcome indicators (EOIs)

The programme must have documented measurable objectives that support the institution mission statements.

- (a) Document the institution mission statements.
- (b) State programme objectives. Programme educational objectives are intended to be statements that describe the expected accomplishments of graduates during the first several years following graduation from the programme.
- (c) Describe how each objective is aligned with the institution mission statements.
- (d) Outline the main elements of the strategic plan to achieve the programme objectives.
- (e) Provide for each objective how it was measured, when it was measured and improvements identified and made.

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.

- (a) Describe how the programme outcomes support the programme objectives.
- (b) Describe the means for assessing the extent to which graduates are performing the stated programme outcomes/learning objectives.

This should be accomplished by the following:

- (a) conducting a survey of graduating seniors every semester
- (b) conduct a survey of alumni every two years
- (c) conduct a survey of employers every two years
- (d) carefully designed questions asked during senior projects presentations; these questions should be related to programme outcomes
- (e) outcomes examinations.
- (f) The data obtained from the above sources should be analyzed and presented in the m assessment report.
- (g) It is recommended that the above surveys should be conducted, summarized and added to the self-assessment report. Departments should utilize the results of the surveys for improving the programme as soon as they are available.

The results of program's accreditation and the extent to which they are used to improve the programme must be documented.

- (a) Describe the actions taken based on the results of periodic accreditation.
- (b) Describe major future programme improvements plans based on recent accreditation.
- (c) List strengths and weaknesses of the programme.
- (d) List significant future development plans for the programme.

The department must assess its overall performance periodically using quantifiable measures.

- (a) Present student enrolments (undergraduate and graduate) during the last three years indicating percentages of honors students, student faculty ratio, average graduating grade point average per semester, average time for completing the undergraduate programme and attrition rate.
- (b) Indicate percentage of employers that are strongly satisfied with the performance of the department's graduates. Use employer surveys.
- (c) Indicate the median/average student evaluation for all modules and the percentage of faculty awarded excellence in teaching awards.

- (d) Present performance measures for research activities. These include journal publications, funded projects, and conference publications per faculty per year and indicate the percentage of faculty awarded excellence in research awards.
- (e) Present performance measures for community services. This may include the number of short courses per year, workshops and seminars organized.
- (f) Indicate faculty and students' satisfaction regarding the administrative services offered by the department. Use faculty and student surveys.

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.

- (a) Describe actions taken to involve students in the evaluation of teaching and learning.
- (b) Describe actions taken as a result of student evaluation.
- (c) Describe how actions are communicated to students.
- (d) Describe actions taken to engage students in decision-making about the quality of their higher education.
- (e) Describe actions taken to recruit student members to appropriate deliberative committees.
- (f) Describe training given to students to enable their participation in decision-making committees.
- (g) Terms of reference of deliberative committees on which students sit.

3.2.1.3 Indicative evidence

- (a) (a) Programme specification clarifying programme missions, objectives and outcomes
- (b) Academic development plan clarifying how to develop programme structure, curriculums, and resources
- (c) Analysis reports of the process adopted for development of mission and subsequent goals and periodic reviews of mission and goals
- (d) Analysis reports of the process of application of these goals and coordination for implementation
- (e) Review reports of processes adopted to disseminate the mission and goals to faculty, students and members of the governing body and efforts to maintain the institution's commitment to the mission among members of the institution

3.2.1.4 Guidelines

Programme objectives must align with the educational philosophy and educational goals of the higher education institution, and steer programme development and operation.

Intended learning outcomes of the programme must specify student's ultimate performance outcomes upon graduation so as to reflect the level of their cognitive and application skills, professional attitude and behavior. The intended programme learning outcomes must align with the programme objectives and be objectively assessable to demonstrate attainment.

On the basis of its educational philosophy and educational goals, the higher education institution must set graduate attributes to specify personal qualities, generic skills and behavior of graduates at different academic levels of the same higher education institution.

3.2.2 Standard 2: Curriculum design and organization

3.2.2.1 Expectation

The curriculum must be designed and organized to achieve the program'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.

3.2.2.2 Expectation outcome indicators (EOIs)

- (a) The curriculum must be consistent and support the program's documented objectives.
- (b) Theoretical background, problem analysis and solution must be stressed within the program's core material.
- (c) The curriculum must satisfy the core requirements for the programme, as specified by the respective accreditation body.
- (d) The curriculum must satisfy the major requirements for the programme as specified by HEC and the respective accreditation body/councils.
- (e) The curriculum must satisfy general education, arts, and professional and other discipline requirements for the programme, as specified by the respective accreditation body/council.
- (f) Information technology components of the curriculum must be integrated throughout the programme.
- (g) Oral and written communication skills of the student must be developed and applied in the programme.

- (h) Conduct feedback surveys each semester for each course from students and faculty.

3.2.2.3 Indicative evidence

- (a) Programme development policy
- (b) Evidence of well-defined and coherent programme goals and objectives reflecting institutional mission, such as module specifications
- (c) Evidence of the balance between theory and practice to achieve programme and institutional goals
- (d) Mapping of programme specifications to national qualifications framework for higher education
- (e) Defined student learning outcomes
- (f) Graduate destinations

3.2.2.4 Guidelines

The curriculum must be designed and organized to achieve the program'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. A semester credit hour equals one class hour or two to three laboratory hours per week. The semester is approximately 15 weeks.

Provide the following information about the program's curriculum:

- (a) title of degree programme
- (b) definition of credit hour
- (c) degree plan: a flow-chart showing the prerequisite, core, and elective courses
- (d) show curriculum breakdown in terms of mathematics and basic sciences, major requirements, social sciences and other requirements.

For each module in the programme that can be counted for credit, provide one to two pages specifying module title, module objectives and outcomes, catalogue description, textbook(s) and references, syllabus breakdown in lectures, computer usage, laboratory settings.

Content breakdown in credit hours (if applicable) as basic science, maths, engineering science, and design for engineering discipline, general education requirements, business requirements and major requirements for business studies and others.

Describe how the programme content (modules) meets the programme objectives. Describe how modules are applied and integrated throughout the programme.

Complete a matrix linking modules to programme outcomes. List the modules and tick against relevant outcomes.

3.2.3 Standard 3: Subject-specific facilities

3.2.3.1 Expectation

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

3.2.3.2 Expectation outcome indicators (EOIs)

Laboratory manuals/documentation/instructions for experiments must be available and readily accessible to department and students.

- (a) Describe the subject-specific facilities that are available for use in the programme under assessment.
- (b) Explain how students and departments have adequate and timely access to the manuals/documentation and instructions.
- (c) Benchmark with similar departments in reputable institutions to identify shortcomings in laboratories.

There must be adequate support for personnel for instruction and maintaining the laboratories.

- (a) Indicate for each laboratory: support personnel, level of support, nature and extent of instructional support.

The institution's computing infrastructure and facilities must be adequate to support the program's objectives.

- (a) Describe how the computing facilities support the computing component of the programme.
- (b) Benchmark with similar departments in reputable institutions to identify shortcomings in computing infrastructure and facilities.

To meet this criterion, the standards in this section must be satisfied. In addition, departments may benchmark with similar departments in reputable institutions to identify their shortcomings, if any.

3.2.3.3 Indicative evidence

- (a) Comprehensive analysis reports of subject-specific facilities accessible to students and other stakeholders
- (b) Subject-specific facilities development procedure and plan
- (c) Subject-specific facilities usage record
- (d) Annual review reports of student involvement and satisfaction with the provided facilities with practicable recommendations for further improvement
- (e) Student feedback on subject-specific facilities
- (f) Video evidence of resources
- (g) Print or electronic review reports of availability of required subject-specific facilities reflected through student handbooks, catalogues, newspapers

3.2.3.4 Guidelines

For a good higher education experience, programs of study provide a range of facilities to assist student learning. Facilities may be organized in a variety of ways depending on the institutional context and subject requirement. However, the internal quality assurance ensures that all resources are fit for purpose, accessible, and that students are informed about the facilities available to them.

