

Standard Operating Procedures

Policy, Practices and Implementation



Sindh Madressatul Islam University
Accreditation and Quality Enhancement Cell (AQEC)

GIPL

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Honorable Vice Chancellor Message

I, on behalf of the faculty and staff of Sindh Madressatul Islam University, and on my own behalf appreciate your interest in seeking admission at this time-honored seat of learning. This is a model institution, where faith and reason constitute the integral parts of the system of education. This institution has the distinction of being the Alma Mater of Quaid-e-Azam Mohammad Ali Jinnah.

Due to its association with the father of the nation, it has attained the status of national heritage of the country. When Quaid-e-Azam was young, he was extremely diligent and studied very hard.

I desire that every student admitted in SMIU should also study as diligently as Quaid-e-Azam Mohammad Ali Jinnah did. As student of this alma-mater of the founder of nation, you would be expected to exhibit and uphold the high moral and ethical principles that Quaid-e-Azam always stood for during his life time.

On our part, we have tried our best to provide our students an environment that is conducive to teaching and learning. In this regard, the institution has state-of-the-art educational facilities, including PhD faculty, well equipped laboratories, computer lab, canteen, spacious and air-conditioned classrooms, etc. The faculty and the administrative staff are very considerate. But, they do not compromise on the institution's high moral values in conformity with its rich past; and in accordance with its motto: 'enter to learn and go forth to serve'.

On your part, we expect good attitude and behavior as well as deep interest in your studies which is the hallmark of this institution; because handsome is he as handsome he does. I am confident that each one of you will truly prove to be a torch-bearer, and set examples of excellence in your selected fields that others who follow may find them as models to emulate in subsequent years.

Pakistan is facing many internal and external challenges today and education is the only instrument that can help us meet these challenges. Education is essential as it enables us to build a new world. Education gives us a new life and respect in the eyes of world. We have to work as hard as we can; and the nation and the nature will always reward you for your efforts. We owe to education everything that we have achieved in the journey of our life. This is why I believe that education can help us realize our aspirations. Hence it is your national duty also to devote yourselves to the pursuit of education.

Last but not the least; it is our commitment that no student shall be deprived of his/her right to get education due to his/her economic limitations or because of belonging to under-

privileged classes or marginalized sections of society. All brilliant and deserving students shall be provided financial assistance without compromising on their self-respect and esteem.

Dr. Muhammad Ali Shaikh
Meritorious Professor/Honorable Vice Chancellor

Director Message

Sindh Madressatul Islam University has prime focus on quality education and a strong emphasis on high standards of teaching, learning, research and overall institutional quality. Through systematic mechanism of monitoring and evaluation. Accreditation and Quality Enhancement Cell, in line with the standards set by Higher Education Commission, strives to achieve excellence through a process of continuous improvement in the academic as well as non-academic endeavors undertaken for impart of modern, quality education which enhances intellectual and leadership potential of students.

In order to achieve this objective, AQEC has developed a Quality Assurance mechanism for systematic evaluation of academic programs, student support services and facilities which improve students' overall university experience and perception.

AQEC cannot thrive in isolation. Cooperation of all stakeholders such as students, alumni, faculty and administrative staff is essential for making the implementation of quality assurance possible. AQEC would like to extend sincere gratitude and appreciation to all such stakeholders for play essential role in continuous improvement of the institutional effectiveness. We are confident that through joint and consistent efforts, AQEC will continue with the ongoing process of quality enhancement.

Dr. Saima Baig
Director

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List of Acronym

AC	Accreditation Councils
AQEC	Accreditation Quality Enhancement Cell
BoF	Board of Faculty
BoS	Board of Studies
CA	Competent Authority
CMS	Class Management System
HEC	Higher Education System
HoD	Head of Department
IPE	Institutional Performance Evaluation
NACTE	National Accreditation Council For Teacher Education
NBEAC	National Business Evaluation And Accreditation Council
NCEAC	National Computing Education Accreditation Council
QAA	Quality Assurance Agency
QAD	Quality Assurance Division
SAR	Self-Assessment Report
SMIU	Sindh Madressatul Islam University
TPV	Third Party Evaluation
UPR	University Port Folio
WVC	Worthy Vice Chancellor
YPR	Yearly Progress Report

1. Introduction of AQEC

Quality enhancement in higher education is a process of building stakeholders' confidence that fulfils expectations as well as minimum requirements of education, learning and research. Quality assurance is the term covering all the policies, processes, procedures and actions through which quality of higher education is not simply maintained, but developed and enhanced. Although quality assurance in higher education is a global challenge which demands improving the quality of higher education on viable and sustainable basis the gaps in various aspects of educational quality demand an intensely focused approach to assure/enhance the quality of education as well as research in the universities.

Although some of the Pakistani universities are performing well and are included in the top universities of the world but quality of higher education in Pakistan, in general, does not meet international standards. Realizing the needs to improve the lot of Higher Education in the country, Higher Education Commission of Pakistan established Quality Assurance Agency (QAA) in 2005 as a policy making and monitoring body for maintenance and enhancement of quality in higher education. National Quality Assurance Committee has been formed as advisory body to the specialties and senior academic managers. The Agency is engaged in systematic implementation of quality enhancement procedures/criteria to attain improved levels of international compatibility and competitiveness at institutional and program level. Furthermore, Quality Enhancement Cells (QECs) have been established in many public sector and private sector universities.

Sindh Madressatul Islam University has established a full-fledged Quality Enhancement Cell which is completed after induction of its Director and allied staff. Quality education has always been the prime priority of SMI University. The university management ensures quality in every dimension and in every manner whether it is to provide infrastructure and ancillary facilities to students or to develop intellect in them.

QAA Pakistan has devised a three-tier quality assurance mechanism. At the first step, self-assessment (SA) of programs is required to be conducted annually. Secondly, university are required to carry out an internal audit after every two years and at the third step that is to be followed by an external review on four yearly bases.

Self-assessment is an exercise conducted by the institution/department itself to assess whether its programs meet their educational objectives and outcomes with the purpose to improve quality of programs and enhance students' learning. Self-Assessment is documented as Self-Assessment Report (SAR) which makes the basis of all future audits and reviews. Self-Assessment is carried out with certain objectives and institutional goals, provision of feedback for quality assurance of academics.

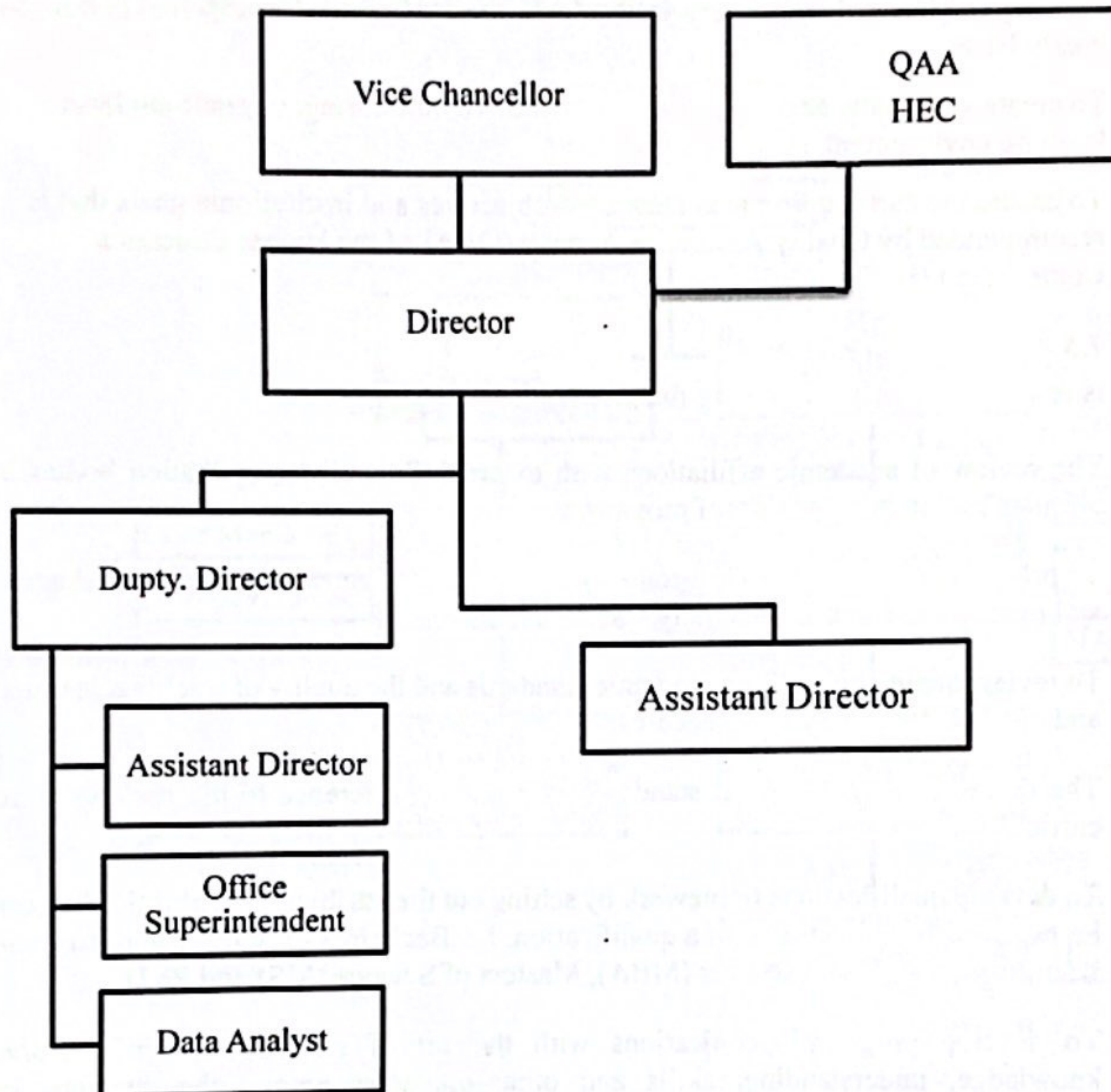
1.1 Vision

To foster interconnected environment to achieve excellence in teaching, learning and research by enhancing quality of academic and non-academic activities and maintaining international standards by following all procedures and protocols of QA agency with continuous monitoring and assessment of programs and student outcomes.

