



Quality Assurance Policy
of
Shaheed Benazir Bhutto University
Shaheed Benazirabad
(SBBU-SBA)



1. Introduction

The Quality Enhancement Cell (QEC) at Shaheed Benazir Bhutto University, Shaheed Benazirabad, is established to monitor, evaluate, and enhance the quality of education, research, and governance at the university. The QEC functions in line with the guidelines provided by the Higher Education Commission (HEC) of Pakistan.

1.2. Vision

To ensure the SBBU-SBA as Quality service provider University through attaining International quality Standard for higher education.

1.3. Mission

Developing a viable and sustainable mechanism of quality enhancement of the academic programs as well as effectual administration of all Internal process, to provide Informational Support for academic procedures and contributing toward timely response to all stakeholders, also offer practical exposure under the supervision of field experts of national and international origin while focusing on continuous professional development, applied research and modernization so that they could play valuable role in nation building and become innovative leaders & driver of sustainable global change.

1.4. Objectives

- a. To review quality standards by auditing academic standards and the quality of teaching and learning in each subject area.
- b. To promote public confidence that the quality and standards of the award of degree are enhanced and safeguarded.
- c. To develop qualifications framework by setting out the attributes and abilities that can be expected from the holder of a qualification, i.e. Bachelors, Masters, M.Phil and Ph.D.
- d. To review academic affiliations with other institutions in terms of effective management of standards and quality of programs.
- e. To develop program specifications. These are standard set of information clarifying what knowledge, understanding, skills and other attributes a student will have to develop on successfully completing a specific program.

1.5. Scope

This policy applies to:

- All academic programs (undergraduate, graduate, postgraduate)
- Administrative units and support services
- Research activities and output





- Governance and management systems

1.6. Core Activities of QEC

- To develop the coordination among the department for smooth carry on of QEC activities.
- To carry out feedback surveys from students, faculty, alumni, and employers of university graduates.
- To prepare summary reports on the feedback received and submit to the concerned heads for perusal and necessary actions.
- To carry out self-assessment of all the academic programs.
- To sensitize students and faculty by conducting workshops/ seminars/conference on quality assurance and self-assessment.
- Attend/ contribute in workshops/ seminars/ conference at national and international level for capacity building.
- To arrange visits of the team for evaluation of SAR prepared by the Programs Team of the department concerned.
- To make follow-up with the concerned department for the preparation of implementation plans and remedial actions taken by the department on the observation of the team called on to evaluate the said program.
- Implantation of QA criteria as proposed by the Higher Education Commission (HEC).
- Compilation and updating University Portfolio Report (UPR) on yearly basis.
- Fixing Visits of HEC Team for Institution Performance, and reviews of University PG Programs and follow-ups for the remedial actions.
- To carry out Institutional Performance Self-Evaluation (IPSE) and have follow-ups for the remedial actions.
- To sensitize the concerned heads for programs' accreditations.
- To carry out NoC matters with HEC.
- Collection/ provision of University statistics/ data for university ranking by national/ international agencies.

1.7. QEC Values

At SBBU-SBA University, we place utmost importance on our core values, as we firmly believe that these values are integral for the successful accomplishment of our goals. Our values encompass the following:

- a. Fostering Teacher Efficacy
- b. Facilitating Student Learning
- c. Nurturing a Professional and Caring Administration
- d. Upholding Transparency in Operations





- e. Promoting Individual, Departmental, and Organizational Accountability

1.8. QEC Setup @ Main Campus

The structure of QEC as suggested by the Higher Education Commission holds the following six permanent positions.

- a. Director
- b. Deputy Director
- c. Assistant Director
- d. Data Analyst
- e. Support Staff

1.9. QEC Setup @ Sub-Campus

As desired by the Higher Education Commission and depending on the nature of the work and to carry out the activities throughout the university, there is a need to establish a full-fledged QEC setup at sub-campus as given below:

- a. Deputy Director-QEC
- b. Assistant Director / Data Analyst
- c. Support Staff

2. QEC Membership in Statutory Bodies

As per the university mandate, Director QEC is a non-voting member of all statutory bodies of the SBBU-SBA University who can attend all the meetings regularly.

A Detail of Statutory Bodies as per ACT

- a. Senate
- b. Syndicate
- c. Academic Council
- d. Selection Board
- e. Board of Advanced Studies & Research (BASR)
- f. Boards of Faculty / Faculty Council
- g. Boards of Studies / Departmental Council
- h. Finance & Planning Committee

3. The Institutional Quality Circle (IQC)

The quality culture at SBBU-SBA is facilitated by the Institutional Quality Circle (IQC) headed by the Vice Chancellor of the university as part of the institutionalisation of quality in the institution. The IQC is a key tool for the QEC in establishing a quality culture within SBBU-SBA. It is chaired by the Vice Chancellor and facilitated by the QEC. The IQC



meets four times a year in its role as the ultimate delegated authority for the management of quality assurance at the university.