3.2.4 Standard 4: Student advising and counselling

3.2.4.1 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.

3.2.4.2 Expectation outcome indicators (EOIs)

Modules must be offered with sufficient frequency and number for students to complete the programme in a timely manner.

- (a) Provide the department's strategy for module offerings.
- (b) Explain how often required modules are offered.

- (c) Explain how often elective modules are offered.
- (d) Explain how required modules outside the department are managed to be offered in sufficient number and frequency.

Modules in the major area of study must be structured to ensure effective interaction between students, department and teaching assistants.

- (a) Describe how effective student/department interaction is achieved in modules taught by more than one person such as two members of the department, a department member and a teaching assistant or a lecturer.

Guidance on how to complete the programme must be available to all students and access to academic advising must be available to make module decisions and career choices.

- (a) Describe how students are informed about programme requirements.
- (b) Describe the advising system and indicate how its effectiveness is measured.
- (c) Describe the student counselling system and how students get professional counselling when needed.
- (d) Indicate if students have access to professional counselling, when necessary.
- (e) Describe opportunities available for students to interact with practitioners, and to have membership in technical and professional societies.

3.2.4.3 Indicative evidence

- (a) Comprehensive analysis reports of student support services accessible to students and other stakeholders
- (b) Student support procedures and records
- (c) Review reports of student involvement and satisfaction with the provided advising and counselling services
- (d) Periodic assessment reports of advising and counselling services with practicable recommendations for further improvement
- (e) Student feedback on advising and counselling services
- (f) Video evidence of resources
- (g) Print or electronic review reports of availability of required students' advisory services reflected through student handbooks, catalogues, newspapers

3.2.4.4 Guidelines

For a good higher education experience, institutions provide a range of support to assist student learning, including advising and counselling. The role of support services is of particular importance in facilitating the mobility of students within and across higher education systems and improving the quality of programmes of study.

The needs of a diverse student population (such as mature, part-time, employed and international students as well as students with disabilities), and the shift towards student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing student support.

Support activities may be organised in a variety of ways depending on the institutional context. However, the internal quality assurance ensures that all resources are fit for purpose, accessible, and that students are informed about the services available to them.

In delivering support services, the role of support and administrative staff is crucial and therefore they need to be qualified and have opportunities to develop their competences.

3.2.5 Standard 5: Teaching faculty/staff

3.2.5.1 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.

Expectation outcome indicators (EOIs)

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, 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.

- (a) Complete a table indicating programme areas and number of teaching staff in each area.
- (b) Each member of teaching staff should complete a CV.
- (c) The totality of teaching staff is sufficient to deliver the programme curriculum and objectives.

- (d) Conduct feedback surveys each semester from students for evaluation of teaching and assessment.

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.

- (a) Describe the criteria for teaching staff to be deemed current in the discipline and based on these criteria and information in the teaching staff member's CV, what percentage of them is current. The criteria should be developed by the department.
- (b) Describe the means for ensuring that full-time teaching staff have sufficient time for scholarly and professional development.
- (c) Describe existing teaching staff development programmes at the departmental and institutional level. Demonstrate their effectiveness in achieving teaching staff development.
- (d) Indicate how frequently faculty programmes are evaluated and if the evaluation results are used for improvement.
- (e) All teaching staff should be motivated and have job satisfaction to excel in their profession. Describe programmes and processes in place for staff motivation.
- (f) Indicate how effective these programmes are.
- (g) Survey teaching staff to measure motivation and job satisfaction.

3.2.5.2 Indicative evidence

- (a) Documented institution and programme's practices for faculty appointment, tenure Precepts and procedures, supervision, promotion, evaluation for both regular/full-time, part-time, adjunct and other faculty members
- (b) Dissemination of evaluation criteria and procedures, review reports of teaching effectiveness, analysis of faculty peer review reports for teaching and scholarship
- (c) Records of productivity in scholarship of teaching and research in the creation of knowledge, consistent with the mission of the institution
- (d) Analysis reports of correlation between faculty profile and performance and student learning outcomes

3.2.5.3 Guidelines

The teacher's role is essential in creating a high-quality student experience and enabling the acquisition of knowledge, competences and skills. The diversifying student population and stronger focus on learning outcomes require student-centered learning and teaching and the role of the teacher is, therefore, also changing.

Higher education institutions have primary responsibility for the quality of their staff and for providing them with a supportive environment that allows them to carry out their work effectively. Such an environment:

- (a) sets up and follows clear, transparent and fair processes for staff recruitment and conditions of employment that recognize the importance of teaching
- (b) offers opportunities for and promotes the professional development of teaching staff
- (c) encourages scholarly activity to strengthen the link between education and research
- (d) encourages innovation in teaching methods and the use of new technologies.

3.2.6 Standard 6: Institutional policies and process control

3.2.6.1 Expectation

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

3.2.6.2 Expectation outcome indicators (EOIs)

The process by which students are admitted to the programme must be based on quantitative and qualitative criteria and clearly documented.

- (a) This process must be periodically evaluated to ensure that it is meeting its objectives.
- (b) Describe the programme admission criteria at the institutional level or department if applicable.
- (c) Describe policy regarding programme/credit transfer.
- (d) Indicate how frequently the admission criteria are evaluated and if the evaluation results are used to improve the process.

The process by which students are registered on the programme and 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.

- (a) Describe how students are registered on the programme.
- (b) Describe how students' academic progress is monitored and how their programme of study is verified to adhere to the degree requirements.
- (c) Indicate how frequently the process of registration and monitoring are evaluated and if the evaluation results are used to improve the process.

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 with their objectives.

- (a) Describe the process used to ensure that highly qualified teaching staff are recruited to the programme.
- (b) Indicate methods used to retain excellent teaching staff members.
- (c) Indicate how evaluation and promotion processes are in line with the institution mission statement.
- (d) Indicate how frequently this process is evaluated and if the evaluation results are used to improve the process.

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 with their objectives.

- (a) Describe the process used to ensure that highly qualified teaching staff are recruited to the programme.
- (b) Indicate methods used to retain excellent teaching staff members.
- (c) Indicate how evaluation and promotion processes are in line with the institution mission statement.
- (d) Indicate how frequently this process is evaluated and if the evaluation results are used to improve the process.

The process and procedures used to ensure that teaching and delivery of module material to the students emphasizes active learning and that module learning outcomes are met. The process must be periodically evaluated to ensure that it is meeting its objectives.

- (a) Describe the process and procedures used to ensure that teaching and delivery of module material is effective and focus on students learning.
- (b) Indicate how frequently this process is evaluated and if the evaluation results are used to improve the process.

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.

- (a) Describe the procedures used to ensure that graduates meet the programme requirements.
- (b) Describe when this procedure is evaluated and whether the results of this evaluation are used to improve the process.

Programmes produce information for external audiences about the learning opportunities they offer that is fit for purpose, accessible and trustworthy.

- (a) Mission, values and overall strategy are publicly available on the institution's website.
- (b) The process for application and admission to the programme of study is clearly described to prospective students.
- (c) Information is made available to prospective students to help them select their programme with an understanding of the academic environment in which they will be studying and the support that will be made available to them.

Programmes produce information for students about the learning opportunities they offer that is fit for purpose, accessible and trustworthy.

- (a) Information on the programme of study is made available to current students at the start of their programme and throughout their studies.
- (b) Programmes set out what they expect of current students and what current students can expect of the programme.
- (c) When students leave their programme of study, they are issued with a detailed record of their studies, which gives evidence to others of the students' achievement in their academic programme.

Programmes are managed to high ethical standards when dealing with faculty, staff, students and other stakeholders.

- (a) Programmes practice and exemplify the values and ethical principles articulated in the institution's mission and ethics policies.
- (b) Programmes safeguard the interests of students, faculty and staff.
- (c) Programmes ensure equality, diversity and inclusion.
- (d) Programmes have a transparent approach to all communication, including academic integrity and complaints.