1.2 Mission

The Accreditation Quality Enhancement Cell is committed to improve institutional procedures to perform efficiently and effectively in surveys related to students, faculty, capacity building of faculty/staff to facilitate the Self-Assessment (SA) process, aimed at sustaining and improving overall quality by ensuring delivery of standardized teaching and learning processes as well as advanced research.

1.3 Structure of AQEC



1.4 Objectives

1. Overall enhancement in quality of Institutional performance on sustainable basis.
2. To improve the faculty and administration performance through awareness sessions.
3. To facilitate in external evaluation and accreditations.

4. To improve Capability of faculty members of institutions to meet the rising needs of modern teaching and research standards.
5. Self-Assessment (SA) of programs is required to be conducted annually by all departments with association of external reviewer.
6. To carry out internal audit every year, which is to be followed by external review on yearly bases.
7. To create systematic academic and administrative monitoring, upgrade students learning environment, and solve grievances.
8. To ensure the current programs meet their objectives and institutional goals that is recommended by Quality Assurance Agency (QAA) of the Higher Education Commission (HEC).

1.5 Functions of AQEC

AQEC is responsible for the following functions:

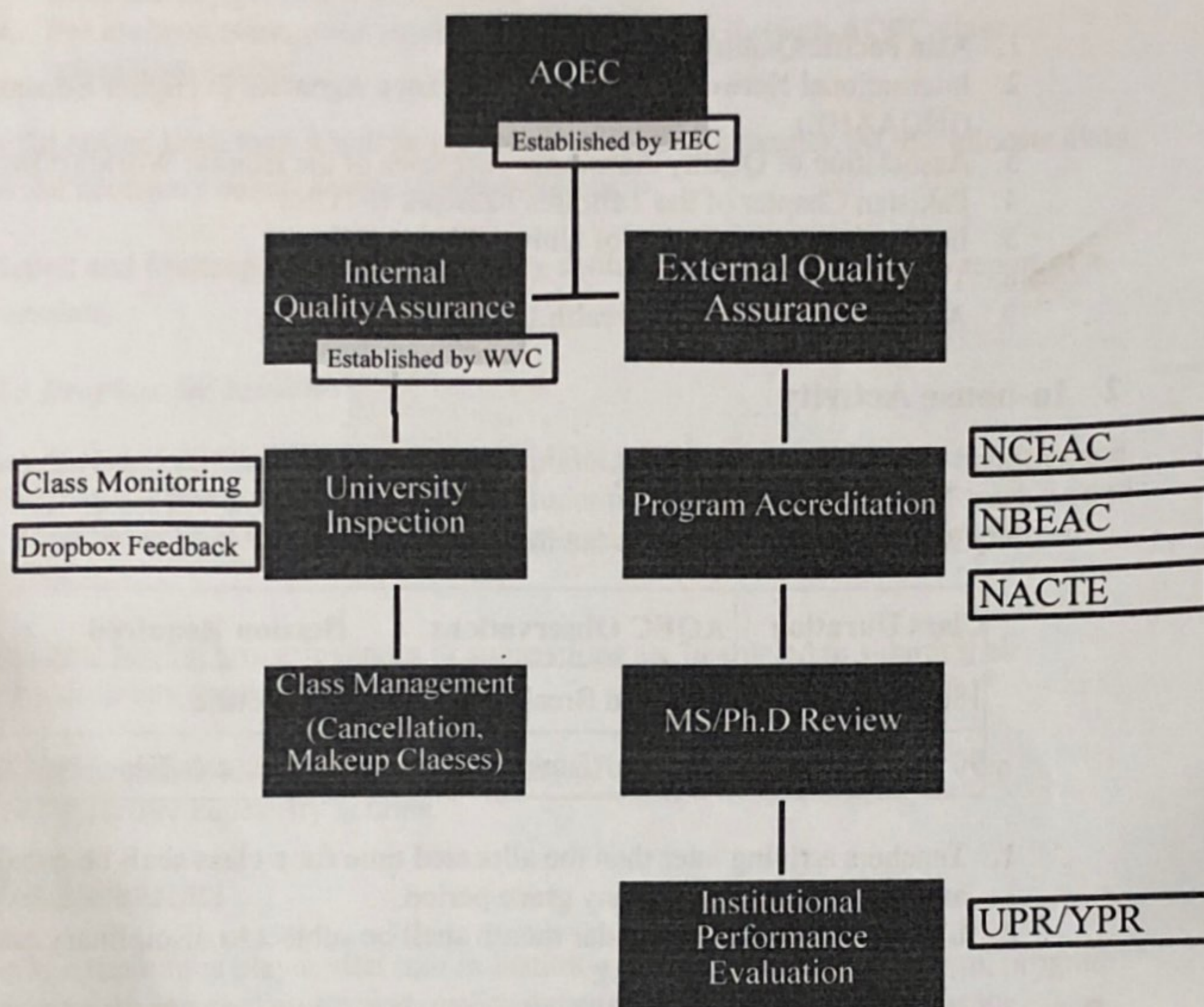
1. The review of academic affiliations with external Councils/accreditation bodies in terms of maintaining quality of programs.
2. To promote public confidence through overall quality of knowledge, award of degrees and management at the University.
3. To review quality by auditing academic standards and the quality of teaching, learning and management in each subject area.
4. The define clear and explicit standards as points of reference to the reviews to be carried out.
5. To develop qualifications framework by setting out the attributes and abilities that can be expected from the frame of a qualification, i.e. Bachelors of Science and Business Administration (BBA), Master (MBA), Masters of Science (MS) and Ph.D.
6. To develop program specifications with the set of standards of information, knowledge, understanding, skills and other attributes among the students for successfully completing a program.
7. To develop quality assurance processes and methods of evaluation to affirm that the quality of provision and the standard of received awards are being maintained, and to foster curriculum, subject and staff development, together with research and other scholarly activities.
8. To ensure that the university procedures are designed to fit in frame of the quality of Higher Education.

1.6 Learning Outcome

1. To ensure the faculty performance through the class monitoring, Campus Management System and Learning Management System.

2. To highlight the flaws of academic performance and continue efforts for development and resolve institutional matters on time.
3. To maintain quality standards with the yearly activity of Self-Assessments.
4. To enhance the quality standards of Higher Degrees with the observation and evaluation by the external.
5. To flourish the academic and research activities at the inter/national level with high quality standard which is established by the QAA.

1.7 Quality Enhancement Mechanism



Note: See Acronym list for the full name.

1.8 Membership

The AQEC is affiliated to national and international memberships for the systematic approach of quality enhancement procedures.

1.8.1 Internal Memberships

In accordance with the commendation of Higher Education Commission, Director AQEC is a Non-Voting member of statutory bodies of University.

1. Board of Studies
2. Board of Faculty
3. Academic Councils
4. Syndicate
5. Senate

1.8.2 External Memberships

1. Asia Pacific Quality Network (APQN)
2. International Network of Quality Assurance Agencies in Higher Education (INQAAHE)
3. Association of Quality Assurance Agencies of the Islamic World (IQA)
4. Pakistan Chapter of the Talloires Network (PTCN)
5. International Association of Universities (IAU)
6. The Talloires Network
7. Association of Commonwealth Universities (ACU)

2 In-house Activity

2.1 Classroom monitoring

AQEC monitors the classes in the following manner:

Class Duration	AQEC Observations	Session Required
180 minutes	Start/Mid Break/End Time	16 Lectures
90 minutes	Start/End Time	32 Lectures/Sessions

1. Teachers arriving later than the allocated time for a class shall be considered late and shall not be allowed any grace period.
2. Late attendance in a calendar month shall be subject to disciplinary action by the Directorate of HRM.
3. Break time allowed for a 180-minute class is 30 minutes at the mid of the class. Break time exceeding 30 minutes would be considered breach of policy subject to disciplinary action by the Directorate of HRM.
4. Break time allowed for a 90-minute class is 15 minutes at the end of the class. Break time exceeding 15 minutes would be considered breach of policy subject to disciplinary action by the Directorate of HRM.
5. Number of lectures delivered shall be counted as per the class monitoring reports. The desired number of lectures at the time of midterm examinations is 8, and 16. While, at final examinations, 16 and 32 sessions (excluding the Midterm and Final Exams).

