



Quality Assurance Policy

Purpose

The primary purpose of the Quality Assurance Policy at Iqra University (IU) is to establish a comprehensive framework that ensures the delivery of high-quality education, continuous improvement, and adherence to academic standards. This policy aims to create an environment that supports innovation, fosters excellence, and prepares students for success in their academic and professional endeavors.

Scope

This policy applies to all academic programs, faculties, departments, and administrative units within Iqra University. It encompasses undergraduate and postgraduate programs, professional development courses, research activities, and any other initiatives undertaken by the institution to fulfill its educational mission.

Objectives

Iqra University, in pursuit of academic excellence, recognizes the importance of a robust quality assurance framework. This framework is essential to meet the evolving needs of students, industry, and society while upholding the institution's commitment to innovation, research, and community engagement. Following objectives underlines the policy;

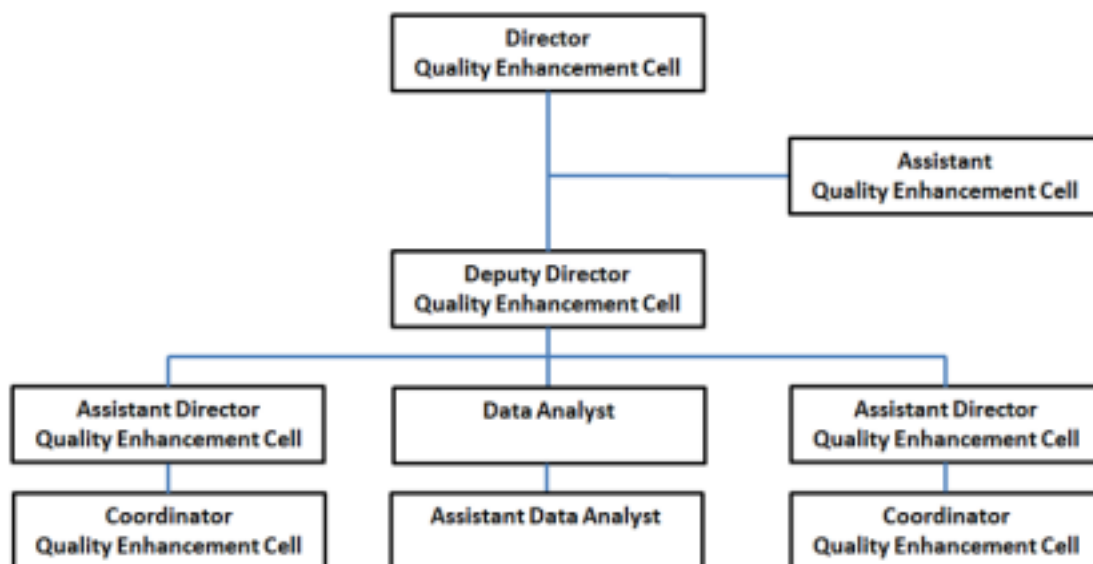
1. To ensure that academic programs align with the mission and goals of the university.
2. To establish mechanisms for ongoing assessment and improvement of teaching and learning practices.
3. To enhance the quality and relevance of educational programs through continuous curriculum development and innovation.
4. To foster a culture of academic integrity, transparency, and accountability.
5. To facilitate the achievement of accreditation standards and compliance with regulatory requirements.

Quality Enhancement Cell (QEC)

Introduction

IU Management ensures quality in every dimension and manner whether it is to provide infrastructure and ancillary facilities to students or to develop intellect in them. Even before the launch of Higher Education Commission (HEC) - Quality Assurance Agency (QAA); IU has been practicing measures, which were already as per HEC requirement, to attain the target of producing 21st century human resources. To ensure quality of education at Iqra University as per directives of HEC, IU QEC was established on June 19, 2010 - to guarantee its stakeholders that the quality of the university education be maintained and enhanced as per international standards, and procedures and protocols be regularly checked for transparency and objectivity in order to achieve quality enhancement.

Quality Enhancement Cell (QEC) Structure



Roles and Responsibilities

Director

- To Liaise with external bodies.
- To review quality standards and the quality of teaching and learning.

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- To review academic affiliations with other institutions in terms of effective management of standards and quality.
- To develop qualification frameworks.

- To develop program specifications.
- To develop quality assurance processes and methods of evaluation.
- To develop the budget of the department.