3.2.6.3 Indicative evidence

- (a) Marketing strategy
- (b) Admissions policy
- (c) Progression policy
- (d) Certification policy
- (e) Evidence of support programmes and services for students to improve the achievement of their educational goals and expected learning outcomes
- (f) Periodic review reports of information provided on financial aid programmes, scholarships and grants
- (g) Evidence of utilization of review reports of financial aid component to further improve these and to assure the public information-sharing
- (h) Evidence of utilization of review report results to further improve the policies of admission, retention, persistence, and so on
- (i) Evidence of utilization of attrition data and drop-out analysis reports to investigate the reasons and to improve the situation for these students
- (j) Effective teaching and learning environments with appropriate resources
- (k) Demonstration of electronic resources to support teaching and learning, for example, a virtual learning environment (VLE)
- (l) Staff development programme and evidence of staff attendance
- (m) Examples of scholarship activities that support teaching and learning
- (n) Observation of teaching and learning procedure, results of observations and follow-up activities

- (o) Programme and module handbooks
- (p) Student support procedure and records
- (q) Student tutorial procedure and associated records
- (r) Student feedback on their learning experiences

3.2.6.4 Guidelines

Policies and processes are the main pillars of a coherent institutional quality assurance system that forms a cycle for continuous improvement and contributes to the accountability of the institution and its programmes. It supports the development of a quality culture in which all internal stakeholders assume responsibility for quality and engage in quality assurance at all levels of the institution. In order to facilitate this, the policy has a formal status and is publicly available.

The policy translates into practice through a variety of internal quality assurance processes that allow participation across the institution. How the policy is implemented, monitored and revised is the institution's decision.

3.2.7 Standard 7: Institutional support and facilities

3.2.7.1 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.

3.2.7.2 Expectation outcome indicators (EOIs)

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.

- (a) Describe how the programme meets this standard. If it does not, explain the main causes and plans to rectify the situation.
- (b) Describe the level of adequacy of secretarial support, technical staff and office equipment.

There must be an appropriate number of high-quality graduate students, research assistants and PhD students.

- (a) Provide the number of graduate students, research assistants and PhD students for the last three years.
- (b) Provide the teacher: graduate student ratio for the last three years.

Financial resources must be provided to acquire and maintain library holdings, laboratories and computing facilities.

- (a) Describe the resources available for the library.
- (b) Describe the resources available for laboratories.
- (c) Describe the resources available for computing facilities.

The institution must have the infrastructure to support new trends in learning such as e- learning.

- (a) Describe infrastructure and facilities that support new trends in learning.
- (b) Indicate how adequate the facilities are.

The library must possess an up-to-date technical collection relevant to the programme and must be adequately staffed with professional personnel.

- (a) Describe the adequacy of the library's technical collection.
- (b) Describe the support rendered by the library.

Classrooms must be adequately equipped, and offices must be adequate to enable teaching staff to carry out their responsibilities.

- (a) Describe the adequacy of the classrooms.
- (b) Describe the adequacy of teaching staff offices.

3.2.7.3 Indicative evidence

- (a) Comprehensive analysis reports of student support services accessible to students and other stakeholders
- (b) Mechanism for resolutions of student grievances and complaints
- (c) Review reports of student involvement and satisfaction with the provided academic support services, co-curricular and extracurricular activities
- (d) Periodic assessment reports of student support and advising services with practicable recommendations for further improvement

- (e) Video evidence of resources
- (f) Print or electronic review reports of availability of required students' support and advisory services reflected through student handbooks, catalogues, newspapers
- (g) Review reports of programme resources, fund raising and grant activities
- (h) Review of periodic reports of programme planning, assessment and budget
- (i) Review reports of work of various programme committees dealing with resource acquiring, allocation or replacement, and so on
- (j) Review reports of resource availability and allocation and linkage with planning cycle
- (k) Review reports of transparency of the system of all kinds of contracts and agreements regarding resource acquiring and sharing
- (l) Review reports of endowment policies and procedures, if any
- (m) Review reports of resource management.

3.2.7.4 Guidelines

For a good higher education experience, programmes provide a range of resources to assist student learning. These vary from physical resources such as libraries, study facilities and IT infrastructure to human support in the form of tutors, counsellors and other advisers. The role of support services is of particular importance in facilitating the mobility of students within and across higher education systems.

The needs of a diverse student population (such as mature, part-time, employed and international students as well as students with disabilities), and the shift towards student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing the learning resources and student support.

Support activities and facilities may be organised in a variety of ways depending on the institutional context and subject requirements. However, the internal quality assurance ensures that all resources are fit for purpose, accessible, and that students are informed about the services available to them.

In delivering support services the role of support and administrative staff is crucial and therefore they need to be qualified and have opportunities to develop their competences.

3.2.8 Standard 8: Institutional general requirements

3.2.8.1 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.

3.2.8.2 Expectation outcome indicators (EOIs) General principles

- (a) Full and part-time postgraduate research programmes will only be offered where students can be expected to meet the academic Precepts the institution has set for itself, which should reflect national expectations.
- (b) Regulations should be clearly defined, made readily available and be sufficiently comprehensive to cover the progression of research students from admission and registration through to final examination and award.
- (c) Regulations should be subject to regular review, at local and institutional level.
- (d) Research should take account of regional, national and international social and industrial needs.

3.2.8.3 The research environment

The institution should:

- (a) only offer research opportunities where students can be trained and supported within an environment that is supportive of research
- (b) make sure that all publicity materials associated with postgraduate research programmes are clear, accurate and of sufficient detail to inform student choice.

3.2.8.4 The selection and admission of students

The institution should:

- (a) make sure that admissions procedures are clear and consistently applied

- (b) make sure that only appropriately qualified and/or prepared students are admitted onto research programmes
- (c) make sure that admissions decisions involve the judgment of more than one member of the institution's staff with relevant expertise
- (d) make sure that admissions procedures promote equality of opportunity
- (e) make sure that the entitlements and responsibilities of a research student undertaking a postgraduate research programme at the institution are defined and communicated clearly.

3.2.8.5 Student information and induction

The institution should: make sure that research students are provided with opportunities by the institution to enable them to commence their studies with an understanding of the academic and social environment within which they will be working.

3.2.8.6 The approval of research projects

The institution should: give adequate consideration to the feasibility of both full and part-time students undertaking and successfully completing a particular research project.

3.2.8.7 Skills training

The institution should: make sure that research students have access to training sufficient to gain the skills they need to design and complete their programmes effectively and to help prepare themselves for their subsequent career.

3.2.8.8 Supervision

The institution should:

- (a) make sure that supervisors possess recognized subject expertise
- (b) make sure that supervisors have the necessary skills and experience to monitor, support and direct research students' work
- (c) make sure that research students receive support and direction sufficient to enable them to succeed in their studies
- (d) make sure that the progress made by research students is consistently monitored and regularly communicated to the students.

3.2.8.9 Assessment

The institution should: make sure that postgraduate research assessment processes are communicated clearly and fully to research students and supervisors.

- (a) postgraduate research assessment processes are clear and operated rigorously, fairly, reliably and consistently Feedback, complaints and appeals
- (b) make sure that mechanisms exist to enable open and constructive feedback to be provided by research students and their supervisors on the learning experience and support infrastructure
- (c) make sure that complaints and appeals procedures are fair, open and consistently applied, allowing students access to relevant information and an opportunity to present a case
- (d) make sure that independent and formal procedures exist to deal swiftly with complaints from research students about the quality of the institution's learning and support provision
- (e) make sure that formal procedures exist to deal with any academic appeals made by postgraduate research students
- (f) make sure that the acceptable grounds for appeals are clearly defined.

3.2.8.10 Evaluation

The institution should:

make sure that the extent to which institutions are discharging their responsibilities for the Precepts of the research awards granted in their name, and for the quality of the education provided to enable research students to attain those Precepts, are regularly reviewed.

Indicative evidence General principles

The expectation for general principles might be evidenced by the institution's:

- (a) institutional regulations.