3.1. Terms of reference for the Institutional Quality Circle (IQC)

- To monitor all relevant external guidance and requirements related to quality assurance, initiating and coordinating action as appropriate.
- To develop and keep under review the university's Academic Policy and Quality Framework, that is, the systems, policies and guidance for assuring and enhancing the quality of students' learning experience and maintaining academic standards, and to consider and manage the outcomes of these processes.
- To have oversight of the university's approach to assuring the completeness, accuracy, reliability and fitness for purpose of information provided for applicants and students.
- To maintain operational oversight of academic and student-related policy and legislation, considering proposals for minor and operational legislative changes, consulting with legal services as appropriate.
- To consider proposals for the addition, withdrawal, suspension, and exceptional amendment of programmes of study of the university. This will normally be undertaken by chair's action for regular reporting to a subsequent meeting of the committee.

3.2. IQC Membership

- Chair: Vice Chancellor
- Deputy chair: Pro-Vice Chancellor
- Head of the Institutional Quality Assessment and Effectiveness unit
- Heads of Department
- Two Students (one Male & one Female)

4. Continuous Quality Improvement (CQI)

To ensure Continual Quality Improvement (CQI) and elevate the standards of faculty, services, and academic programs, regular feedback shall be collected from students, faculty, and administrative staff. Additionally, input from alumni, employers, and other stakeholders shall also sought to enhance the ongoing programs. The feedback mechanisms employed include:

- a. Teacher/Course Evaluation
- b. Survey of Graduating Students
- c. Alumni Survey
- d. Employer Survey
- e. Faculty Course Review Report





- f. Research Student Progress Review Form
- g. Faculty Survey
- h. Survey of Departments Offering Ph.D. Programs
- i. Survey of Support Departments

The feedback collected will be crucial for the ongoing improvement of all programs. QEC will compile summary reports based on the feedback received and submit them to higher authorities for review. Subsequently, appropriate actions will be taken based on the findings. Below is a list of feedback forms, along with the corresponding frequency and responsible stakeholders involved:

S. No	Questionnaire Name	Filled by	Filling stage/ time	Responsibility
1.	Teacher/Course Evaluation	Students on CMS	Near the end of each semester	QEC
2.	Survey of Graduating Students	Final semester students	Near semester end	QEC
3.	Alumni Survey	Alumni	At an opportune occasion	QEC
4.	Employer Survey	Employers where SBBU-SBA University graduates are employed	--	QEC
5.	Faculty Course Review Report	Concerned Faculty Member (One Proforma for each course)	After the completion of each semester	QEC
6.	Research Student Progress Review Form	All Postgraduate Students	Near semester end	MS/MPhil/PhD Coordinators
7.	Faculty Survey	Each faculty member	Annually	QEC
8.	Survey of Departments Offering Ph.D. Programs	HoD/MS&PhD Coordinator	Annually	QEC
9.	Survey of Support Departments	All Administrative Departments	Annually	QEC



4.1. Teacher/Course Evaluation Survey (Online)

The process for conducting Teacher/Course Evaluation and Survey of Graduating Students shall be facilitated through an online facility viz. Campus Management System (CMS) of SBBU-SBA University. The steps involved in this process are outlined below:

- a. QEC initiates the preparation of the schedule for Teacher/Course Evaluation by Students at least a month before the commencement of final exams.
- b. The proposed schedule is shared with the concerned stakeholders to invite their input to avoid any potential clashes.
- c. Upon receiving their feedback, the final schedule is then shared with students and faculty for meticulous compliance.
- d. During the execution of the activity, Team QEC flanked by Team ICT brings every class to the computer lab turn-by-turn and gives necessary instructions.
- e. To attempt evaluation, every student is allowed half an hour time in which he/she submits his/her feedback online against enrolled courses.
- f. Subsequently, the received feedback is compiled through CMS to produce department-wise faculty results in report format.
- g. The compiled reports are shared with the competent authority of the university in addition to the concerned HoDs and Head-HR for a healthy discussion and quality decisions.
- h. The furnished reports are then disseminated amongst every faculty member through email together with a feedback form for their self-improvement and healthy feedback.
- i. Finally, a copy of the received faculty feedback is made a permanent part of their respective personal files.

Please note that the process outlined above ensures the collection and utilization of valuable feedback to improve the quality of teaching and educational programs.