Deputy Director

- To assist the Director QEC in performing his duties,
- To prepare Quarterly Progress Reports.
- To assist Director QEC in reviewing Self Assessment Reports and analyzing feedbacks.
- To facilitate Director QEC in developing Executive Summaries and Conferences etc. ● To arrange awareness seminars, workshops, meetings and Conferences etc. ● To ensure that the QEC website is updated and functional.

Assistant Director

- To assist Deputy Director QEC in performing his duties.
- To facilitate Deputy Director QEC in arranging awareness seminars, workshops, meetings and conferences etc.
- To assist Deputy Director QEC in preparing Quarterly Progress Reports.
- To prepare the minutes of the meetings.
- To assist Deputy Director QEC for updating QEC website.

Officer / Coordinator

- Assist in the implementation of annual targets set by Higher Education Commission (HEC) – Quality Assurance Agency (QAA) and develop reporting as prescribed methodology.
- Assist and support in all aspects of research, documentation and submission process of national and international rankings.
- Assist the university in achieving institutional levels, This involves assistance with the accreditation process's planning, reporting and compliance (national and International). ● Help in the gathering and compiling of data necessary for accreditation as well as the development of reports and other paperwork needed for accreditation applications. ● Support Manager QEC with implementing strategic activities to ensure compliance with the policies of Higher Education Commission (HEC).
- Coordinate and liaison with various stakeholders and department associated with different aspects of QEC.

- To liaise with academic departments and administrative offices to gather and analyze data for ranking submissions, as well as prepare and submit ranking reports to national and international ranking organizations.
- To develop stakeholder feedback analysis reports and communicate findings to the

relevant stakeholders.

- To ensure the timely submission of required report and documents to regulatory bodies.
- Any other responsibility / assignment which may be assigned by the Director.

Quality Assessment of Academic Programs

Self Assessment Reports (SARs)

For the meticulous assessment of quality across all academic programs at IU, the institution will conduct self-assessment exercises and prepare Self-Assessment Reports (SARs). The HEC Manual will serve as the guiding document for this process.

Procedure and Responsibility for SARs Preparation

Conducting Self-Assessment Reports is a substantial undertaking for institutions. Each academic program is required to undergo self-assessment annually as part of the assessment cycle. The heads of Higher Education Institutions (HEIs) are accountable for ensuring the timely and accurate preparation of SARs, as outlined in the HEC Manual. The Directorate of Quality Enhancement Cells (DLQECs) at each institution will play a pivotal role in coordinating and overseeing the self-assessment activities.

a. Initiation:

- Director-QEC begins Self-Assessment (SA) one semester before the assessment cycle ends.
- For the first SA, the department has one academic year for preparation.

b. Formation of Program Team (PT):

- Upon initiation, the department forms a Program Team responsible for preparing the SAR.
- PT serves as the contact group during the assessment period.

c. Submission of SAR:

- The department submits the SAR to Director-QEC through the concerned Dean. ● Director QEC reviews SAR within one month to ensure compliance with the required format.

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d. Formation of Program Assessment Team (AT):

- Director QEC plans and schedules the AT visit in coordination with the offering department.

f. Assessment and Reporting:

- AT conducts the assessment, submits a report, and presents findings in an exit meeting.
- Attendees: Director QEC, Dean, PT, and faculty members.

g. Executive Summary:

- Director QEC submits an executive summary of AT findings to the Head of the Institution.

h. Implementation Plan:

- Department prepares and submits an implementation plan to Director QEC based on AT findings.
- Plan includes findings, corrective actions, responsibilities, and time frames (format in HEC manual).

i. Follow-up and Progress Assessment:

- Director QEC ensures department adherence to the implementation plan.
- Academic department informs QEC of each implemented corrective action.
- QEC reviews the plan's progress once a semester and submits progress to the Director of Quality Enhancement Cell (QEC).

Program Team (PT):

The Program Team (PT) is a cadre of professionals appointed by the head of the department. This team holds the responsibility for crafting the Self-Assessment Report (SAR) and functions as the primary contact and focal point throughout the assessment process.

Desired Skills of PT:

1. Commitment to quality principles in higher education and HEC policies.
2. Enquiring disposition.
3. Analytical and judgmental capabilities.
4. Teamwork proficiency.
5. Time management skills.
6. Organizational and management experience, especially in teaching and learning matters.

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7. High standards of oral and written communication.
8. Self-motivated and dedicated to quality improvement.

Responsibilities of PT:

1. Compile the report by addressing each criteria/standard in the SA Manual and integrating collected information/feedback.
2. Collect relevant data on faculty, students, libraries, laboratories, and infrastructure.
- 3.