3.2.8.11 The research environment

The expectation for the research environment might be evidenced by the institution's:

- (a) information about what constitutes a successful community of academic staff and post-graduate students engaged in research
- (b) information about the quality of supervision available, including the research skills of prospective supervisors

- (c) information about the facilities and equipment that will be made available to research students
- (d) information about what provision should be made available to develop research and employment-related skills
- (e) information about access to academic and welfare support facilities
- (f) information about the opportunities for effective student representation
- (g) information about what implementation and monitoring mechanisms need to be applied where a project is undertaken in collaboration with another organization.

3.2.8.12 The selection and admission of students

The expectation for the selection and admission of students might be evidenced by the institution's:

- (a) information about how to ensure that suitably experienced and trained staff are used in the selection process
- (b) information about how interviews with candidates might be used as part of the admissions process (including arrangements for assessing the suitability of candidates based overseas)
- (c) information about the use, where a prospective student lacks a first degree and/or a taught postgraduate award, of alternative mechanisms for assessing student qualification and preparedness, reflecting professional or other work experience
- (d) information about the use of references and other information in helping to assess the suitability of a candidate to undertake postgraduate research
- (e) information about whether the prospective student has, or is likely to secure, the necessary financial support to undertake their studies
- (f) information about the assurance of language proficiency, particularly where programmes involve work in a language other than the candidate's native language. The definition of minimum proficiency levels and the provision of in-house training should be considered
- (g) information about the balance of responsibilities between staff in local units and central postgraduate administration
- (h) information about the maintenance of confidentiality throughout the admissions process.

3.2.8.13 Student information and induction:

The expectation for student information and induction might be evidenced by the institutions :

The approval of research projects

The expectation for the approval of research projects might be evidenced by the institution's:

- (a) information about how to establish a clear project proposal and the objectives of the project
- (b) information about the relationship between the approval of the research project by academic peers and the admission of the student to the postgraduate programme
- (c) information about the skills, knowledge and aptitude required by student and supervisor for successful completion of the project
- (d) information about the resources (including staffing and facilities) needed to support the research project and arrangements for monitoring the continued availability of such resources
- (e) information about arrangements for support and monitoring of students' progress during extended periods of off-campus fieldwork or work in collaborating organizations.

3.2.8.14 Skills training

The expectation for skills training might be evidenced by the institution's:

- (a) information about how students are enabled to develop analytical and research skills, including the understanding of project design and research methodologies, appropriate to the subject and programme of study
- (b) information about how students are enabled to develop general and employment- related skills, including, for example, interpersonal and team working skills; project management, information retrieval and database management, written and oral presentational skills, career planning and advice and intellectual property rights management
- (c) information about how students are enabled to develop language support and academic writing skills
- (d) information about how students are enabled to develop training and support for those researchers who may be involved in teaching and demonstrating activities.

3.2.8.15 Supervision

The expectation for supervision might be evidenced by the institution's:

- (a) information about the provision of training for supervisors and continuing faculty/staff development; information about the provision of a point of contact if a supervisory team is appointed
- (b) information about alternative arrangements where the supervisor(s) is unavailable to act for a temporary or extended period
- (c) information about arrangements that ensure that supervisors are not overloaded
- (d) frameworks for regular supervisor/research student interaction, with a minimum frequency of (and responsibility for initiating) scheduled review meetings between the student, supervisor(s) and, if appropriate, other individuals
- (e) arrangements that enable students to be introduced to other researchers (and appropriate academic bodies and societies) in their field
- (f) information about routes for the research student and supervisor(s) to seek independent advice should communication links within the relationship break down
- (g) information about how support is provided to the supervisor(s) where serious concerns of student ability or application to the study programme have been identified
- (h) information about the nature and frequency of contact between the supervisor(s) and research student
- (i) information about the nature and adequacy of monitoring reports (including their production and agreement, institutional review mechanisms and feedback arrangements)
- (j) information about the mechanisms for advising research students if desired academic Precepts have not yet been, or are unlikely to be, achieved
- (k) information about the provision of counselling and advisory services
- (l) information about the transfer arrangements between registration categories
- (m) information about the mechanisms by which decisions to suspend or terminate a research student's registration may be taken.

3.2.8.16 Assessment

The expectation for assessment might be evidenced by the institution's:

- (a) information about the form in which postgraduate research assessment regulations and information should be made available to their research students, faculty/staff and external examiners, and how they draw attention to any exceptions or additional requirements that apply
- (b) information about the timing of the provision of such information
- (c) information about the mechanisms used for communicating deadlines in respect of the submission of research project work
- (d) information about the mechanisms used for communicating procedures relating to the nomination of examiners, the examination process (including any oral examination), the process and time taken to reach a decision and the potential outcomes of the assessment
- (e) information about the mechanisms used for the identification and maintenance of Precepts of research student achievement
- (f) information about procedures for the appointment of at least two examiners of a post-graduate research dissertation or thesis, of whom at least one should be external to the institution
- (g) information about how to ensure that assessment is undertaken only by those individuals with relevant qualifications and experience and with a clear understanding of the task
- (h) information about under what circumstances (if at all) a student's supervisor should be an examiner
- (i) information about the avoidance of conflicts of interest between internal or external examiners and researchers who have had a substantial direct involvement in the research student's work or whose work is the focus of the research project
- (j) information about how students declare that the material presented for examination is their own work and has not been submitted for any other award (and, where relevant, how it relates to a group project)
- (k) information about communication to the student and any sponsor of assessment outcomes and any consequent procedures
- (l) information about the mechanisms used to secure and promulgate feedback

- (m) information about representation on institutional progress monitoring and decision-making bodies
- (n) information that demonstrates that the appeals procedures are clear and well publicized and serve to protect the rights of all concerned
- (o) information about what mechanisms are used to communicate appeals procedures, how students may lodge an appeal and how decisions are taken to grant an appeal hearing
- (p) information about the constitution of an appeals panel, and the relation of its members to those involved in the original assessment decision, how records are maintained of an appeal hearing and the mechanisms for communicating the results of an appeal hearing to interested parties.

3.2.8.17 Evaluation

The expectation for evaluation might be evidenced by:

- (a) the time taken to submit these and other materials for assessment
- (b) pass and fail rates
- (c) feedback received from research students and employers
- (d) career progression information relating to full and, where appropriate, part-time research students
- (e) comments received from external examiners
- (f) the extent to which institutional research training programmes meet the Precepts set for such provision by the institution
- (g) feedback received from research students, employers, sponsors and any other external funders.

3.2.8.18 Guidelines

This relates to higher education research in the specific context of research degrees and particular requirements for doctorates and research master's degrees. It refers to the research environment and the supervisory process which are distinct requirements of research degrees and enable higher education institutions to provide an effective student experience and maintain academic Precepts for research degrees.

3.2.9 Annex 3: Implementation plan template for IQA

3.2.9.1 Implementation plan summary

AT findings and recommendations	Intended corrective actions	Intended implementation period	Responsible body	Resources needed
1				
2				
3				
4				
5				
6				
7				
Chairman's comment Name and signature				
Dean's comment Name and signature				
IQAE Office comment Name and signature				

Status of corrective actions

AT findings and recommendations	Corrective actions	Status	Remarks
1			
2			
3			
4			
5			
6			
7			
Chairman's comment Name and signature			
Dean's comment Name and signature			
IQAE Office comment Name and signature			

3.3 Annex 4: Guidance on producing an action plan - Guidance for closing the loop Background

Following the Programme Review for Effectiveness and Enhancement, the programme team will be expected to develop an action plan that addresses the areas for development and specified improvements identified. This action plan should be produced jointly with student representatives, or representatives should be able to post their own commentary on the action plan. This action plan should be signed off by the Departmental Head.

The programme team will be expected to update the action plan annually, again in conjunction with student representatives, until actions have been completed. The Programme Quality Assessment and Effectiveness unit (IQAE) should support programmes to complete an action plan, monitoring their progress within agreed timescales and confirming that the actions taken have had a positive impact.