2.2 Class Management System

The SMI University believe on the completion of course and spread appropriate information among the students. AQEC strictly monitor the sessions of the semester and facilitate to faculty and students for the completion of coursework. The faculty regularly arrange

Makeup in the account of “postponed classes” through an online system of AQEC class rescheduling, and send SMS to the student’s cellphone to informing them of the same, a day in advance.

1. The attendance system initiated on CMS and teacher are responsible to mark attendance within the 10 minutes of start of the class.
2. The double attendance should mark in three hours’ class. The first attendance within the 10 minutes at the start of the class. The second attendance mark within the 10 minutes after the break.
3. For cancellation of a class, AQEC office and students should be informed at least one day prior to the schedule.
4. For makeup class, prior approval should be taken through AQEC class scheduling system.

*Faculty fill online form then it will be submitted to HoD. Thereafter, AQEC allocate class room (on the necessary bases) for the makeup classes.

*Cancellation and Makeup of classes negatively contribute towards efficiency report of a faculty member.

2.3 Dropbox for Students

AQEC has provided services for student’s complaint towards over all campus facilities and their maintenance. Moreover, for feedback of students regarding the quality of teaching and facilities provided at SMI university, AQEC has installed the drop boxes in the lobby of each building.

1. Students having any grievances or suggestions are instructed to submit their feedback by drop box form.
2. AQEC responsible to submit the summary of responses to the Worthy Vice Chancellor for further necessary actions.

Course File Submission

As we know, course files play a vital role in institutional performance evaluation, program accreditation visits, external audits and quality enhancement. The AQEC has been struggling to achieve 100% accuracy in course file submission, and following practices are improving our status.

- i. The various Program Offices will forward all course outlines in electronic form to AQEC during one month after the start of the semester.
- ii. For courses when the mid-term is being conducted, the three copies of student’s examination answer sheet (highest, medium and lowest marks) along with a copy of the question paper will be sent to us in 10 days after the exam.
- iii. The same process repeatedly follows in the final term.

- iv. At the time of submission of final exam results, all documents will be sent by faculty for the course file.
- v. The complete HEC list of documents for course files can be found on HEC website.
- vi. All documents prefer to receive electronic copies of documents (via email or on disk) and scan copies Only.

3 Yearly Activities Assigned by HEC

Online Surveys

Quality Assurance Agency (QAA) set the criteria for the improvement in teaching learning and development of the quality standards. AQEC conducted by students and teacher's online surveys which is recommended by Higher Education commission.

3.1 Faculty Course Review Survey

Objective: The purpose of this survey is to obtain faculty members' feedback of course curriculum, and effectiveness of methods of teaching and assessment in relation to course objectives.

Eligibility: All faculty members at the time of course completion.

Process: Invitations for participation in the survey are sent to the faculty by the AQEC via e-mail. responses are used internally to help analyze appropriateness of course curriculum, teaching and assessment methods in relation to the intended learning outcomes in order to guide curriculum reforms. The anonymity of all responses is protected and no personally identifiable information is presented in the analysis reports. Follow-up for unresponsive faculty members consists of withholding of monthly salary by the Directorate of Human Resource Management.

Deadline: After two weeks of the course completion and final result submission.

Survey access: CMS

Survey Pro forma: See in Appendix 01.

Support staff in case of queries:

For technical support: IT Department (it@smiu.edu.pk)

3.2 Faculty Survey

Objective: The purpose of this survey is to assess faculty members' satisfaction level and the effectiveness of programs in place to help them progress and excel in their profession.

Eligibility: All faculty members of SMIU

Process: Invitations for participation in the survey are sent to the faculty by the AQEC via e-mail. Responses are used internally to help assess faculty members' satisfaction level and the effectiveness of programs in place to help them progress and excel in their profession.

The anonymity of all responses is protected and no personally identifiable information is presented in the analysis reports. Follow-up for unresponsive faculty members consists of withholding of monthly salary by the Directorate of Human Resource Management.

Deadline: By the end of every semester within two weeks.

Survey access: CMS

Survey Pro forma: See in Appendix 02.

Support staff in case of queries:

For technical support: IT Department (it@smiu.edu.pk)

3.3 *Faculty Resume*

Objective: The purpose of this survey is to maintain updated profile of faculty members of SMIU.

Eligibility: All faculty members of SMIU.

Process: Invitations for participation in the survey are sent to the faculty by the AQEC via e-mail. The information obtained is used to maintain the faculty members' updated profiles which may be utilized to guide future decisions in their best interests. Follow-up for unresponsive faculty members consists of withholding of monthly salary by the Directorate of Human Resource Management.

Deadline: By the end of every semester within two weeks.

Survey access: CMS

Survey Pro forma: See in Appendix 03.

Support staff in case of queries:

For technical support: IT Department (it@smiu.edu.pk)

3.4 *Student Course and Teacher Evaluation Survey*

Objective: The purpose of this survey is to obtain students' feedback of teaching quality and courses offered at SMIU.

Eligibility: All enrolled students of SMIU at the time of course completion.

Process: Invitations for participation in the survey are sent to the students by the AQEC via SMS, e-mail and circulars pinned on departmental and AQEC noticeboards. Responses are used internally to help analyze teaching quality and courses offered at SMIU for the purpose of guiding future institutional planning. The anonymity of all responses is protected and no personally identifiable information is presented in the analysis reports.

AQEC will take action after following Follow-ups for unresponsive students consists of:

1. Withholding of midterm examinations result
2. Explanation calls
3. Withholding of final admit card

Deadline: Up to mid-term examinations.

Survey access: CMS

Survey Pro forma: See in Appendix 04.

Support staff in case of queries: For technical support: IT Department (it@smiu.edu.pk)
For course registration: Examination and Admissions Department (coe@smiu.edu.pk)

3.5 *Graduating Students Survey*

Objective: The purpose of this survey is to obtain graduating students' input on the quality of education and academic programs at SMIU.

Eligibility: All enrolled students completing their last semester at SMIU

Process: Invitations for participation in the survey are sent to the students by the AQEC via SMS, e-mail and circulars pinned on departmental and AQEC noticeboards. Responses are used internally to help analyze academic programs and quality of education for the purpose of guiding future institutional planning. The anonymity of all responses is protected and no personally identifiable information is presented in the analysis reports. Follow-up for unresponsive students consists of:

1. Withholding of mid-term examination result
2. Withholding of final admit card

Deadline: Before mid-term examinations

Survey access: <http://www.smiu.edu.pk/about-qec.php>

Survey Pro forma: See in Appendix 05.

Support staff in case of queries: IT Department (it@smiu.edu.pk)

3.6 *Research Student Progress Review*

Objective: The purpose of this survey is to review the status of a students' research work.

Eligibility: All MS/PhD students after approval of the synopsis from Advanced Studies Research Board

Frequency: Every 3 months.

Survey form availability: at <http://www.smiu.edu.pk/about-qec.php>

Collect from Departmental Heads and online access and filled forms to be submitted by the Department then Quality Officer at AQEC.

Survey Pro forma: See Appendix 06.

Support staff in case of queries: Departmental Heads/AQEC

3.7 *Alumni Survey*

Objective: The purpose of this survey is to obtain alumni input on the quality of education and academic programs at SMIU.

Eligibility: Former students of SMIU who are at least one year up from graduation.

Process: Initial invitations for participation in the survey are sent to the alumni via SMS and e-mails by AQEC. Responses are used internally to help analyze academic programs and quality of education at SMIU for the purpose of guiding future institutional planning. The anonymity of all responses is protected and no personally identifiable information is presented in the analysis reports. Follow-up for alumni who do not respond via SMS/e-mail consists of invitation requests via telephone.

Deadline: Open (throughout the year)

Survey access link: at <http://www.smiu.edu.pk/about-qec.php>

Survey Pro forma: See in Appendix 07.

Support staff in case of queries: AQEC SMIU (qec@smiu.edu.pk)

3.8 *Employer Survey*

Objective: The purpose of this survey is to obtain input of employers of SMIU graduates on the quality of education and academic programs of SMIU, as well as skills and abilities of SMIU graduates.

Eligibility: Employers of SMIU Alumni

Process: Invitations for participation in the survey are sent to the employers via e-mails by AQEC. Responses are used internally to analyze academic programs of SMIU and the skills and abilities of SMIU graduates for the purpose of guiding future institutional planning. The anonymity of all responses is protected and no personally identifiable information is presented in the analysis reports. Follow-up for employers who do not respond consists of soft reminder e-mails.

Deadline: Open (throughout the year)

Frequency: Every two years

Survey access link: at <http://www.smiu.edu.pk/about-qec.php>

Survey Pro forma: See in Appendix 08.

Support staff in case of queries: AQEC SMIU (qec@smiu.edu.pk)

3.9 Survey of Department Offering Ph.D. Program

Objective: The purpose of this survey is to evaluate the physical, technical, information and human resources of a department offering the PhD program.

Eligibility: Departmental Heads

Deadline: After launching a PhD program

Survey form link: at <http://www.smiu.edu.pk/about-qec.php>

Survey Pro forma: See in Appendix 09.

4 Yearly Reports

4.1 Self-Assessment Report

Background

Assessment is a systematic process of gathering, reviewing and using important quantitative and qualitative data and information from multiple and diverse sources about educational programs, for the purpose of improving student learning, and evaluating whether academic and learning standards are being met. The process culminates when assessment results are used to improve student learning. A successful assessment program includes the following:

1. Purpose identification
2. Outcomes identification
3. Measurements and evaluation design
4. Data collection
5. Analysis and evaluation
6. Decision-making regarding actions to be taken.

