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| Quality Assurance Agency, Pakistan  IPE Review Report |
| |  |  | | --- | --- | | QAA-IPE-2021 | www.hec.gov.pk | |

**Format for IPE Report 4.0- 2021**

Note: Please prepare Final IPE Report on this **format**

**INSTRUCTIONs for REPORITNG**

### **REPORTING BASIS AND PRINCIPLES:**

Since, the IPE Review Report is the ultimate output of the entire process which includes recommendations for implementation. It is therefore, very crucial to consider following elements, as per international practice[[1]](#footnote-1), in the IPE Review Report as well as in the subsequent implementation of the recommendations/report. The final IPE Draft Report may contain adequate evidences about the following.

1. Comments on the academic standards, its management and governance framework, steps taken to improve academic standards and opportunity for learning.
2. Comments on opportunities available for teaching, learning and employability of the graduates.
3. A judgement about the effectiveness of managing and maintaining quality standards.
4. Transparency in the process of decision making at all levels and proper documentations and dissemination of decisions made.

The draft report should set out the judgements, good practice and recommended actions as described below, together with contextual information and supporting evidences. Following elements should be considered by the Review Panel Members and Head while drafting and finalizing the IPE Report:

### **Consideration of practical aspect**

The review panel should consider practical aspect of the proposed recommendations. In this respect, it will be necessary to take the mandate of the University and the stage of its development into account. It may, however, be underlined that a balanced approach while being practical; the threshold set in such recommendations should retain a reasonable level of ambition.

### **Unequivocal statements**

The use of generic and vague statements should be avoided. For example, the statement “University may ensure financial transparency”, without alluding to the specific findings/observations that prompted such recommendation. Specific remedial measures should be recommended than a generic one. In contrast a specific suggestion may read like “in order to have financial transparency, the University should adopt the practice of pre-audit” ***or*** “the University may share information about financial decisions with all the stakeholders, particularly the statutory bodies, on an annual basis” etc. in a nut shell the recommendations are expected to be translatable into tangible actions, leading to tangible outcomes.

### **Student learning-centric approach**

The Review Panel may prioritize those areas which have nexus with “student learning” and their overall grooming and share a concrete proposals as part of their recommendations.

### **Timeframe for Implementation**

The Panel may consider their recommendations as Short and Medium term, with the latter denoting 2-3 years, keeping in view complexity of the matter and the resources involved. This is of particular importance, so as to enable QAA, HEC to effectively monitor the rectifying measures taken by an HEI, pursuant to the process of evaluation.

### **IPE COMPONENTS OF FINAL DRAFT REPORT:**

The Panel should use the format attached and report all the standards separately as given in the format while keeping the given numbering in the format intact. The Panel should draft final report keeping following definitions of components into consideration while drafting three key components of final draft report[[2]](#footnote-2):

Under **BEST PRACTICES;** Please mention only those actions/initiatives of the university that can be counted as **“Best Practice”** i.e. any practice that can be quoted to other HEIs to follow **or else it may be kept blank**.

Under **FINDINGS**; please mention areas of serious concern where HEIs need to focus for improvement. This section must contain more in detailed narrative form to demonstrate the exact context of the findings; such as giving reference to any particular document/policy or reference to any discussion or legal requirements etc.

1. Under **RECOMMENDATIONS**; Please mention concrete and clear **feasible actions** that University could work on in the next couple of years or so. These actions may be mentioned in **unequivocal statements/points based on the concerns mentioned under the FINDINGDS**

**IPE Expectation & KPIs from IPE Standards**

QAA expects that the Review Panel will propose comprehensive recommendations in the IPE Report in order to create following impact as the ultimate outcome of the IPE Report implementation.

* Sensitize HEIs to take initiatives in order to meet the needs of society, engender public confidence and sustain trust of the public at large.
* Sensitize HEIs to take initiatives with institutional mechanism to design the research activities and teaching principles in such a way that students and teachers can contribute in addressing the pressing local and global issues & challenges.