An example of action plan is provided below, demonstrating what should be included in the action plan.

3.3.0.1 Example action plan

Recommendation or good practice	Action to be taken	Date for completion	Action by	Success indicators
Ensure that all higher education student representatives have access to training and ongoing support to ensure they can fulfil their roles effectively	Develop and implement a training programme and induction pack for higher education student representatives	Insert appropriate date	Senior Management Team	All new higher education student representatives receive an induction pack and undertake training prior to the first student-staff liaison meeting

What do we mean by these headings?

3.3.0.2 Recommendation or good practice

As identified by the review panel and contained in the review report.

3.3.0.3 Action to be taken

The programme team should state how it proposes to address each of the recommendations or good practice in this column. Actions should be specific, proportionate, measurable and targeted at the issue or problem identified by the review panel. Multiple actions may be required.

3.3.0.4 Date for completion

The institution should specify dates for when the actions proposed in the previous column will be completed within the timescale specified by the review panel. The more specific the action, the easier it will be to set a realistic target date. Multiple dates may be required for each part of the action.

3.3.0.5 Action by

The programme team should identify the person or committee with responsibility for ensuring that the action has been taken. If a person is responsible, the action plan should state their role rather than their name.

3.3.0.6 Success indicators

The programme team should identify how it will know - and how it will demonstrate - that a recommendation or good practice has been successfully addressed. Again, if there is a specific action and a clear date for completion, it will be easier to identify suitable success indicators.

3.4 Annex 5: Administrative Survey Feedback Instrument

We appreciate your participation in this survey. Your feedback is essential for improving the administrative services at CUST Islamabad. This survey is anonymous and confidential, and your responses will be used to enhance our administrative functions. The survey should take about 10 minutes to complete.

Section:01

Item No	Item	Scale/Option
A	Background Information	
A1	How long have you been working/enrolled at CUST?	Less than 1 year Less than 3 years Less than 5 years Less than 10 years More than 10 years
A2	Department/faculty at CUST?	1. Management Sciences 2. Health & Life Sciences 3. Mathematics 4. Engineering 5. Pharmacy 6. Other
A3	What is your status at CUST?	Academic Staff Administrative Staff Research Staff Student Other
B	Administrative Effectiveness	
B1	How much satisfied are you with the effectiveness of administrative processes at CUST?	Very Much Yes Neutral No Not at all

B2	How would you evaluate the administrative staff's responsiveness towards requests and concerns?	Highly Supportive Supportive Neutral Not Supportive Not at all Supportive
C	Communication Strategies	
C1	How transparent is the administrative communication regarding policies, updates and changes?	Very Clear Clear Neutral Unclear Very Unclear
C2	To what extent do you receive timely relevant notifications and information from the university management?	Always Often Sometimes Rarely Never
D	Policy Implementation	
D1	What is the level of effectiveness of implementing university policies?	Very Well Well Neutral Poorly Very Poorly
D2	How effective are the policies in addressing your concerns?	Very effective Effective Neutral Ineffective Very ineffective
E	Support Services	
E1	How would you rate the support services provided by HR, IT, Accounts, Registrar Office Library etc.?	Excellent Good Average Poor Very Poor

E2	How easy is it to get help from administrative support services when required?	Very easy Easy Moderate Difficult Extremely difficult
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Section 2: Open-Ended Feedback

- (a) What do you consider to be the strengths of the administrative services at CUST University?
- (b) What areas do you think need improvement within the administrative services?
- (c) Do you have any additional comments or suggestions for enhancing administrative services?

Conclusion

Thank you for your valuable feedback. Your responses are crucial in helping us improve our administrative services.

3.5 Annex 6:PREE: Program Review for Effectiveness and Enhancement

3.5.0.1 Criteria Referenced Self-Assessment – Methodology and Evaluation

Scale:
5 = Exceeds the criterion
4 = Perfectly meets the criterion
3 = Partially meets the criterion
2 = Barely meets the criterion
1 = Does not meet the criterion

University Name: Capital University of Sciences and Technology						
Program Name/ Title: BS/ MS/ PhD (Program)						
Reviewer Name: Dr. XYZ						
	Standard 1: Programme Mission, Objectives and Outcomes	Weight = 0.10				
1	To what extent the institution mission statements are documented.	5	4	3	2	1
2	To what extent Programme Educational Objectives (PEOs) have been stated.	5	4	3	2	1
3	To what extent the SAR describes how each objective is aligned with the institution mission statements	5	4	3	2	1
4	To what extent the SAR Outlines the main elements of the strategic plan to achieve the programme objectives	5	4	3	2	1
5	To what extent the SAR describes how each objective was measured, when it was measured and improvements identified and made	5	4	3	2	1
6	To what extent the SAR describes how the programme outcomes support the programme objectives	5	4	3	2	1
7	To what extent the SAR describes the means for assessing the extent to which graduates are performing the stated programme outcomes/learning objectives. This should be accomplished through feedback surveys and presented in detail as a comprehensive report.	5	4	3	2	1
8	Are feedback Surveys conducted to what extent they are summarized and added to the self-assessment report and examine how the departments utilize the results of the surveys for improving the programme as soon as they are available	5	4	3	2	1

9	To what an extent the SAR describes the actions taken based on the results of periodic accreditation.	5	4	3	2	1
10	To what extent the SAR describes major future programme improvements plans based on recent accreditation.	5	4	3	2	1
11	To what extent does the SAR list strengths and weaknesses of the programme	5	4	3	2	1
12	To what extent does the SAR list significant future development plans for the programme.	5	4	3	2	1
13	To what extent the SAR document presents student enrolments (undergraduate and graduate) during the last three years indicating percentages of honors students, student faculty ratio, average graduating grade point average per semester, average time for completing the undergraduate programme and attrition rate.	5	4	3	2	1
14	To what extent are the employers strongly satisfied with the performance of the department's graduates is indicated.	5	4	3	2	1
15	To what extent the document indicates the median/average student evaluation for all modules and the percentage of faculty awarded excellence in teaching awards.	5	4	3	2	1
16	To what extent the SAR presents performance measures for research activities. These include journal publications, funded projects, and conference publications per faculty per year and indicate the percentage of faculty awarded excellence in research awards.	5	4	3	2	1
17	To what extent the document present performance measures for community services. This may include the number of short courses per year, workshops and seminars organized	5	4	3	2	1
18	To what extent the SAR Indicates faculty and students' satisfaction regarding the administrative services offered by the department.	5	4	3	2	1
19	To what extent the SAR describes actions taken to involve students in the evaluation of teaching and learning	5	4	3	2	1
20	To what extent the SAR describes actions taken as a result of student evaluation.	5	4	3	2	1
21	To what extent the SAR describes how actions are communicated to students.	5	4	3	2	1
22	To what extent the SAR describes actions taken to engage students in decision-making about the quality of their higher education	5	4	3	2	1

23	To what extent the SAR describes actions taken to recruit student members to appropriate deliberative committees	5	4	3	2	1
24	To what extent the SAR describes training given to students to enable their participation in decision-making committees	5	4	3	2	1
25	To what extent the Terms of reference TORs of deliberative committees on which students sit are also clearly mentioned	5	4	3	2	1

Total Enriched Value (TV) =				
Score 1 (S1) = [TV/(No. of questions*5)]*100*weight				
Supporting/ Indicative Evidences			Yes	No
1	Programme specification clarifying programme missions, objectives and outcomes			
2	Academic development plan clarifying how to develop programme structure, curriculums, and resources			
3	Analysis reports of the process adopted for development of mission and subsequent goals and periodic reviews of mission and goals			
4	Analysis reports of the process of application of these goals and coordination for implementation			
5	Review reports of processes adopted to disseminate the mission and goals to faculty, students and members of the governing body and efforts to maintain the institution's commitment to the mission among members of the institution			
Additional Comments (If any):				