The purpose of this document is to outline the process of conducting self-assessment(SA) of academic programs. It is HEC that requires universities to conduct periodic self-assessment for its academic programs in order to improve them and ensure high academic standards. Self-assessment is an important tool for academic quality assurance and provides feedback for faculty and administration to initiate action plans for improvement.

Objectives

The objectives of self-assessment are to:

- Maintain and continuously enhance academic standards
- Enhance students' learning
- Verify that the existing programs meet their objectives and institutional goals
- Provide feedback for quality assurance of academic programs
- Prepare the academic program for review by discipline councils

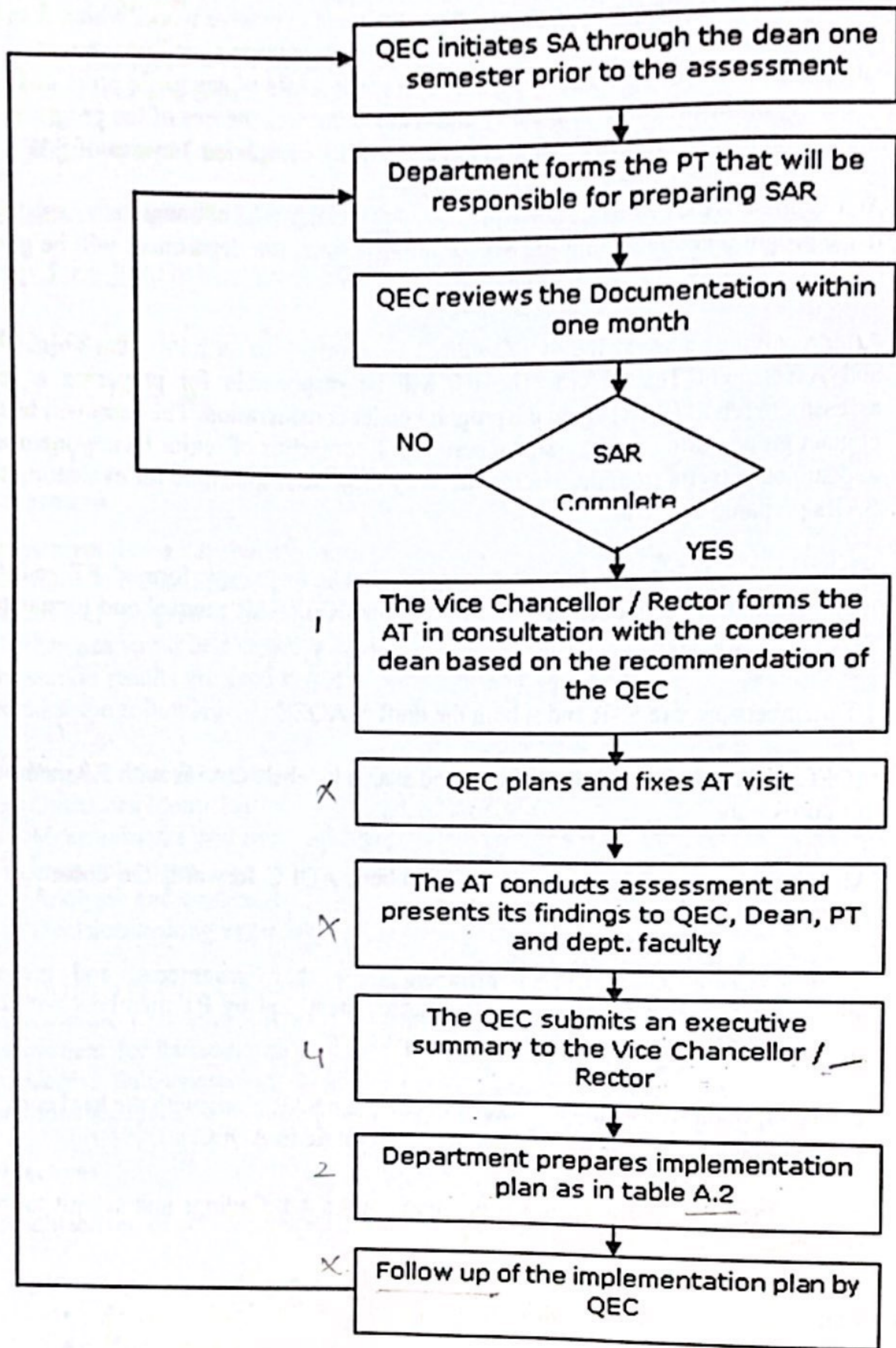
Each academic program shall undergo a self-assessment (SA) every year (assessment cycle). The Accreditation and Quality Enhancement Cell (AQEC) is responsible for

planning, coordinating and following up on the Self-Assessment (SA) activities as depicted in flow chart.

Description of flow Chart

In addition, the Self-Assessment Reports are one of the most extensive works which is to be performed by the institutions. Each academic program shall undergo a self-assessment every year (assessment cycle). AQEC department prepares SARs of academic programs to assess the quality of the programs to identify and remove the weaknesses of the programs for continuous improvement. SMIU AQEC has successfully completed 3 cycles of SARs.

- AQEC initiates the self-assessment process with the approval of competent Authority. If the program is undergoing the SA for the first time, the department will be given one academic year for preparation.
- After receiving approval, the AQEC will ask departments to form Program Team (PT) and Assessment Team (AT). The PT will be responsible for preparing a self-assessment report (SAR) about the program under consideration. The team will be the contact group during the assessment period. AT comprises of senior faculty members and subject experts from the external territory they are responsible for evaluating the SARs prepared by PT members.
- AQEC department organizes an awareness session for newly formed PT and AT members and shares the required documents like HEC SAR manual and format and give timeline to complete the task.
- PT members prepare SAR and submit the draft to AQEC.
- AQEC review SAR of all departments and shares its observations with PT members for correction.
- After incorporating the changes by PT members, AQEC forwards the document to AT members for assessment.
- After assessing the SAR, AT members share their comments, and prepare implementation plan for rectifying weaknesses identified by PT members with the approval of Chairperson and Dean of the department.
- The chairperson will submit a soft copy of complete SAR along with the hard copy of signed implementation plan, AT comments and rubric to AQEC.
- The AQEC will prepare executive summary on the AT findings and submit to the Vice Chancellor office.
- AQEC will follow up the implementation plan till its completion



Responsibilities of AQEC

- Initiation of Self-Assessment process
- Formation of Program Team and Assessment Team
- Arrange trainings / awareness session for internal PT and AT members
- Review of SARs for completion as per SA Manual
- Scheduling of AT visit
- Receiving the AT Report & Department's Implementation Plan
- Verification of the Rubric Evaluation done by AT
- Submission of the Executive Summary (along with implementation Plan) to Vice Chancellor
- Ensure timely filling of feedback forms
- Follow up of **Implementation Plan** till its completion

Program Team (PT)

PT is a group of professionals which is nominated by the head of the department. It is responsible for writing of SAR and acts as a contact/focal group during the period of assessment process.

Desired Skills of PT

- Commitment to Quality Assurance Policies
- Power of analysis and judgment
- Ability to work in teams
- Time management skills
- High standards of oral and written communication skills
- Self-motivated and willing to work for quality improvement

Responsibilities of PT

- Preparing the report by responding to each criterion/ standard given in the SA Manual and integrating the collected information / feedback
- Collecting relevant data on faculty, students, libraries, laboratories and infrastructure
- Writing a foreword giving a brief history of the program, particulars of the PT, date of starting /finalizing report writing, providing evidence of information attached as an annexure
- The report may be signed by the convener/chairperson of the program team

Assessment Team (AT)

AT is a group of senior professionals who will review the SAR prepared by the PT and give its findings in the form of a report (AT Report).

Desired Skills of AT

- Commitment to Quality Assurance Policies
- Power of analysis and judgment
- Ability to work in teams
- Time management skills

- High standards of oral and written communication skills
- Self-motivated and willing to work for quality improvement

Responsibilities of AT

- Check completeness of the SAR as per SA manual
- Look at the comprehensiveness / relevance of responses to various criteria and standards
- Verify the data / information given in SAR
- List down the findings from the assessment exercise
- Carry out rubric evaluation of SAR
- Write down the AT report

4.2 MS Program Review

Overview

The Quality Assurance Agency (QAA), HEC got the mandate to ensure and enhance the quality of higher education by devising viable strategies. Considering the importance of implementing of External Quality Assurance Mechanism; QAA, HEC has established Accreditation Councils for quality assurance of undergraduate qualifications in different disciplines and initiated Ph.D. Program Review Process for quality assurance of Doctoral qualifications.

Due to mushroom growth of Degree Awarding Institutions (DAIs) and increasing demand of higher qualifications, almost all the DAIs and their Constituent & Affiliated Institutions have started MS and equivalent programs. Unfortunately, there is no quality assurance mechanism developed for these programs, as a result these qualifications are being offered and awarded without passing through any External Quality Assurance Mechanism.

In this perspective, the worthy Chairman HEC assigned task to QAA, HEC to devise a process for reviewing the MS& Equivalent degree qualifications. As a result, review process is being designed, based upon the successful implementation of Ph.D. Program Review Process.