In order to achieve the mentioned ultimate objectives, the IPE Report should place specific emphasis on the following elements against each Standard:

1. **Mission Statement and Goals:** 
   1. **Key Performance Indicators (KPIs):** 
      1. The institutions’ mission and goals should be consistent with its charter
      2. It should serve as the foundation for all the activities
      3. It should provide directions for future plans of the HEI so that a relevant, effective and coherent ecosystem for excellence could be developed.
2. **Planning & Evaluation:** 
   1. **Key Performance Indicators (KPIs):** 
      1. The institution should have a strong mechanism to plan, develop and review the available **A).** **Infrastructure**, **B). Financial** and **C). Academic** or **D). Resources for Extracurricular activities** to ensure availability of adequate means and arrangements to enable students to develop their academic, personal and professional potential.
3. **Organization and Governance:** 
   1. **Key Performance Indicators (KPIs):** 
      1. The system of Organization & Governance in university should be responsive to the present and future needs of the organization.
      2. The system should be consistent with the power and functions and other requirements given in the Charter.
      3. The system should exercise prudence in policy development and decision making processes in the best interests of all the stakeholders in general and that of students in particular.
      4. The system should have elements of good governance such as rule of law, accountability, effectiveness & efficiency, transparency, equity and inclusion.
4. **Integrity:** 
   1. **Key Performance Indicators (KPIs):** 
      1. The institution must have mechanism in place that promotes essential elements of **Integrity in each actors within organization and in their interaction as well as that of the dominating norms, activities, decision making procedures. The essential elements of Integrity are *Honesty***, ***Respect***, ***Generating trust***, ***Pride***, ***Responsibility***, ***Keeping promises***, ***creating an environment of support* within Organization and beyond.**
5. **Faculty** (Faculty Quality, Capacity Building & Support Services)**:** 
   1. **Key Performance Indicators (KPIs):** 
      1. The institution should ensure to recruit, retain and develop a body of faculty that could serve the institutional purpose of providing:
         1. A quality learning opportunity for the students and
         2. To promote research that serves the community and the country.
      2. The institution should provide necessary support and facilitation to the faculty that include mechanism to continuously provide training and capacity building of the faculty.
      3. The university should have institutional mechanism to provide necessary facilities and support to the faculty for career development and retention of quality faculty.
6. **Students:** 
   1. **Key Performance Indicators (KPIs):** 
      1. The Institution pursuits to admit students whose academic interests, educational goals, potentials and abilities are compatible with its mission.
      2. The university should have institutional mechanism to enroll, retain and develop a body of students against a set procedure and provide them with a quality learning opportunity that could produce highly skilled and responsible global citizens.
7. **Institutional Resources:** 
   1. **Key Performance Indicators (KPIs):** 
      1. The institution should have a strong mechanism to plan, develop and review the available infrastructure, financial and other academic or non-academic resources to ensure availability of adequate means and arrangements to enable students to develop their academic, personal and professional potential.
      2. The University should collaborate with other partner research and teaching organizations for effective utilization of its resources.
8. **Academic Programs and Curricula:** 
   1. **Key Performance Indicators (KPIs):** 
      1. The academic programs and curricula should have elements that support students to learn and excel in the subject skills that could make the qualification at par with that of similar international qualifications.
      2. It should also inculcate universal academic skills such as Critical thinking, Creativity, Collaboration, Communication and Commitment.
      3. The university should have mechanism to regularly evaluate the quality of the curricula and system of evaluations vis à vis learning outcomes of the program and generate a program wise report for continuous improvement.
      4. The university should automate mechanism of collecting, reviewing and analyzing periodic data in order to track achievements of the graduates and maintain reliability and validity of result, system of exam and the testimony about the students' skills and competence.
9. **Public Disclosures & Transparency:** 
   1. **Key Performance Indicators (KPIs):** 
      1. The Institution should ensure the availability of a transparent mechanism where all the stakeholders, particularly students and faculty have access to not only decisions made but also to the processes & procedures of decision making.
      2. It should have necessary policies in place to instill the element of integrity and fairness in its institutional system of teaching, learning, assessment, research and publications.
      3. Should also ensure availability of fair and transparent procedures for handling issues, complaints and appeals which are accessible to all; students, faculty and administration.
10. **Assessment & Quality Assurance** (Institutional Effectiveness, Assessment & Evaluation)**:** 
    1. **Key Performance Indicators (KPIs):** 
       1. The institution should have mechanisms in place to ensure continuous institutional improvement through its rules & regulations and activities related to faculty teaching, student learning, educational programs and administrative and educational support services, with an ultimate objective of providing students, high-quality learning experience and attaining nationally/internationally comparable qualifications and awards.
       2. The university should have a well-defined quality policy that could have mechanism of continuous quality improvement such as elements of plan, do, check and act in all the decision making processes.
11. **Student Support Services** (Students Learning Opportunities & Support Services)**:** 
    1. **Key Performance Indicators (KPIs):** 
       1. The university should have institutional mechanism to include voice of the students in the decision making processes.
       2. The university should have mechanism for developmental and remedial learning opportunities particularly in the areas that are critically relevant with their future success.
       3. The university should have institutional mechanism and defined forums to resolve students’ grievances.
       4. There has to be a well-defined institutional mechanism in place to ensure availability of equal opportunity and resources for extracurricular activities for all the students.
       5. The university must provide necessary basic quality services such as availability of spacious, neat and clean cafeteria with appropriate seating arrangement, library facilities with ample book collections and seating places.