University Name: Capital University of Sciences and Technology						
Program Name/ Title: BS/ MS/ PhD (Program)						
Reviewer Name: Dr. XYZ						
	Standard 2: Curriculum Design and Organization	Weight = 0.15				
1	To what extent the curriculum is consistent and support the program's documented objectives	5	4	3	2	1
2	To what extent are the theoretical background, problem analysis and solution stressed within the program's core material	5	4	3	2	1
3	To what extent does the curriculum satisfy the core requirements for the programme, as specified by the respective accreditation body	5	4	3	2	1
4	To what extent the curriculum satisfies the major requirements for the programme as specified by HEC and the respective accreditation body/councils	5	4	3	2	1
5	To what extent the curriculum satisfies the general education, arts, and professional and other discipline requirements for the programme, as specified by the respective accreditation body/council	5	4	3	2	1
6	Information technology components of the curriculum must be integrated throughout the programme	5	4	3	2	1
7	To what extent are the oral and written communication skills of the student developed and applied in the programme.	5	4	3	2	1
8	To what extent the department conducts feedback surveys each semester for each course from students and faculty	5	4	3	2	1

Total Enriched Value (TV) =				
Score 1 (S1) = [TV/(No. of questions*5)]*100*weight				
Supporting/ Indicative Evidences			Yes	No
1	Programme development policy			
2	Evidence of well-defined and coherent programme goals and objectives reflecting institutional mission, such as module specifications			
3	Evidence of the balance between theory and practice to achieve programme and institutional goals			
4	Mapping of programme specifications to national qualifications framework for higher education			
5	Defined student learning outcomes			
6	Graduate destinations			
Additional Comments (If any):				

University Name: Capital University of Sciences and Technology						
Program Name/ Title: BS/ MS/ PhD (Program)						
Reviewer Name: Dr. XYZ						
	Standard 3: Subject-Specific Facilities	Weight = 0.15				
1	To what extent the laboratory manuals/documentation/instructions for experiments are available and readily accessible to department and students	5	4	3	2	1
2	To what extent does the document describe the subject-specific facilities which are available for use in the programme under assessment	5	4	3	2	1
3	To what extent does the SAR explain that students and departments have adequate and timely access to the manuals/documentation and instructions	5	4	3	2	1
4	To what extent the benchmarks with similar departments in reputable institutions to identify shortcomings in laboratories	5	4	3	2	1
5	To what extent the SAR describes adequate support for personnel for instruction and maintaining the laboratories	5	4	3	2	1
6	To what extent are the support personnel, level of support, nature and extent of instructional support indicated for each laboratory.	5	4	3	2	1
7	To what extent are the institution's computing infrastructure and facilities adequate to support the program's objectives	5	4	3	2	1
8	To what extent does the SAR describe how the computing facilities support the computing component of the programme	5	4	3	2	1
9	To what extent the SAR describes the benchmark with similar departments in reputable institutions to identify shortcomings in computing infrastructure and facilities.	5	4	3	2	1

Total Enriched Value (TV) =				
Score 1 (S1) = [TV/(No. of questions*5)]*100*weight				
Supporting/ Indicative Evidences			Yes	No
1	Comprehensive analysis reports of subject-specific facilities accessible to students and other stakeholders			
2	Subject-specific facilities development procedure and plan			
3	Subject-specific facilities usage record			
4	Annual review reports of student involvement and satisfaction with the provided facilities with practicable recommendations for further improvement			
5	Student feedback on subject-specific facilities			

6	Video evidence of resources		
7	Print or electronic review reports of availability of required subject-specific facilities reflected through student handbooks, catalogues, newspapers		
Additional Comments (If any):			

University Name: Capital University of Sciences and Technology						
Program Name/ Title: BS/ MS/ PhD (Program)						
Reviewer Name: Dr. XYZ						
	Standard 4: Student Advising and Counselling	Weight = 0.10				
1	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. To what extent the modules are offered with sufficient frequency and number for students to complete the programme in a timely manner	5	4	3	2	1
2	To what extent the SAR describes the department’s strategy for module offerings	5	4	3	2	1
3	To what extent the SAR explains how often required modules are offered.	5	4	3	2	1
4	To what extent the SAR explains frequency of offering elective modules	5	4	3	2	1
5	To what extent the required modules outside the department are managed to be offered in sufficient number and frequency.	5	4	3	2	1
6	Modules in the major area of study must be structured to ensure effective interaction between students, department and teaching assistants. It can be assessed through the extent to which the SAR describe how effective student/department interaction is achieved in modules taught by more than one person such as two members of the department, a department member and a teaching assistant or a lecturer	5	4	3	2	1
7	To what extent the guidance on “how to complete the programme” is available to all students and have access to academic advising to make module decisions and career choices	5	4	3	2	1
8	To what extent the SAR describes, how students are informed about programme requirements	5	4	3	2	1
9	To what extent the SAR describe the advising system and indicate how its effectiveness is measured.	5	4	3	2	1
10	To what extent the SAR describe the student counselling system and how students get professional counselling when needed.	5	4	3	2	1
11	To what extent the SAR indicates if students have access to professional counselling, when necessary.	5	4	3	2	1

12	To what extent the SAR describe the opportunities available for students to interact with practitioners, and to have membership in technical and professional societies	5	4	3	2	1
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Total Enriched Value (TV) =				
Score 1 (S1) = [TV/(No. of questions*5)]*100*weight				
Supporting/ Indicative Evidences			Yes	No
1	Comprehensive analysis reports of student support services accessible to students and other stakeholders			
2	Student support procedures and records			
3	Review reports of student involvement and satisfaction with the provided advising and counselling services			
4	Periodic assessment reports of advising and counselling services with practicable recommendations for further improvement			
5	Student feedback on advising and counselling services			
6	Video evidence of resources			
7	Print or electronic review reports of availability of required students' advisory services reflected through student handbooks, catalogues, newspapers			
Additional Comments (If any):				

University Name: Capital University of Sciences and Technology						
Program Name/ Title: BS/ MS/ PhD (Program)						
Reviewer Name: Dr. XYZ						
	Standard 5: Teaching Faculty/ Staff	Weight = 0.15				
1	To what extent are there enough full-time teaching staff who are committed to the programme to provide adequate coverage of the programme areas/modules with continuity and stability	5	4	3	2	1
2	To what extent do the interests and qualifications of all teaching staff must be sufficient to teach all modules, plan, modify and update modules and curricula	5	4	3	2	1
3	All teaching staff should have a level of competence that would normally be obtained through graduate work in the discipline	5	4	3	2	1
4	To what extent is the information complete in the form of tables indicating programme areas and number of teaching staff in each area	5	4	3	2	1
5	To what extent CV of each member of teaching staff is presented.	5	4	3	2	1
6	To what extent the totality of teaching staff is sufficient to deliver the programme curriculum and objectives	5	4	3	2	1
7	To what extent are the feedback surveys conducted each semester from students for evaluation of teaching and assessment	5	4	3	2	1
8	To what extent the teaching staff remains current in the discipline and sufficient time is provided for scholarly activities and professional development	5	4	3	2	1
9	To what extent the SAR describes the criteria for teaching staff to be deemed current in the discipline and based on these criteria and information in the teaching staff member's CV, what percentage of them is current. The criteria should be developed by the department	5	4	3	2	1
10	To what extent does the SAR describe the means for ensuring that full-time teaching staff have sufficient time for scholarly and professional development	5	4	3	2	1
11	Describe existing teaching staff development programmes at the departmental and institutional level. Demonstrate their effectiveness in achieving teaching staff development	5	4	3	2	1
12	Indicate how frequently faculty programmes are evaluated and if the evaluation results are used for improvement	5	4	3	2	1