Higher Education Commission took the initiative of starting MS & Equivalent Degree Program Review Process to ensure the quality of MS and Equivalent level education.

The newly designed proforma has been circulated to DAIs that are offering MS/MPhil and Equivalent Programs for compilation of data as per the requirement. The review process of MS and Equivalent Programs is being conducted on the basis of data provided by the DAIs.

During the visit of MS and Equivalent Program Review Committee comprising of eminent Professors, determine how well the criteria laid down by the HEC is being followed.

After the review visit, a detailed report is being prepared and shared with the concerned DAI for compliance. The details of review process are mentioned in the MS & Equivalent Program Review Process.

HEC Performa

- Used for: PhD Faculty – Template-A
- Used for: MS/M.Phil. Faculty-Template-B

- Used for: PhD Students-Template-C
- Used for: MS/M.Phil. Enrolled Students-Template-D
- Used for: Number of Degree Awarded-Template-E

MS Process for Review

The AQEC will facilitate the MS review process.

1. Departments will submit the signed hard and soft copies of HEC Performa (A-E) to AQEC.
2. AQEC will submit the information to HEC.
3. AQEC will inform the departments when HEC will visit.
4. AQEC will facilitate the departments during the HEC visit.

4.3 Ph.D. Program Review

Overview

The Quality Assurance Agency (QAA), HEC got the mandate to ensure and enhance the quality of higher education by devising viable strategies. Considering the importance of implementing of External Quality Assurance Mechanism; QAA, HEC has established Accreditation Councils for quality assurance of undergraduate qualifications in different disciplines and initiated Ph.D. Program Review Process for quality assurance of Doctoral qualifications.

Due to mushroom growth of Degree Awarding Institutions (DAIs) and increasing demand of higher qualifications, almost all the DAIs and their Constituent & Affiliated Institutions have started Ph.D. programs. Unfortunately, there is no quality assurance mechanism developed for these programs, as a result these qualifications are being offered and awarded without passing through any External Quality Assurance Mechanism.

In this perspective, the Chairman HEC assigned task to QAA, HEC to devise a process for reviewing the Ph.D. degree qualifications. As a result, review process is being designed, based upon the successfully implemented Ph.D. Program Review Process.

Step 1. The DAIs is asked to provide data (within 1 month) on prescribed proforma

The Quality Assurance Agency, HEC will send letters along with Ph.D. Review Proforma to all degree awarding institutions offering Ph.D. programs and intimate them to submit the completed proforma along with necessary documents within one-month period

Step 2. Initial scrutiny of data at Ph.D. Review Secretariat (up to 1 week)

Quality Assurance Agency will initially scrutinize the data provided by the DAIs. This procedure will take up to one week after receipt of the required data.

Step 3. DAIs asked to clarify, if needed or to provide additional data (1-week time)

After the initial scrutiny, if it is found that some data is missing or incomplete; the same will be asked from the concerned DAI to provide within one week.

Step 4. Selection of review panel from pool (2 weeks prior to the visit)

The Review panel will be selected from the existing pool of reviewers for the visit of concerned DAIs of the region. The same will be approved from the competent authorities before intimating to the DAI.

The review panel will be informed regarding the date of review visits for taking their final consent.

Step 5. The DAI is informed about its Ph.D. Review Visit (2 weeks prior to the visit)

Once the visit is finalized, the DAI will be informed about the visit along with review panel, schedule and other relevant details (if needed).

Step 6. Data provided to review teams (2 weeks prior to the visit)

The compiled data along with all necessary details will be provided to the review panel 2 weeks prior to the visit so that they can go through the data as per their requirements.

Step 7. Visit of DAI (up to 2 days depending on departments)

The review panel will visit the DAI as per the given schedule. The duration of the review visit will be dependent upon

- Number of departments in which Ph.D. is being offered.
- Total number of Ph.D. enrolment.

The schedule of the visit will contain

- Meeting with the Vice Chancellor/Head of the institution.
- Meeting with the Deans/HoD of all the departments that are offering Ph.D. programs.
- Separate meeting with each HoD/Dean along with prominent faculty members of the department.
- Visit of each department to assess the adequate facilities required for Ph.D. program.
- Wrap up meeting with Vice Chancellor/Representative of Vice Chancellor.

Step 8. Submission of initial report (within 1 week after visit)

After the completion of review visit, the review panel will submit the review report within one week of visit to the Ph.D. Review secretariat, QAA, HEC on the prescribed format. (Form C of Review Proforma)

Step 9. Finalization of Draft Report (within 2 weeks after visit)

The Ph.D. review secretariat will scrutinize the report and if needed the clarification/comments will be taken from the review panel. The review report will be finalized within two weeks of visit.

Step 10. Draft report sent to Head of the DAI for comments (2-weeks' time for response)

The DRAFT Report will be sent to the Vice Chancellor/ Head of the DAI for comments, the DAI will be given 2-weeks' time period to submit the comments.

Step 11. Submission to Competent Authority for approval (after 2 weeks of visit)

After incorporating the comments of the DAI, if any, the finalized report will be submitted to competent authorities of HEC for their approval. If there are some suggestions/clarification required, the same will be seek from review panel/Ph.D. review secretariat as per the requirement.

Step 12. Final Report with recommendation Conveyed to the DAI (within 1 month of visit)

The DAI will be informed by QAA HEC regarding the recommendations/ suggestions (if any).

SOP for PhD Review

- The AQEC will facilitate department during Ph.D. Review process.
- The department will provide the hard and soft copy of required information to AQEC on HEC required Performa after confirmation with examination department signed by Chairperson and Dean of the department.
- AQEC will submit the required information to Quality Assurance department of HEC.
- During the visit the Director AQEC and team will facilitate the complete process.
- AQEC will coordinate with HEC officials for further reports and process.

5. Program level Accreditation

Accreditation Bodies related to Program

S. #.	PROGRAM	DEPARTMENT	ACCREDITATION COUNCIL
1	BSCS	Computer Science	National Computing Education Accreditation Council (NCEAC)
2	MSCS		
3	BBA	Business Administration	National Business Education Accreditation Council (NBEAC)
4	BS Accounting & Finance		
5	MBA(1.5 Year)		
6	MBA(2.5 Year)		
7	MBA (3.5 Year)		
8	MS Management Sciences		
9	BS(Education)	Education	National Accreditation council for Teacher Education (NACTE)
10	MS(Education)		

AQEC has initiated the formulation of Accreditation committee and it is comprised on Deans, Director of AQEC and one nominated person of concerned department.

This committee will be responsible for coordination to all concerned departments for the collection of required documents.

The focal person is responsible for the correspondence with concerned body and complete the accreditation process. While, AQEC facilitate in the endorsement procedure and provide relevant documents and arrange required services during the visit.

5.1 National Computing Education Accreditation Council (NCEAC)**Scope**

The following Bachelor level (4 years) computing degree programs fall in the accreditation by NCEAC:

- a. Computer Science b. Software Engineering c. Information Technology*
d. Information Systems e. Bioinformatics

I. Accreditation-General Framework

The Council shall take into consideration the following aspects for accreditation of degree programs in the computing related subjects:

- Overall scope and structure of the program
- Curricula/syllabi
- The requisite infrastructure
- The faculty
- Level of compatibility with international standards and trends
- Level of Skill Development by the program
- Level of integration of science and technology
- The student support
- The laboratory facilities
- Facilities for student activities and other amenities
- Financial aid/assistance
- Level of job placement of graduates

II. Procedure for Seeking Accreditation of NCEAC

The following steps are required to be taken in a sequence given as under. However, it should be noted that the steps given below are to taken for each computing program separately to be evaluated for the accreditation:

- Step 1.** Online Registration
- Step 2.** Submission of Application
- Step 3.** Desk Audit
- Step 4.** Field Audit/Inspection Visit
- Step 5.** Outcome of Inspection
- Step 6.** Updating of Information