5. Self-Assessment

Assessment is a systematic process that encompasses the collection, analysis, and utilization of both quantitative and qualitative data from diverse sources to evaluate educational programs. Its main goals are to enhance student learning and ensure the fulfillment of academic and learning standards. Self-assessment plays a vital role in maintaining and enhancing academic quality. It provides valuable feedback, enabling decision-makers to develop action plans for ongoing improvement and advancement.

5.1. Self-Assessment Process at SBBU-SBA University

At SBBU-SBA University, the preparation of Program Review for Effectiveness and Enhancement (PREE) for all academic programs will be guided by the PREE manual provided by the Higher Education Commission (HEC.) Each academic program needs to



undergo a self-assessment (SA) after every two years as part of the assessment cycle. The Quality Enhancement Cell (QEC) is responsible for planning, coordinating, and overseeing the SA activities. The following steps outline the procedure for SA at SBBU-SBA University:

- a. **Initiation:** The QEC shall initiate the SA one semester before the end of the assessment cycle through the Vice Chancellor's Office. For programs undergoing SA for the first time, the department will be given one full academic year for preparation.
- b. **Program Team Formation:** Upon receiving the initiation letter, the department will form a Program Team (PT) responsible for preparing the PREE report over one semester. The PT serves as the contact group during the assessment period.
- c. **PREE Submission and Review:** The department shall submit the PREE to the QEC through the concerned Dean/HoD. The QEC reviews the PREE within one month to ensure it meets the required format.
- d. **Assessment Team Formation:** The Vice-Chancellor, in consultation with QEC recommendations, shall form a Program Assessment Team (AT) within one month. The AT consists of 2-3 faculty members, including at least one external member as a domain expert of the assessed program.
- e. **Planning and Scheduling:** The QEC shall plan and schedule the AT visit in coordination with the department offering the program.
- f. **Assessment and Exit Meeting:** The AT shall conduct the assessment and submit its report to QEC. Subsequently, the AT shall present its findings before the Vice Chancellor in an exit meeting attended by the Director QEC, Dean/HoD, and the concerned PT respectively.
- g. **Executive Summary Submission:** The QEC shall submit an executive summary of the AT findings to the Vice Chancellor.
- h. **Implementation Plan:** The department shall prepare and submit an implementation plan to the QEC based on the AT findings. The plan includes corrective actions, assignment of responsibility, and a time frame for implementation.
- i. **Follow-up and Monitoring:** The QEC shall ensure departments adhere to the implementation plan and monitor progress. The academic department shall inform the QEC when a corrective action is implemented. The QEC shall review the implementation plan once a semester to assess progress.

By following this structured process, SBBU-SBA University aims to ensure effective self-assessment, continuous improvement, and adherence to quality standards in its academic programs.



5.2 Program Team (PT)

The Program Team (PT) shall be composed of two to three faculty members who are nominated by the Dean/Head of Department (HoD) along with the Head of the department shall be responsible for preparing the PREE for their respective department. The Dean/HoD has the authority to nominate two or three faculty members (Lecturer or above) from the department to serve as PT members.

5.3 Key Responsibilities of the Program Team

The Program Team (PT) shall have the following responsibilities:

- a. Prepare the PREE by following the guidelines provided in the HEC's PREE manual.
- b. Collect and compile relevant data to address all the criteria and standards outlined in the PREE manual.
- c. Assist and facilitate the Assessment Team during their visit to the department.
- d. Implement all the changes and recommendations suggested by the Assessment Team, as received through the Executive Summary provided by the QEC.

5.4 Assessment Team (AT)

The Assessment Team (AT) is a panel of experts, either from within or outside the university, selected by the Vice-Chancellor in consultation with the QEC. Their role is to review the PREE prepared by the Program Team. It is advisable to include at least one member who possesses expertise in the specific field or subject area being assessed in the PREE.

5.5 Key Responsibilities of the Assessment Team

The Assessment Team (AT) has the following responsibilities:

- a. Review the PREE by following the guidelines provided in the HEC's PREE manual
- b. Verify the relevance and accuracy of all the responses provided in the PREE report
- c. Validate the data presented in the PREE report
- d. Conduct department visits and engage with students, teachers, and staff as necessary
- e. Consolidate and integrate the findings and observations from all team members
- f. Perform rubric evaluation of the PREE
- g. Prepare a comprehensive report detailing the assessment team's findings and recommendations



6. Review of Institutional Performance and Enhancement (RIPE)

At SBBU-SBA University, the Self-RIPE is conducted on an annual basis to ensure the university's compliance with the prescribed standards. Institutional Quality Circle (IQC) initiates the process for self-assessment and constitutes Institutional Performance Report (IPR) preparation/updating and a follow-up committee. The IPR committee prepares/compiles IPR for current assessment year as per instruction of IQC. The Quality Enhancement Cell (QEC) takes charge of preparing the University Portfolio Report (UPR) for Institutional Performance and Enhancement (IPE). The evidence for each standard and sub-criterion, including meeting minutes, real-time data, records from the university portal, event reports, and financial reports, are compiled by the QEC with assistance from the Registrar's Office and other concerned departments. For Self-RIPE, the Vice Chancellor nominates a team of experts comprising at least one external member from any other university.