13	To what extent the teaching staff is motivated and have job satisfaction to excel in their profession. It can be assessed on the basis of programmes and processes in place for staff motivation, how effective these programmes are and how the survey is conducted from the teaching staff to measure motivation and job satisfaction	5	4	3	2	1
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Total Enriched Value (TV) =			
Score 1 (S1) = [TV/(No. of questions*5)]*100*weight			
Supporting/ Indicative Evidences		Yes	No
1	Documented institution and program's practices for faculty appointment, tenure Precepts and procedures, supervision, promotion, evaluation for both regular/fulltime, part-time, adjunct and other faculty members		
2	Dissemination of evaluation criteria and procedures, review reports of teaching effectiveness, analysis of faculty peer review reports for teaching and scholarship		
3	Records of productivity in scholarship of teaching and research in the creation of knowledge, consistent with the mission of the institution		
4	Analysis reports of correlation between faculty profile and performance and student learning outcomes		
Additional Comments (If any):			

University Name: Capital University of Sciences and Technology						
Program Name/ Title: BS/ MS/ PhD (Program)						
Reviewer Name: Dr. XYZ						
	Standard 6: Institutional policies and process control	Weight = 0.10				
1	To what extent the process by which students are admitted to the programme is based on quantitative and qualitative criteria and clearly documented	5	4	3	2	1
2	To what extent does ‘the process by which students are registered on the programme and monitoring of students’ progress’ ensures timely completion of the programme and is documented. (This process must be periodically evaluated to ensure that it is meeting its objectives).	5	4	3	2	1
3	To what extent the process of recruiting and retaining highly qualified department members is in place and clearly documented.	5	4	3	2	1
4	To what extent are the processes and procedures, for department evaluation, and promotion consistent with the institution mission statement. (These processes must be periodically evaluated to ensure that they are meeting with their objectives.)	5	4	3	2	1
5	To what extent the process and procedures used to ensure that teaching and delivery of module material to the students emphasizes active learning and that module learning outcomes are met. (The process must be periodically evaluated to ensure that it is meeting its objectives)	5	4	3	2	1
6	To what extent the programmes produce information for external audiences about the learning opportunities they offer that is fit for purpose, accessible and trustworthy	5	4	3	2	1
7	To what extent the programmes produce information for students about the learning opportunities they offer that is fit for purpose, accessible and trustworthy	5	4	3	2	1
8	To what extent the programmes are managed to high ethical standards when dealing with faculty, staff, students and other stakeholders	5	4	3	2	1

Total Enriched Value (TV) =		
Score 1 (S1) = [TV/(No. of questions*5)]*100*weight		
Supporting/ Indicative Evidences	Yes	No

1	Marketing strategy Admissions policy Progression policy Certification policy		
2	Evidence of support programmes and services for students to improve the achievement of their educational goals and expected learning outcomes		
3	Periodic review reports of information provided on financial aid programmes, scholarships and grants		
4	Evidence of utilisation of review reports of financial aid component to further improve these and to assure the public information-sharing		
5	Evidence of utilisation of review report results to further improve the policies of admission, retention, persistence, and so on		
6	Evidence of utilisation of attrition data and drop-out analysis reports to investigate the reasons and to improve the situation for these students		
7	Effective teaching and learning environments with appropriate resources Demonstration of electronic resources to support teaching and learning, for example, a virtual learning environment (VLE)		
8	Staff development programme and evidence of staff attendance		
9	Examples of scholarship activities that support teaching and learning		
10	Observation of teaching and learning procedure, results of observations and follow-up activities		
11	Programme and module handbooks		
12	Student support procedure and records		
13	Student tutorial procedure and associated records		
14	Student feedback on their learning experiences		
Additional Comments (If any):			

University Name: Capital University of Sciences and Technology						
Program Name/ Title: BS/ MS/ PhD (Program)						
Reviewer Name: Dr. XYZ						
	Standard 7: Institutional Support and Facilities	Weight = 0.15				
1	To what extent there is 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	5	4	3	2	1
2	Identify the extent to which there are appropriate number of high-quality graduate students, research assistants and PhD student	5	4	3	2	1
3	To what extent the financial resources provided to acquire and maintain library holdings, laboratories and computing facilities.	5	4	3	2	1
4	To what extent does the institution have the infrastructure to support new trends in learning such as e-learning	5	4	3	2	1
5	To what extent does the library possess an up-to-date technical collection relevant to the programme and is adequately staffed with professional personnel.	5	4	3	2	1
6	To what extent are the classrooms adequately equipped to enable teaching staff to carry out their responsibilities	5	4	3	2	1

Total Enriched Value (TV) =				
Score 1 (S1) = [TV/(No. of questions*5)]*100*weight				
Supporting/ Indicative Evidences			Yes	No
1	Comprehensive analysis reports of student support services accessible to students and other stakeholders support services, co-curricular and extracurricular activities			
2	Mechanism for resolutions of student grievances and complaints			
3	Review reports of student involvement and satisfaction with the provided academic			
4	Periodic assessment reports of student support and advising services with practicable recommendations for further improvement			
5	Video evidence of resources			
6	Print or electronic review reports of availability of required students' support and advisory services reflected through student handbooks, catalogues, newspapers			
7	Review reports of programme resources, fund raising and grant activities			
8	Review of periodic reports of programme planning, assessment and budget			

9	Review reports of work of various programme committees dealing with resource acquiring, allocation or replacement, and so on		
10	Review reports of resource availability and allocation and linkage with planning cycle		
11	Review reports of transparency of the system of all kinds of contracts and agreements regarding resource acquiring and sharing		
12	Review reports of endowment policies and procedures, if any		
13	Review reports of resource management		
Additional Comments (If any):			

University Name: Capital University of Sciences and Technology						
Program Name/ Title: BS/ MS/ PhD (Program)						
Reviewer Name: Dr. XYZ						
	Standard 8: Institutional General Requirements	Weight = 0.10				
1	To what extent 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	5	4	3	2	1
2	To what extent the environment offers students quality opportunities and the support they need to achieve successful academic, personal and professional outcomes from their research degrees.	5	4	3	2	1
3	To what extent it is ensured that Full and part-time postgraduate research programmes are only offered where students can be expected to meet the academic Precepts the institution has set for itself, which should reflect national expectations.	5	4	3	2	1
4	To what extent are the regulations clearly defined, made readily available and are sufficiently comprehensive to cover the progression of research students from admission and registration through to final examination and award.	5	4	3	2	1
5	To what extent the regulations are subjected to regular review, at local and institutional level	5	4	3	2	1
6	To what extent the research takes into account the regional, national and international social and industrial needs	5	4	3	2	1
7	To what extent the institution only offers research opportunities where students can be trained and supported within an environment that is supportive of research	5	4	3	2	1
8	To what extent the institution makes sure that all publicity materials associated with postgraduate research programmes are clear, accurate and of sufficient detail to inform student choice	5	4	3	2	1

9	<p>To what extent are the institution makes sure that admissions procedures are clear and consistently applied</p> <p>To what extent institution ensures that only appropriately qualified and/or prepared students are admitted onto research programmes</p> <p>To what extent the institution ensures that admissions decisions involve the judgment of more than one member of the institution’s staff with relevant expertise</p> <p>To what extent the institution ensures that admissions’ procedures promote equality of opportunity</p> <p>To what extent the institution ensures that the entitlements and responsibilities of a research student undertaking a postgraduate research programme at the institution are defined and communicated clearly</p>	5	4	3	2	1
10	To what extent the institution ensures that research students are provided with opportunities by the institution to enable them to commence their studies with an understanding of the academic and social environment within which they will be working	5	4	3	2	1
11	To what extent the institution gives adequate consideration to the feasibility of both full and part-time students undertaking and successfully completing a particular research project	5	4	3	2	1
12	To what extent does the institution ensures that research students have access to training sufficient to gain the skills they need to design and complete their programmes effectively and to help prepare themselves for their subsequent career	5	4	3	2	1
13	To what extent does the institution ensure that supervisors possess recognized subject expertise	5	4	3	2	1
14	To what extent the institution ensure that supervisors have the necessary skills and experience to monitor, support and direct research students’ work.	5	4	3	2	1
15	To what extent the institution ensures that the research students receive support and direction sufficient to enable them to succeed in their studies	5	4	3	2	1
16	To what extent the institution ensures that the progress made by research students is consistently monitored and regularly communicated to the students	5	4	3	2	1