- Facilitate the completion of SA Proforma by faculty, students, alumni, and employers.
4. Summarize feedback received through Proforma.
5. Analyze feedback and draw conclusions.
6. Write a foreword providing a brief history of the program, PT particulars, and report writing dates.
7. The report may be signed by the convener/chairperson of the program team.

Assessment Team (AT):

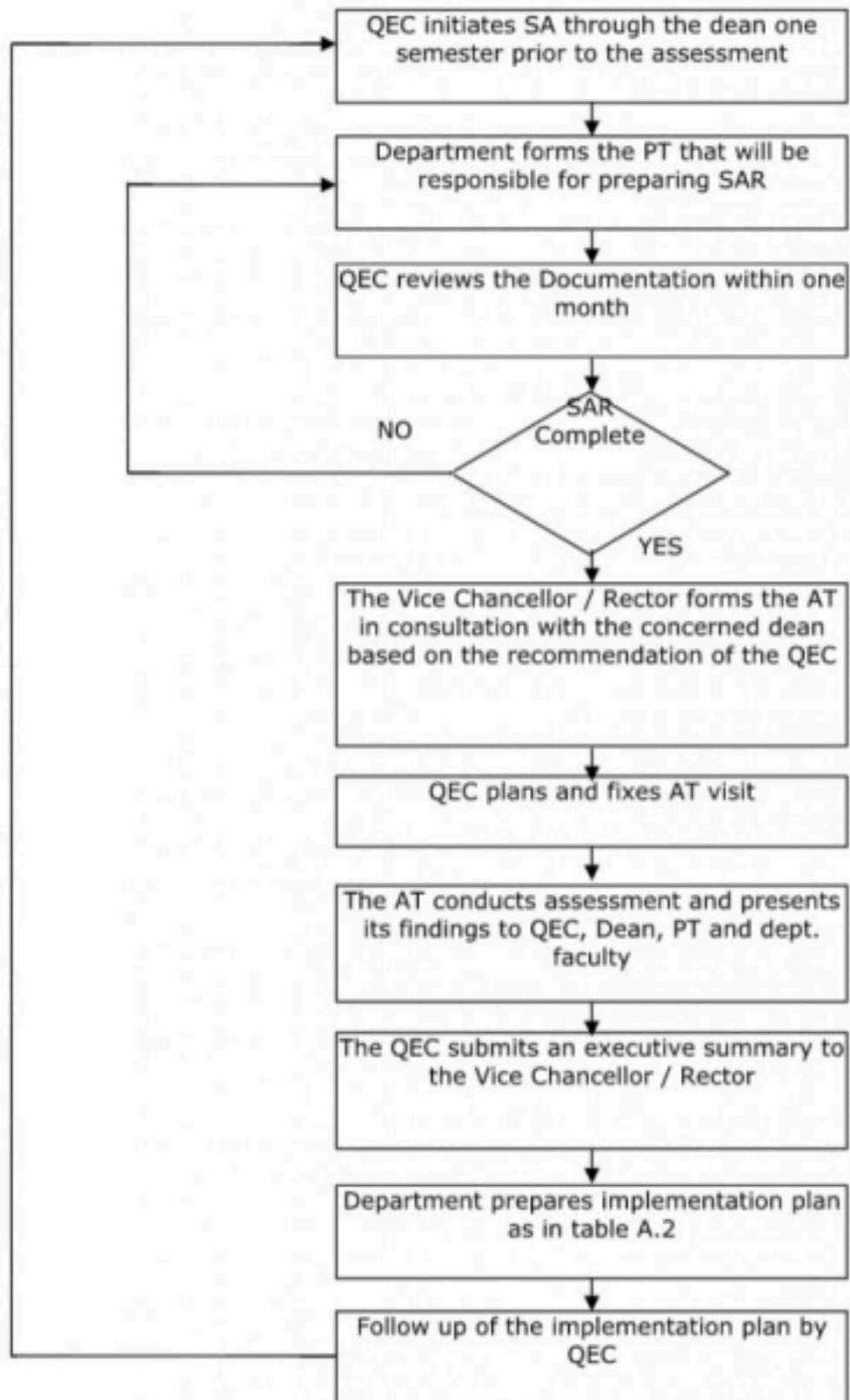
The Assessment Team (AT) comprises professionals tasked with reviewing the Self-Assessment Report (SAR) prepared by the PT and delivering their findings in the form of an AT Report.