**Quality Assurance Agency (QAA), Pakistan**

**IPE Review Report of**

**University XYZ**

**Panel # P0000**

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**hIGHER EDUCATION cOMMISSION (HEC), islamabad**

**Standards Reviewed Certificate (SRC)**

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| **[[3]](#footnote-3)Name of HEI Visited : University XYZ** | | | | |
| **Dates:** | | **27-28-29 October, 2021** | | |
| **S#** | **Reviewer’s Name** | | **S# Evaluated** | **11 Standards** |
| 1**\*** | Prof. Dr. ABC, UET, Peshawar | | S# -06  S# -11 | 1. Mission and Goals 2. Planning and Evaluation 3. Organization and Governance 4. Integrity 5. Faculty 6. Students 7. Institutional Resources 8. Academic Programs and Curricula 9. Public Disclosure and Transparency 10. Assessment & Quality Assurance 11. Student Support Services |
| 2 | **Dr. CBA, IBA, Karachi** | | S# -03  S# -10 |
| 3 | Dr. YXZ, COMSATS, Islamabad | | S# -04  S# -05 |
| 4 | Dr. EFG, BUITEM, Quetta | | S# -08  S# -09 |
| 5 | Mr. IJK, LUMS, Lahore | | S# -02  S# -07 |
| 6 | Mr. ZXY, QAA, HEC, Islamabad. | | Coordination |

\* The Head of Panel to assign standards to each Panel Members based on their expertise and experience (QAA/HEC Rep is excluded being Coordinator of the Review Process and not the member)

**Declaration:**

I hereby declare that I reviewed the HEI against the given standards as per policies and IPE-ToRs, upholding the integrity of peer review process, beyond any personal or professional competing interest and prejudice.