Subsequently, HEC also conducts RIPE after a fixed interval. During their visit, the Director QEC supported by his team serves as the primary contact person for the university.

Throughout the RIPE process, the QEC facilitates meetings between the RIPE team and relevant university officers to address any queries they may have. This collaborative approach ensures effective communication and a thorough evaluation of the university's performance and adherence to the established RIPE standards.

6.1. Key Responsibilities of the IPR Committee (as per HEC RIPE Guidelines)

- a. **Preparation of Institutional Performance Report (IPR):**
Compile a comprehensive RIPE addressing all 16 RIPE standards, including Vision, Governance, Resources, Academic Programs, Research, and Community Engagement.
- b. **Data Collection and Verification:**
Gather and authenticate data and documentary evidence from all academic and administrative departments to support the IPR.
- c. **Coordination with Quality Enhancement Cell (QEC):**
Collaborate with the QEC to ensure the RIPE aligns with HEC requirements and institutional quality assurance policies.
- d. **Facilitation of External Review:**
Assist in organizing and supporting the external RIPE review process, including scheduling, and providing necessary documentation.



e. Post-Evaluation Reporting:

Review and finalize the evaluation report in collaboration with the QEC, incorporating feedback from the external review panel.

f. Implementation of Recommendations:

Develop and monitor action plans to address recommendations from the RIPE review, ensuring continuous quality improvement.

7. Graduate Program Review (GPR)

At SBBU-SBA University, the Self-Internal Graduate Program Review (Self-GPR) is conducted on an annual basis to ensure the university's compliance with the prescribed standards of HEC. The Quality Enhancement Cell (QEC) takes charge of gathering evidence for each grad program from Program Coordinators and other departments concerned. The Vice-Chancellor nominates a team comprising at least one external member from outside the university to assess all the grad programs. Finally, QEC will prepare the Internal GPR report with the agreement of concerned program coordinators that reflects recommendations and implementation plan for onward follow-up.

Subsequently, HEC also conducts Self-GPR after a fixed interval. During their visit, the Director QEC supported by his team serves as the primary contact person for the university.

Throughout the Self-GPR process, the QEC facilitates meetings between relevant university officers to address any queries they may have. This collaborative approach ensures effective communication and a thorough evaluation of the university's performance and adherence to the established IPE standards.

8. Procedure to Acquire NOC for a Postgraduate Program from HEC

As per the guidelines issued by the Higher Education Commission (HEC), it is mandatory to obtain approval from the HEC for all MS/ M.Phil. or equivalent and PhD Degree Programs that commence after Spring 2013. The Head of the concerned department is responsible for preparing the necessary cases in accordance with the HEC guidelines. These cases should be routed through the Quality Enhancement Cell (QEC) for further processing and submission to the HEC for approval.

9. Liaison with the International Quality Assurance Networks

QEC will establish connections and collaborate with diverse quality assurance networks and agencies on behalf of SBBU-SBA University at the national and international levels. Whenever necessary, QEC will recommend to the higher management the acquisition of membership with national or international quality assurance networks or agencies. The membership fees will be covered by the annual budget allocated to QEC. All payments related to new memberships or annual fees for existing memberships will be processed by



the university finance department, following formal approval from the Vice Chancellor SBBU-SBA University. This ensures efficient coordination and financial management in maintaining the university's affiliations with relevant quality assurance entities.

10. Organizational Structure

The QEC operates under the direct supervision of the Vice Chancellor and is headed by a Director QEC, supported by Deputy Directors, Program Coordinators, and Data Analysts.

11. Policy Review and Amendment

This policy shall be reviewed as needed, in response to changes in HEC policies, accreditation requirements, or institutional goals.

12. Compliance and Accountability

All academic and administrative units are responsible for complying with the QEC's directives. Non-compliance shall be reported to the Vice Chancellor and may impact program accreditation and institutional reputation.

13. Ethical Considerations

QEC will ensure that all evaluations and assessments are conducted transparently, confidentially, and fairly, with respect for institutional and individual integrity.