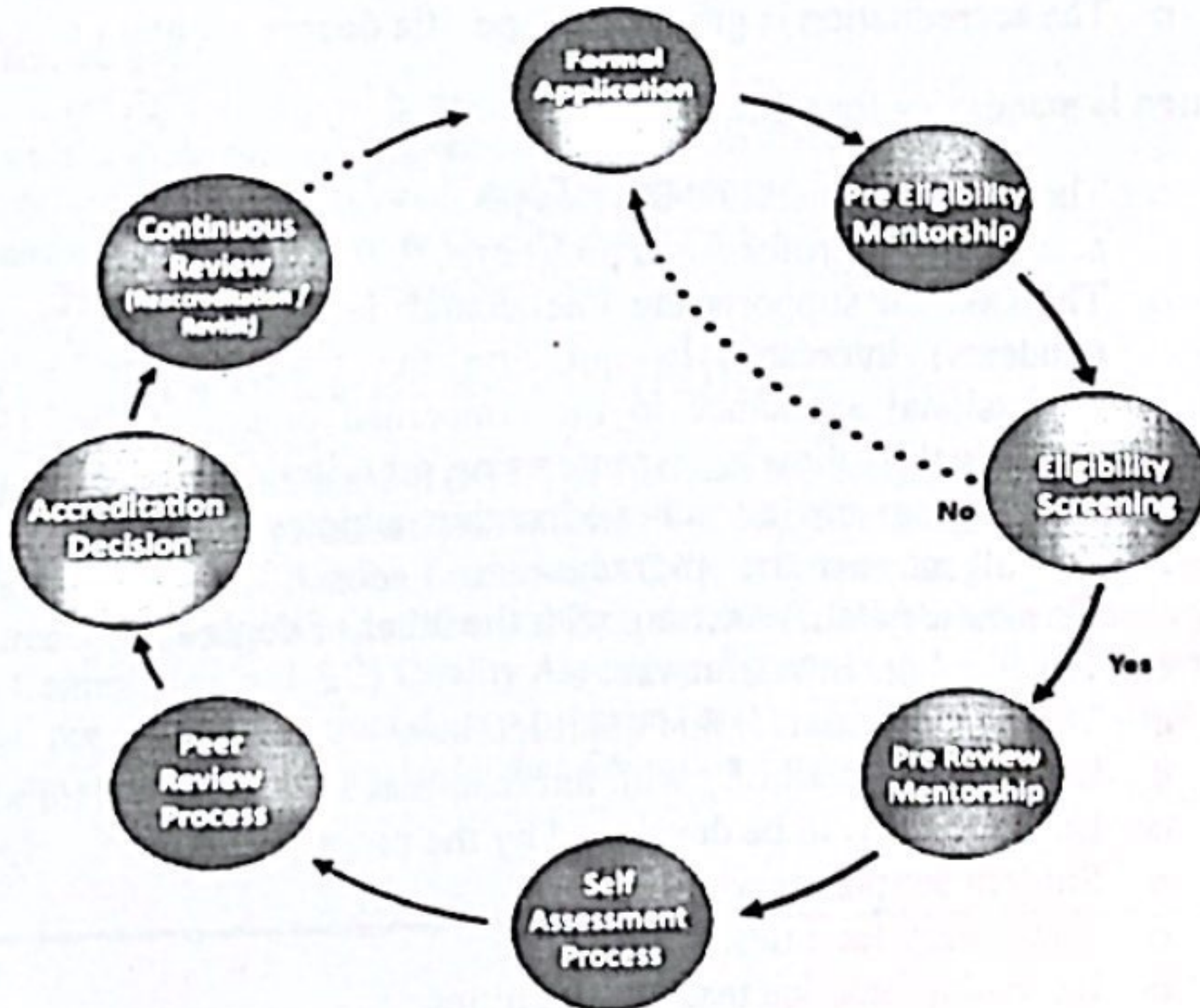
How to Apply for Accreditation through AQEC

- Coordination for follow-up on policies and processes for accreditation of university programs at SMIU.
- Liaison with relevant departments in preparation and completion of required documentation for accreditation.
- Inspection of departmental work in processes to monitor relevant departmental functioning in accordance with the accreditation councils or HEC criteria.
- Planning & coordination for external reviews/audit where necessary.
- Preparation of Annual or periodic reports for the activities of departments (for internal as well as external monitoring).
- Arrangement of internal academic performance system of the institute to ascertain that the institute meet accreditation requirements.

5.2 National Business Evaluation and Accreditation Council (NBEAC)

The National Business Education Accreditation Council (NBEAC), is a professional body under the control of Higher Education Commission (HEC) of Pakistan's Quality Assurance Division (QAD) which accredits Business Administration, Public Administration and Management Sciences degree programs of Pakistan's educational institutes. NBEAC function at the national level as an accreditation authority within its scope to facilitate enhancing the quality of business education in Pakistan. NBEAC, since its inception has laid out systems, procedures, networks and programs to ensure that all degree awarding institutions in Pakistan are invited to achieve standards that are comparable with global standards and thus gain NBEAC accreditation. In future this accreditation could be used as a mechanism to introduce business school rankings to encourage competitiveness, quality, continuous improvement and sustainability in the Pakistan business education market. NBEAC accreditation acts both as a status and a process. Accreditation as status provides public notification that the accredited program meets standards of quality set forth by the NBEAC. As a process, accreditation reflects the fact that in achieving recognition by NBEAC, the institution and the program is committed to not only to meet standards but to continuously seek ways in which to enhance the quality of education in that program. Programmatic accreditation is an independent peer review process that validates that established standards of excellence set by the NBEAC are well met. NBEAC has designed these standards to assure that the graduates receive the quality of education in that program necessary for success in industry. The National Business Education Accreditation Council (NBEAC) places great emphasis on improving and revising accreditation procedures to facilitate a business school. It undertakes the process effectively and efficiently to guarantee a fair decision. Accordingly, the NBEAC processes undergo regular evaluation and modification on the basis of previous experiences. The process continues to evolve to improve existing procedures and introduce new ones to meet emerging needs.

Process of NBEAC



How to Apply for Accreditation through AQEC

- Coordination for follow-up on policies and processes for accreditation of university programs at SMIU.
- Liaison with relevant departments in preparation and completion of required documentation for accreditation.
- Inspection of departmental work in processes to monitor relevant departmental functioning in accordance with the accreditation councils or HEC criteria.
- Planning & coordination for external reviews/audit where necessary.
- Preparation of Annual or periodic reports for the activities of departments (for internal as well as external monitoring).
- Arrangement of internal academic performance system of the institute to ascertain that the institute meet accreditation requirements.

5.3 National Accreditation Council for Teacher Education (NACTE)

The Higher Education Commission (HEC) of Pakistan has setup an accreditation authority, National Accreditation Council for Teacher Education (NACTE) to look after the matters regarding the accreditation of degree programs in Education & Teacher Education sectors by giving appropriate ratings and define the organization's objectives, functions and duties to be performed. It conducts periodical evaluations, scrutiny and monitoring criteria & standards regarding education degree programs.

- All the existing teacher education degree program are within the jurisdiction of the Council. Any new program in teacher education shall also be referred to the Council for the grant of accreditation.
- The accreditation is granted for specific degree program and not institutions.

Accreditation is mandatory for all relevant academic program offered by the University.

- The Council assists and advises teacher education institutions in planning the academic and professional programs.
- The Council supports the intellectual development of prospective teachers (students) interested in pursuing the teaching profession and provide professional assistance to the concerned organizations. The Council shall consider the following aspects using set criterion for granting accreditation of degree programs in teacher education subjects: -
 - Overall scope of the program.
 - Curricula/syllabi matching with the level of degree program.
 - The requisite infrastructure.
 - The faculty- number and qualifications.
 - Level of compatibility with international standards and trends.
 - Level of skills to be developed by the program.
 - Student support services.
 - The library facilities.
 - Internship/practice teaching facilities.
 - Facilitate for student activities and other amenities.
 - Financial assistance/loan etc.
 - Level of job placement of graduates.
 - Level of market needs fulfillment

6. Institutional Performance Evaluation

AQEC accomplish the IPE activity, and perform following tasks:

- Distribution eleven standards formats to the departments for appropriate data.
- Compilation of data and write University Portfolio Report with statistical university wide data.
- To invite the HEC and external panel for Self-Evaluation.
- Facilitate reviewers/panelist during IPE visit and present data. (internal & external).
- Present and discuss of University Portfolio Report (UPR) & IPE documents for inspection.
- The visits conduct for review panel including internal and external evaluators to different departments (academic and admin).
- Meeting for review panel with HODs of different departments including both academic and administration.
- Arrange meeting for review panel with faculty members.
- Arrange meeting for review panel with students of different departments.
- Final meeting Competent Authority.
- Coordinate with HEC and external evaluator for the evaluation report.
- Thereafter, according to IPE report prepare action plan for further improvement.
- The Final report submits to the Competent Authority for final approval.
- Any other task as per HEC criteria/guidelines will be share.

The various performance evaluation standards are recommended by higher education commission.

- Standard 1: Mission Statement and Goals
- Standard 2: Planning and Evaluation
- Standard 3: Organization and Governance
- Standard 4: Integrity
- Standard 5: Faculty
- Standard 6: Students
- Standard 7: Institutional Resources
- Standard 8: Academic Programs and Curricula
- Standard 9: Public Disclosure and Transparency
- Standard 10: Assessment & Quality Assurance
- Standard 11: Student Support Services

7. Pakistan Qualification Register (PQR)

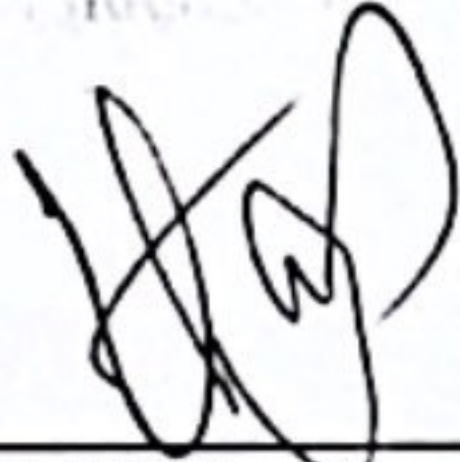
The Higher Education Commission (HEC) of Pakistan has designed Pakistan Qualification Framework (PQF) to meet international criteria of education system and provide equality scales with National Qualification Frameworks (NQFs) around the globe. In order to ensure the implementation, Pakistan Qualification Register (PQR) has been developed by Higher Education Commission's (HEC) Quality Assurance Agency (QAA). SMI University has uploaded all previous and current degree programs on the PQR Portal to facilitate the degree attestation & equivalency by Higher Education Commission.