Desired Skills of AT:

1. Commitment to quality principles in higher education and adherence to HEC policies.
2. Inquisitive disposition.
3. Analytical and judgmental capabilities.
4. Teamwork proficiency.
5. Time management skills.
6. Experience in organization and management, especially in teaching and learning matters.
7. High standards of oral and written communication.
8. Self-motivated and dedicated to quality improvement.

Responsibilities of AT:

1. Verify the Completeness of the SAR as per the SA manual.
2. Evaluate the comprehensiveness/relevance of responses to various criteria and standards.
3. Confirm the accuracy of data/information provided in the SAR.
4. Validate summaries of feedback/surveys made by the PT.
5. Review conclusions drawn by the PT from feedback proforma.
6. Enumerate findings from the assessment exercise.
7. Conduct rubric evaluation of the SAR.
8. Compile the AT report.



Internal Academic Audit

a. Composition of Audit Team: The Quality Enhancement Cell (QEC) meticulously plans, coordinates, and executes periodic internal academic audits at Iqra University. The audit team is composed of:

- Registrar
- Director QEC
- Director HR
- Faculties of all Deans
- Director Finance
- Deputy Director QEC (Panel Secretary)

b. Internal Audit Program: At the commencement of each calendar year, the Quality Enhancement Cell (QEC) formulates and disseminates the Internal Audit program to all institutions.

c. Feedback/Self-Assessment: Institutions are engaged in a collaborative process, providing feedback and self-assessment, fostering a culture of continuous improvement.

d. Detailed Academic Audit: The QEC conducts a thorough academic audit of each institution, guided by the scope outlined.

e. Audit Visit Process: During the visit, institutions deliver presentations to the audit panel, followed by document evaluations. Panel members inspect physical facilities such as laboratories, classrooms, and libraries. Interviews with students and faculty precede a comprehensive debriefing with the institution's head.

f. Post-Visit Procedures: After the visit, the QEC gathers feedback from panel members to prepare a comprehensive Post-Visit Report. This report is presented to the Rector through the Pro Rector (Acad). Subsequent to feedback from the Rector, the report is dispatched to the institution's head for the implementation of recommendations. The Quality Enhancement Cell (QEC) continually monitors the progress on panel recommendations, ensuring institutional responsiveness and improvement.

Iqra University is committed to fostering a culture of continuous improvement, extending to the evaluation of staff performance. The key points of the evaluation process, according to HEC guidelines, may include:

- a. **Faculty Course Review:** - Continuous evaluation and improvement of faculty-led courses to enhance teaching methodologies and academic content.
- b. **Faculty Surveys:** - Regular surveys to gather faculty perspectives on the academic environment, professional development, and institutional support.
- c. **Research Student Progress Review:** - Thorough reviews of the progress of research students to ensure timely completion and high-quality research output.
- d. **Staff Development Programs:** - Ongoing professional development programs for faculty and staff to stay abreast of industry trends and enhance their skills.
- e. **Performance Reviews:** - Annual performance reviews for staff to assess their contributions, provide constructive feedback, and identify areas for growth.

Through these comprehensive measures, Iqra University continually strengthens its educational output and staff performance, ensuring a dynamic and high-quality learning environment for our students.

Accreditation

- a. Accreditation / Re-accreditation of all UG programs of Iqra University are to be processed through Quality Enhancement Cell (QEC). It will be institution responsibility to take financial approval of accreditation fee from Finance Dte as prescribed by accreditation council. ACM approval of the program prior to the accreditation request will be mandatory.
- b. Institutions will present all change in scope cases to ACM. After the approval case will be processed through Quality Enhancement Cell (QEC) for necessary change in scope visit by the accreditation council.
- c. Institution will ensure that the batches are accredited well before the graduation.

Procedure for approval of PG programs

For all Post Graduate (PG) programs introduced since fall 2013, mandatory approval from the Higher Education Commission (HEC) is required. Cases approved by the Academic Council

prepare a comprehensive case following HEC guidelines, including the submission of the following documents:

Documentation Required:

1. University Act/Charter:

- Document proving the university's authority to offer the program.

2. Statutory Body Approval:

- Approval from the university's statutory body to launch the new program.

3. Accreditation Council NOC:

- NOC from the accreditation council if the program falls under the category of professional programs.

4. Curriculum Alignment:

- Curriculum of the program aligned with HEC guidelines.

5. Program Title and Introduction:

- Exact title of the program and a brief introduction, including the commencement date.

6. Program Objectives and Scope:

- Objectives of the program and an overview of its market, social, and employment perspective.