17	To what extent the institution ensures that postgraduate research assessment processes are communicated clearly and fully to research students and supervisors	5	4	3	2	1
18	To what extent the institution ensures that postgraduate research assessment processes are clear and operated rigorously, fairly, reliably and consistently	5	4	3	2	1
19	To what extent the institution ensures that mechanisms exist to enable open and constructive feedback to be provided by research students and their supervisors on the learning experience and support infrastructure	5	4	3	2	1
20	To what extent the institution ensures that complaints and appeals procedures are fair, open and consistently applied, allowing students access to relevant information and an opportunity to present a case	5	4	3	2	1
21	To what extent the institution ensures that independent and formal procedures exist to deal swiftly with complaints from research students about the quality of the institution's learning and support provision	5	4	3	2	1
22	To what extent the institution ensures that formal procedures exist to deal with any academic appeals made by postgraduate research students	5	4	3	2	1
23	To what extent the institution ensures that the acceptable grounds for appeals are clearly defined	5	4	3	2	1
24	To what extent the institution ensures that the extent to which institutions are discharging their responsibilities for the Precepts of the research awards granted in their name, and for the quality of the education provided to enable research students to attain those Precepts, are regularly reviewed	5	4	3	2	1

Total Enriched Value (TV) =				
Score 1 (S1) = [TV/(No. of questions*5)]*100*weight				
Additional Comments (If any):				
Supporting/ Indicative Evidences			Yes	No
1	Institutional regulations			
2	Information about what constitutes a successful community of academic staff and postgraduate students engaged in research			
3	Information about the quality of supervision available, including the research skills of prospective supervisors			

4	Information about the facilities and equipment that will be made available to research students		
5	Information about what provision should be made available to develop research and employment-related skills		
6	Information about access to academic and welfare support facilities		
7	Information about the opportunities for effective student representation		
8	Information about what implementation and monitoring mechanisms need to be applied where a project is undertaken in collaboration with another organization		
9	Information about how to ensure that suitably experienced and trained staff are used in the selection process		
10	Information about how interviews with candidates might be used as part of the admissions process (including arrangements for assessing the suitability of candidates based overseas)		
11	Information about the use, where a prospective student lacks a first degree and/or a taught postgraduate award, of alternative mechanisms for assessing student qualification and preparedness, reflecting professional or other work experience		
12	Information about the use of references and other information in helping to assess the suitability of a candidate to undertake postgraduate research		
13	Information about whether the prospective student has, or is likely to secure, the necessary financial support to undertake their studies		
14	Information about the assurance of language proficiency, particularly where programmes involve work in a language other than the candidate's native language. The definition of minimum proficiency levels and the provision of in-house training should be considered		
15	Information about the balance of responsibilities between staff in local units and central postgraduate administration		
16	Information about the maintenance of confidentiality throughout the admissions process		
17	Information about the institution and its postgraduate portfolio		
18	Information about the challenges that will typically face research students during the course of their studies and where guidance may be sought in the event of difficulties		
19	Information about the institution's registration, enrolment, appeals and complaints procedures, assessment requirements, and research degree regulations		

20	information about the facilities that will be made available to the student and the institution's learning support infrastructure		
21	information about relevant health and safety and other legislative information; information about student welfare		
22	information about supervision arrangements, including evaluation, monitoring and review procedures		
23	information about skills training programmes (both those available and those that may be required)		
24	information about the opportunities that exist for meeting other research students, faculty and staff		
25	information about the opportunities that exist to develop scholarly competence and independence of mind; postgraduate research programmes		
26	information about the opportunities that exist to share experience and understanding beyond a research student's immediate study area		
27	Information about how to establish a clear project proposal and the objectives of the project		
28	Information about the relationship between the approval of the research project by academic peers and the admission of the student to the postgraduate programme		
29	Information about the skills, knowledge and aptitude required by student and supervisor for successful completion of the project		
30	Information about the resources (including staffing and facilities) needed to support the research project and arrangements for monitoring the continued availability of such resources		
	Information about arrangements for support and monitoring of students' progress during extended periods of off-campus fieldwork or work in collaborating organizations		
31	Information about how students are enabled to develop analytical and research skills, including the understanding of project design and research methodologies, appropriate to the subject and programme of study		
32	Information about how students are enabled to develop general and employment related skills, including, for example, interpersonal and teamworking skills; project management, information retrieval and database management, written and oral presentational skills, career planning and advice and intellectual property rights management		

33	Information about how students are enabled to develop language support and academic writing skills		
34	Information about how students are enabled to develop training and support for those researchers who may be involved in teaching and demonstrating activities		
35	Information about the provision of training for supervisors and continuing faculty/staff development; information about the provision of a point of contact if a supervisory team is appointed		
36	Information about alternative arrangements where the supervisor(s) is unavailable to act for a temporary or extended period		
37	Information about arrangements that ensure that supervisors are not overloaded		
38	Frameworks for regular supervisor/research student interaction, with a minimum frequency of (and responsibility for initiating) scheduled review meetings between the student, supervisor(s) and, if appropriate, other individuals		
39	Arrangements that enable students to be introduced to other researchers (and appropriate academic bodies and societies) in their field		
40	Information about routes for the research student and supervisor(s) to seek independent advice should communication links within the relationship break down		
41	Information about how support is provided to the supervisor(s) where serious concerns of student ability or application to the study programme have been identified		
42	Information about the nature and frequency of contact between the supervisor(s) and research student		
43	Information about the nature and adequacy of monitoring reports (including their production and agreement, institutional review mechanisms and feedback arrangements)		
44	Information about the mechanisms for advising research students if desired academic Precepts have not yet been, or are unlikely to be, achieved		
45	Information about the provision of counselling and advisory services		
46	Information about the transfer arrangements between registration categories		
47	Information about the mechanisms by which decisions to suspend or terminate a research student's registration may be taken.		

48	Information about the form in which postgraduate research assessment regulations and information should be made available to their research students, faculty/staff and external examiners, and how they draw attention to any exceptions or additional requirements that apply		
49	Information about the timing of the provision of such information		
50	Information about the mechanisms used for communicating deadlines in respect of the submission of research project work		
	Information about the mechanisms used for communicating procedures relating to the nomination of examiners, the examination process (including any oral examination), the process and time taken to reach a decision and the potential outcomes of the assessment		
51	Information about the mechanisms used for the identification and maintenance of Precepts of research student achievement		
52	Information about procedures for the appointment of at least two examiners of a postgraduate research dissertation or thesis, of whom at least one should be external to the institution		
53	Information about how to ensure that assessment is undertaken only by those individuals with relevant qualifications and experience and with a clear understanding of the task		
54	Information about under what circumstances (if at all) a student's supervisor should be an examiner		
55	Information about the avoidance of conflicts of interest between internal or external examiners and researchers who have had a substantial direct involvement in the research student's work or whose work is the focus of the research project		
56	Information about how students declare that the material presented for examination is their own work and has not been submitted for any other award (and, where relevant, how it relates to a group project)		
57	Information about communication to the student and any sponsor of assessment outcomes and any consequent procedures		
58	Information about the mechanisms used to secure and promulgate feedback		
59	Information about representation on institutional progress monitoring and decision-making bodies		
60	Information that demonstrates that the appeals procedures are clear and wellpublicized and serve to protect the rights of all concerned		

61	Information about what mechanisms are used to communicate appeals procedures, how students may lodge an appeal and how decisions are taken to grant an appeal hearing		
62	Information about the constitution of an appeals panel, and the relation of its members to those involved in the original assessment decision, how records are maintained of an appeal hearing and the mechanisms for communicating the results of an appeal hearing to interested parties.		
63	Feedback received from research students and employers		
64	Career progression information relating to full and, where appropriate, part-time research students		
65	Comments received from external examiners		
66	The extent to which institutional research training programmes meet the Precepts set for such provision by the institution		
67	Feedback received from research students, employers, sponsors and any other external funders		

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