3). Name & Signature

2). Name & Signature

1). Name & Signature

5). Name & Signature

4). Name & Signature

6). Name & Signature

**INTRODUCTION**

The IPE Review visit of **University XYZ** was conducted on **27-28-29 October, 2021** on the basis of eleven IPE Standards Mission Statement and Goals, Planning and Evaluation, Organization and Governance, Integrity, Faculty, Student, Institutional Resources, Academic Programs and Curricula, Public Disclosure & Transparency, Assessment and Quality Assurance and Student Support Services. Prior to the team visit, **the University XYZ** prepared University Portfolio Report (UPR) on the guidelines provided by QAA-HEC. This also included a series of responses to the queries related to each of the eleven standards. During the visit of the university, the Panel physically examined the infrastructural facilities, acquainted itself with the institutional resources and held discussions with the faculty members, administrative officials and students. The UPR prepared by the university facilitated the job of the Panel to a great extent.

The efforts exerted in preparation of the UPR and cooperation extended by all the administrative and academic officials are gratefully acknowledged. The **Vice Chancellor** **and the team** have facilitated the review panel and held elaborate discussion on matters related to the functioning of the university and enhancing the quality of teaching and research.

All the Review Panel Members have exercised their utmost capacity to find out most relevant information and evidences and thus provided their judgement based on their enormous experience and insight of the sector. The Reviewers encouraged all the stakeholders to speak up for improvement of the institution through their candid feedbacks in order to ensure institutional transparency in the decision making processes. We expect that the university will not only appreciate the students, faculty and staff for their candid approach during interactive sessions but also will ensure institutional mechanism to internalize element of transparency at all levels.

During the three days documentation review, interactive sessions and onsite visit, the Reviewers not only identified areas of concerns but also proposed actionable recommendations.

We hope the University will implement these recommendations in their true spirit that will contribute into improving institutional quality that eventually enable institution to produce graduates with relevant skill to make meaningful contribution in uplifting society as a whole.

IPE Panel was comprised of following members:

* **Prof. Dr. ABC, University of Engineering & Technology, Peshawar**
* **Dr. CBA, Institute of Business Administration (IBA), Karachi**
* **Mr. YXZ,** COMSATS Institute of Science & Technology, Islamabad
* **Mr. ZXY,** Quality Assurance Agency (QAA), Higher Education Commission (HEC), Islamabad – Coordinator.

# **STANDARD: MISSION STATEMENT AND GOALS**

## **BEST PRACTICE(S):**

### A comprehensive University mission was formulated during the very preparation of feasibility report for submission to Government of Punjab to obtain Charter. It was formulated by a five-member committee on 1st July, 2016.

### The mission with some addendum was adopted formally by XYZ in its first BOG/Syndicate meeting held on March 30, 2021.

## **FINDINGS:**

### Since its inception, the university has not taken any initiative to review the mission and its reflection into university activities.

### Most of the faculty and staff are new in the university hence did not have a fair understanding to the philosophy behind the mission. Therefore, it does not guide them to develop programs and learning objectives accordingly.

### During interaction with the students, it was observed that the majority of the students have no clue about the mission of the university.

### Not even a single student from the sample agreed to join XYZ because of one of the key element in the mission i.e. “Entrepreneurship”; rather most of the students have no idea about role of mission in the institutional decision making process.

### There appears to be a gap between some of the goals of the University and actual achievements. For example, one of the goals of the University is to promote technological change through producing quality graduates and research. So far, there is weak empirical evidence in support of such goal. In view of the huge size of the university, there are very few innovation or very little industrial application of the research produced so far.

## **RECOOMENDATIONS:**

### A new committee, comprising of faculty members and officers, may be formed to review the mission & vision. The recommendations of the committee should be shared with all stakeholders for clarity before approval from the statutory bodies.

### University to device institutional mechanism to ensure all the academic programs and institutional activities be aligned with the new vision & mission.

### Awareness workshops should be held regularly to take all the stakeholders, including students, on board for effective delineation of vision and mission of University.

# **STANDARD: PLANNING AND EVALUATION**

## **BEST PRACTICE(S):**

### A formal Finance and Planning committee existed to chalk out plan and budget for the university. Also the committee meets regularly to prioritize allocation while keeping the mission of the university in perspective. The committee has set institutional mechanism to take broader community on board for these allocations.