8. Statistical Forms (SFs).

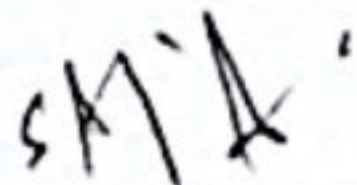
The Higher Education Commission's (HEC) Statistics Division collects statistical data on the Statistical Forms (SFs) in every academic year, covering all details of new admissions, enrolled students, graduated students, details of entire faculty members of each department, research activities, seminars, conferences for ranking of universities. According to ranking of Higher Education Commission, SMI University has been achieving "W" Category in the Quality Assurance mechanism since last three years.



Dr. Saima Baig
Director, AQEC



Prof. Dr. Zahid Ali Channar,
Dean of Management, Business and Commerce



Prof. Dr. Syed Asif Ali,
Dean faculty of Information Technology



Prof. Dr. Mohammad Ali Shaikh
Honorable Vice Chancellor

In future the Registrar may
sign on my behalf as once I have
given approval in file ↓

Appendix 01

Faculty Course Review Survey Pro forma

Teacher's Name	Teacher's Designation
Teacher's Department	Teacher's Status (Permanent, Visiting)
Course Name	Department (Course Taught):
Degree/ Program (BA, MBA & MS)	Program or Shift (Mor, Eve & Weekend)
Course Code:	Credit Value:
Pre-requisites:	Spring/Fall:
Year of Study:	No. of Sessions Conducted:

For completion by the course instructor and transmission to Head of Department of his/her nominee (Dept. Quality Officer) together with copies of the Course Syllabus outline

No of Seminars		Themes for Seminars	
No. of Guest Speakers		Themes for Guest Sessions	
Assessment Methods: give precise details (no & length of assignments, exams, weightings etc)			

Distribution of Grade/Marks and other Outcomes: (adopt the grading system as required)

Department / Degree	No. of Students Originally Registered	No. of Students eligible for final exams	No of Grade A	No of Grade B	No of Grade C	D	E	F	No Grade	Withd rawal	Total

Overview/Evaluation (Comments on Overall Course)

2) External Examiners or Moderators (if any)

3) Student /staff Consultative Committee (SSCC) or equivalent, (if any)

4) Curriculum: comment on the continuing appropriateness of the Course curriculum in relation to the intended learning outcomes (course objectives) and its compliance with the HEC Approved / Revised National Curriculum Guidelines

5) Assessment: comment on the continuing effectiveness of method(s) of assessment in relation to the intended learning outcomes (Course objectives)

6) Enhancement: comment on the implementation of changes proposed in earlier Faculty Course Review Reports

7) Outline any changes in the future delivery or structure of the Course that this semester/term's experience may prompt

Name: _____ Date: _____
(Course Instructor)

Name: _____ Date: _____
(Head of Department)

Appendix 02

Faculty Survey Pro forma

Indicate how satisfied are you with each of the following aspects of your situation at your department?

Teachers Name:	Teachers Current Designation
Department	Academic Year
Date of Join SMIU	Nationality
Final Degree (Post Doc, Ph.D., M.Phil., MS etc.)	Specialization
Final Degree Completion Year	
Final Degree University	Final Degree Country
Degree in progress (if any)	Compilation Year
CNIC	Faculty Type (Permanent, Visiting, etc.)
Date of Birth	Courses Taught in the current yr

1. Your mix of research, teaching and community service.

5: Very satisfied 4: Satisfied 3: Uncertain 2: Dissatisfied 1: Very dissatisfied.

2. The intellectual stimulation of your work.

5: Very satisfied 4: Satisfied 3: Uncertain 2: Dissatisfied 1: Very dissatisfied.

3. Type of teaching / research you currently do.

5: Very satisfied 4: Satisfied 3: Uncertain 2: Dissatisfied 1: Very dissatisfied.

4. Your interaction with students.

5: Very satisfied 4: Satisfied 3: Uncertain 2: Dissatisfied 1: Very dissatisfied.

5. Cooperation you receive from colleagues.

5: Very satisfied 4: Satisfied 3: Uncertain 2: Dissatisfied 1: Very dissatisfied.

6. The mentoring available to you.

5: Very satisfied 4: Satisfied 3: Uncertain 2: Dissatisfied 1: Very dissatisfied.

7. Administrative support from the department.

5: Very satisfied 4: Satisfied 3: Uncertain 2: Dissatisfied 1: Very dissatisfied.

8. Providing clarity about the faculty promotion process.

5: Very satisfied 4: Satisfied 3: Uncertain 2: Dissatisfied 1: Very dissatisfied.

9. Your prospects for advancement and progress through ranks.

5: Very satisfied 4: Satisfied 3: Uncertain 2: Dissatisfied 1: Very dissatisfied.

10. Salary and compensation package.

5: Very satisfied 4: Satisfied 3: Uncertain 2: Dissatisfied 1: Very dissatisfied.

11. Job security and stability at the department.

5: Very satisfied 4: Satisfied 3: Uncertain 2: Dissatisfied 1: Very dissatisfied.

12. Amount of time you have for yourself and family.

5: Very satisfied 4: Satisfied 3: Uncertain 2: Dissatisfied 1: Very dissatisfied.

13. The overall climate at the department.

5: Very satisfied 4: Satisfied 3: Uncertain 2: Dissatisfied 1: Very dissatisfied.

14. Whether the department is utilizing your experience and knowledge

5: Very satisfied 4: Satisfied 3: Uncertain 2: Dissatisfied 1: Very dissatisfied.

15. What are the best programs/factors currently available in your department that enhance your motivation and job satisfaction?

16. Suggest programs/factors that could improve your motivation and job satisfaction?

Name: _____ Signature: _____ Date: _____

Appendix 03

Faculty Resume Pro forma

Name				
Personal	<i>May include address(s) and phone number(s) and other personal information that the candidate feels is pertinent.</i>			
Experience	List current appointment first, each entry as follows: <i>Date, Title, Institution.</i>			
Honor and Awards	List honors or awards for scholarship or professional activity.			
Memberships	<i>List memberships in professional and learned Societies, indicating offices held, committees, or other specific assignments.</i>			
Graduate Students Postdocs Undergraduate Students Honour Students	<i>List supervision of graduate students, postdocs and undergraduate honors theses showing:</i> <table><thead><tr><th>Years</th><th>Degree</th><th>Name</th></tr></thead></table> Show other information as appropriate and list membership on graduate degree committees.	Years	Degree	Name
Years	Degree	Name		
Service Activity	<i>List University and public service activities.</i>			
Brief Statement of Research Interest	<i>May be as brief as a sentence or contain additional details up to one page in length.</i>			

Appendix 04

Student Course and Teacher Evaluation Survey Pro forma

Student ID _____ Department Degree _____
 Course Title _____ Course Code _____
 Year of Study _____ Semester _____
 Name of Instructor _____

Approximate level of attendance <20% 21-40% 41-60% 61-80% >81%

Use the scale given to answer following questions. Write comments where necessary

1- Course Content

	1 Stron gly Disag ree	2 Disag ree	3 Unc erta in	4 Agre e	5 Stron gly Agre e
I. Course objectives were clear and well organized	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii. I was able to manage the course load	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iii. The course content was a mix of theory and practical knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

2- Student Contribution

	1 Stron gly Disag ree	2 Disag ree	3 Unc erta in	4 Agre e	5 Stron gly Agre e
i. I participated actively during the course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii. My progress in the course was noticeable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iii. My contribution to the class discussion was valued.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

3- Learning Environment and Teaching Methods

	1 Stron gly Disag ree	2 Disag ree	3 Unc erta in	4 Agre e	5 Stron gly Agre e
i. Overall environment in the class was conducive for learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii. Course was well structured with interactive teaching methods.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iii. The course maintained my interest throughout the duration.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

4- Learning Resources

	1 Stron gly Disag ree	2 Disag ree	3 Unc erta in	4 Agre e	5 Stron gly Agre e
i. Learning materials (Ref. Books, Notes, Slides, Lectures) were relevant.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii. Provision of resources in libraries as well as LMS was adequate and timely available.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

5- Quality of lesson Delivery

	1 Stron gly Disag ree	2 Disag ree	3 Unc erta in	4 Agre e	5 Stron gly Agre e
i. The Course added up to my body of knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii. The course was responsive to my learning needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iii. The course was responsive to contemporary issues and trends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

6- Assessment and Feedback

	1 Stron gly Disag ree	2 Disag ree	3 Unc erta in	4 Agre e	5 Stron gly Agre e
i. The course assessment was designed and managed appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii. Feedback on assessment was timely and helpful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iii. Assessment criteria and grading was fair and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Appendix 05

Graduating Students Survey Pro forma

Student ID	Student Name
Gender	Degree /Program (BA, MBA & MS)
Enrolled Year	Spring/Fall
Passing Year	Spring/Fall
Department	Program Shift
CGPA in 7th Semester	Credit Hours Earned

Thesis / Project taken: (Yes/No)

Project Supervisor:

Title:

1. The work in the program is educative.

5: Very satisfied 4: Satisfied 3: Uncertain 2: Dissatisfied 1: Very dissatisfied

2. The program is effective in enhancing team-working abilities.

5: Very satisfied 4: Satisfied 3: Uncertain 2: Dissatisfied 1: Very dissatisfied

3. The program administration is effective in supporting learning.

5: Very satisfied 4: Satisfied 3: Uncertain 2: Dissatisfied 1: Very dissatisfied

4. The program is effective in developing analytical and problem solving skills.

5: Very satisfied 4: Satisfied 3: Uncertain 2: Dissatisfied 1: Very dissatisfied

5. The program is effective in developing independent thinking.

5: Very satisfied 4: Satisfied 3: Uncertain 2: Dissatisfied 1: Very dissatisfied

6. The program is effective in developing written communication skills.

5: Very satisfied 4: Satisfied 3: Uncertain 2: Dissatisfied 1: Very dissatisfied

7. The program is effective in developing planning abilities.

5: Very satisfied 4: Satisfied 3: Uncertain 2: Dissatisfied 1: Very dissatisfied

7- Tutorials / Counseling

	1 Strongly Disagree	2 Disagree	3 Uncertain	4 Agree	5 Strongly Agree
i. Tutorial / counseling hours were available for consultation during the course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii. Course instructor was available for consultation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iii. Additional support provided by instructor helped me in solving my problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

8- Course Instructor

	1 Strongly Disagree	2 Disagree	3 Uncertain	4 Agree	5 Strongly Agree
i. Course Instructor was well prepared for each class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii. Course Instructor demonstrated good command / knowledge of the subject.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iii. Course Instructor used relevant materials (in addition to course text book).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iv. Course Instructor used various teaching methods for effective course delivery.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v. Course Instructor showed respect towards students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vi. The Course Instructor was punctual and well organized.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vii. Course Instructor reviews and evaluates course content to fulfill student's needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
viii. Course Instructors input enhanced my knowledge and skill with respect to the subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Note two learning points from the course

State two areas of improvement from the course

8. The objectives of the program have been fully achieved

5: Very satisfied 4: Satisfied 3: Uncertain 2: Dissatisfied 1: Very dissatisfied

9. Whether the contents of curriculum are advanced and meet program objectives

5: Very satisfied 4: Satisfied 3: Uncertain 2: Dissatisfied 1: Very dissatisfied

10. Faculty was able to meet the program objectives

5: Very satisfied 4: Satisfied 3: Uncertain 2: Dissatisfied 1: Very dissatisfied

11. Environment was conducive for learning

5: Very satisfied 4: Satisfied 3: Uncertain 2: Dissatisfied 1: Very dissatisfied

12. Whether the Infrastructure of the department was good.

5: Very satisfied 4: Satisfied 3: Uncertain 2: Dissatisfied 1: Very dissatisfied

13. Whether the program was comprised of Co-curricular and extra-curricular activities

5: Very satisfied 4: Satisfied 3: Uncertain 2: Dissatisfied 1: Very dissatisfied

14. Whether scholarships/ grants were available to students in case of hardship

5: Very satisfied 4: Satisfied 3: Uncertain 2: Dissatisfied 1: Very dissatisfied

Answer question 15 if applicable:

15. The internship experience was effective in enhancing

	Very satisfied	Satisfied	Uncertain	Dissatisfied	Very dissatisfied
a. Ability to work in teams	5	4	3	2	1
b. Independent thinking	5	4	3	2	1

c.	Appreciation of ethical Values	5	4	3	2	1
d.	Professional development	5	4	3	2	1
e.	Time management skills	5	4	3	2	1
f.	Judgment	5	4	3	2	1
g.	Discipline	5	4	3	2	1
h.	The link between theory and practice	5	4	3	2	1

16. What are the best aspects of your program?

17. What aspects of your program could be improved?

Appendix 06

Research Student Progress Review Pro forma

To be submitted by the HoD / Dept. Quality Officer to the QEC

For Research Student to Complete:

1. Date of admission to the department:

2. Date of initiation of research:

3. Date of completion of Course work:

4. Number of credit hours completed:

5. Date of Synopsis Defense:

6. Cumulative Grade Point Average (CGPA)-secured:

7. Please outline details of progress in your research since your last review (including any research publications):

8. Do you have any comments on the level of supervision received?

9. What do you plan to achieve over the next 6 months?

10. Do you have any comments on generic or subject-specialist training you may have received or would like to receive internally and / or externally?

11. Do you have easy access to sophisticated scientific equipment?

12. Do you have sufficient research material / commodities available?

Student _____

Date: _____

Supervisory Committee Comments

(Please comment on and benchmark the student's progress against your University's internal and external HEC Quality Criteria for Master/PhD/MPhil Studies)

Principal Supervisor: _____

Date: _____

Co-Supervisor: _____

Date: _____

Co-Supervisor: _____

Date: _____

Head of Department Comments:

Signature: _____

Date: _____

Director, Board of Research Studies (or equivalent) Comments:

Signature: _____

Date: _____

Dean/Director, QEC Action: (including monitoring of Follow-up action)

Date: _____

Appendix 07

Alumni Survey Pro forma

Alumni Profile										
Student ID	<input type="text"/>									
Name*	<input type="text"/>									
Father's Name*	<input type="text"/>									
Department*	<input type="text"/>									
Gender*	<input type="radio"/> Male									
	<input type="radio"/> Female									
Enrolled Batch*	<input type="radio"/> Fall 2012	<input type="radio"/> Fall 2013	<input type="radio"/> Fall 2014	<input type="radio"/> Spring 2015	<input type="radio"/> Fall 2015	<input type="radio"/> Spring 2016	<input type="radio"/> Fall 2016	<input type="radio"/> Spring 2017	<input checked="" type="radio"/> Fall 2017	
Program*	<input checked="" type="radio"/> BBA	<input type="radio"/> BS	<input type="radio"/> MS	<input type="radio"/> M.Ed	<input type="radio"/> MBA	<input type="radio"/> B.Ed	<input type="radio"/> Other			
Current Status*	<input type="radio"/> Employed	<input type="radio"/> Student	<input type="radio"/> Self Employed/Business			<input type="radio"/> Unemployed		<input type="radio"/> Internee		

Alumni Input on Scheme of Education at SMIU

Please rate your knowledge and skills that you gained during your term at SMIU in the following areas.

5: Excellent 4: Very good 3: Good 2: Fair 1: Poor

S.No	Area	Excellent	Very good	Good	Fair	Poor
1	Basic Elements: Math, Science, Humanities and Professional Discipline (if any)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Problem formulation and solving skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3	Collecting and analyzing appropriate data/information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Ability to link theory to practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	Ability to integrate information technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	Ability to pursue research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	Oral communication skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	Report/proposal writing skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	Presentation skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	Sharing ideas/initiatives skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	Ability to work in teams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	Ability to work in arduous/Challenging situation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13	Independent thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14	Appreciation of ethical values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15	Adapting to diverse cultures at workplace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16	Resource and time management skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17	Judgment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18	Discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19	Leading/completing projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

General Comments

Please make any additional comments or suggestions which you think would help strengthen our current university programs. (New courses that you would recommend and courses that you did not gain much from or any projects that may be linked with university activities that may be of some assistance.)

Appendix 08

Employer Survey Pro forma

Employer's Profile	
Name*	<input type="text"/>
Designation*	<input type="text"/>
Organization*	<input type="text"/>
Completing on behalf of (SMIU student name)*	<input type="text"/>
Your Contact * (digits only)	<input type="text"/>

Employer's Input on level of Education of SMIU's graduate

We seek your cooperation in completing this survey regarding your views on quality of education and its practical exposure as observed from SMIU students employed at your organization.

5: Excellent 4: Very good 3: Good 2: Fair 1: Poor

S/No	Questions	Excellent	Very good	Good	Fair	Poor
1	Basic Elements: Math, Science, Humanities and professional discipline (if any)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Problem formulation and solving skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Collecting and analyzing appropriate data/information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Ability to link theory to practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	Ability to integrate information technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	Ability to pursue research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	Oral communication skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	Report / proposal writing skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	Presentation skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	Sharing ideas/initiatives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	Ability to work in teams.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12	Ability to work in arduous /Challenging situation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13	Independent thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14	Appreciation of ethical Values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15	Adapting to diverse cultures at workplace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16	Reliability as an individual	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

General Comments

Please make any additional comments or suggestions, which you think would help strengthen programs at Sindh Madressatul Islam University for the preparation of graduates who will enter field experience. What is expected of fresh graduates that universities may integrate for better productivity and employment opportunities?

Appendix 09

Survey of Department Offering PhD Program Pro forma

1	General Information:	
1.1	Name of Department	
1.2	Name of Faculty	
1.3	Date of initiation of Ph.D. program	
1.4	Total number of academic journals subscribed in area relevant to Ph.D. program.	
1.5	Number of Computers available per Ph.D. student	
1.6	Total Internet Bandwidth available to all the students in the Department.	
2	Faculty Resources:	
2.1	Number of faculty members holding Ph.D. degree in the department.	
2.2	Number of HEC approved Ph.D. Advisors in the department.	
3	Research Output:	
3.1	Total number of articles published last year in International Academic Journals that are authored by faculty members and students in the department.	
3.2	Total number of articles published last year in Asian Academic Journals that are authored by faculty members and students in the department.	
3.3	Total number of ongoing research projects in the department funded by different organizations	
3.4	Number of post-graduate students in the department holding scholarships/fellowships.	
3.5	Total Research Funds available to the Department from all sources.	
3.6	Number of active international linkages involving exchange of researchers/students/faculty, etc. (Attach Details).	