## **Findings:**

### A concrete plan to shift city campus to main campus was yet to be prepared.

### Finance & Planning committee does not have long term plan for the university.

### Budget preparation was carried out in a very conventional manner. HODs and Dean send their requirements to Head of finance for preparation of budget and approval from competent authority. However, after its approval the same is not shared with the Dean and HoDs.

### Since no formal plan was available therefore, faculty hiring plan for future did not exist.

### No plans were found for faculty development programs.

## **Recommendations:**

### A committee comprising of senior faculty members and officers, headed by the vice chancellor, should develop a long term plan to be approved by the Board of Governors.

### The plan should include adding new programs, allocation of resources like hiring of new faculty, Development programs for existing faculty, Research grants and facilitating faculty to participate in national and international conferences, purchase of equipment and lab materials, infrastructure development etc.

# **STANDARD: ORGANIZATION & GOVERNANCE**

## **BEST PRACTICE(S):**

### Abc

## **Findings:**

### Abc

## **Recommendations:**

### abc

# **STANDARD: INTEGRITY**

## **BEST PRACTICE(S):**

### abc

## **FINDINGS:**

### abc

## **RECOMMENDATIONS:**

### abc

# **STANDARD: FACULTY**

## **BEST PRACTICE(S):**

### abc

## **FINDINGS:**

### abc

## **RECOMMENDATIONS:**

### abc

# **STANDARD: STUDENTS**

## **BEST PRACTICE(S):**

## **FINDINGS:**

### abc

## **RECOMMENDATIONS:**

### abc

# **STANDARD: INSTITUTIONAL RESOURCES**

## **BEST PRACTICE(S):**

### abc

## **FINDINGS:**

### abc

## **RECOMMENDATIONS:**

### abc

# **STANDARD: ACADEMIC PROGRAMS AND CURRICULA**

## **BEST PRACTICE(S):**

### abc

## **FINDINGS:**

### abc

## **RECOMMENDATIONS:**

### abc

# **STANDARD: PUBLIC DISCLOSURE AND TRANSPARENCY**

## **BEST PRACTICE(S):**

### abc

## **FINDINGS:**

### abc

## **RECOMMENDATIONS:**

### abc

# **STANDARD: ASSESSMENT & QUALITY ASSURANCE**

## **BEST PRACTICE(S):**

### abc

## **FINDINGS:**

### abc

## **RECOMMENDATIONS:**

### abc

# **STANDARD: STUDENT SUPPORT SERVICES**

## **BEST PRACTICE(S):**

### abc

## **FINDINGS:**

### abc

## **RECOMMENDATIONS:**

### abc

**Note:** The IPE review is performed by Peer Reviewers with due diligence and professional care against the 11 IPE standards for institutional review. These standards usually require to obtain reasonable assurance about the documentary evidences being free of any misstatement. The Review Panel exert utmost efforts to verify the documents. However, there may be chances of error /omission due to inherent limitations of the peer review process.

1. These points are taken from QA Practices/publications of QAA-UK [↑](#footnote-ref-1)
2. The role of QAA/HEC Representative/Coordinator in the Panel is to coordinate the Review as per approved policy and to bridge between HEIs & Review panel/QAA/HEC in term of any policy clarification in consultation with relevant Division of HEC (where required). Since, the Review is purely based on a Peer Review Philosophy therefore, the onus lies on the Review Panel, having the relevant insight and experience, to get reasonable assurance against evidences for the Content Integrity, Content Ethics, Fairness, Usefulness, and to reflect the same in the IPE Report where necessary. [↑](#footnote-ref-2)
3. The level of contribution of each panel towards compiling comprehensive Report is judged from how well a quality contribution in terms of relevant & well written findings and recommendations are given against the standards by the reviewer. The Reviewers with better (relevant, well written) contribution, will have more opportunities to be part of future reviews. [↑](#footnote-ref-3)