7. Admission Requirements:

- Entry and admission requirements for the program.

8. Program Duration and Workload Breakdown:

- Duration of the program and semester-wise breakdown of workload/credit hours.

9. PhD Thesis Review Policy:

- Policy for the review of PhD theses by foreign and local experts, including publication requirements.

10. Faculty Requirements:

- Full-time relevant PhD faculty appointments with specific documentation for each member:
 - Appointment order/notification
 - Joining report with current status
 - CV with a recent passport size photograph
 - PhD degree with English translation (if required)
 - Transcript of grades
 - Equivalence certificate for foreign degrees (if applicable)
 - Areas of specialization in PhD
 - Copy of CNIC

Institutional Performance Evaluation (IPE)

The Quality Enhancement Cell (QEC) plays a crucial role in facilitating the coordination between the Higher Education Commission (HEC) and Iqra University for the evaluation of selected institutions within the Iqra University network. Pertinent institutions and directorates are required to furnish the necessary data to the QEC/Visiting Panel.

Membership Process:

1. QEC oversees the process of handling membership cases with Quality Assurance Agencies/Network on behalf of Iqra University.
2. The membership fee is accommodated in the annual budget by QEC , with all payments in Local Currency (LC) or Foreign Exchange (FE) managed by the Finance Directorate.
3. The current list of memberships includes prestigious affiliations such as:
 - International Network of Quality Assurance Agency for Higher Education (INQAAHE)
 - Asia-Pacific Quality Network (APQN)
 - The Talloires Network
 - International Association of University Presidents (IAUP)
 - United Nations Academic Impact (UNAI)
 - Association of Quality Assurance Agencies of the Islamic World (QA-Islamic)
 - Any other memberships approved by the competent authority.

This comprehensive approach ensures that Iqra University maintains a strong commitment to institutional excellence and international collaborations, fostering a culture of continuous improvement and global engagement.

Continual Quality Improvement (CQI) - (Surveys & Feedback)

Iqra University prioritizes continuous improvement, actively seeking feedback from students, faculty, and staff to enhance standards and services. Alumni, employers, and stakeholders also contribute valuable insights for ongoing program refinement. The university utilizes detailed feedback forms to gather valuable insights for continual quality enhancement, aligning with specific quality measurement tools mandated by the Higher Education Commission (HEC). The educational programs at Iqra University are carefully crafted to align with the institution's mission and educational objectives. Regular reviews are conducted to ensure that the curriculum and instructional strategies remain in sync with the evolving industry standards and best practices in each academic discipline. In order to maintain and enhance quality assurance, the university utilizes a variety of assessment tools. These tools play a crucial role in the comprehensive evaluation of academic programs, ensuring their consistency with established standards and their contribution to the overall educational objectives of the institution.

1. Student Course Evaluation:

- Allows students to provide feedback on individual courses, ensuring continuous improvement.
- 2. Faculty Course Review Report:**
 - Facilitates faculty members in reviewing and enhancing the effectiveness of their courses.
- 3. Survey of Graduating Students (Engineering/Non-Engineering):**
 - Gather insights from graduating students, providing valuable feedback on their academic journey.
- 4. Research Student Progress Review Form:**
 - Monitors and assesses the progress of research students in their academic endeavors.
- 5. Faculty Survey:**
 - Provides faculty members with a platform to share their perspectives on various aspects of the academic environment.
- 6. Survey of Department Offering PhD:**
 - Evaluates the overall quality of departments offering Ph.D. programs.
- 7. Alumni Survey (Engineering/Non-Engineering):**
 - Seeks feedback from alumni, gauging the impact of their education on their professional pursuits.
- 8. Employer Survey (Engineering/Non-Engineering):**
 - Collects input from employers to assess the relevance and effectiveness of our graduates in the workforce.
- 9. Faculty Resume:**
 - Documents the qualifications and achievements of faculty members, contributing to transparency.
- 10. Teacher Evaluation Form:**
 - Allows students to evaluate the performance of their teachers, fostering continuous improvement in teaching methodologies.

These evaluation tools collectively contribute to maintaining and enhancing the quality of education at Iqra University, ensuring alignment with our commitment to excellence.

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Students' Tracking & Performance

Iqra University is dedicated to ensuring the effective use of technology in monitoring and enhancing students' academic performance. The integration of the IU Learning Management System (LMS) and SAP Query serves as a pivotal element of our quality assurance strategy.

- 1. IU Learning Management System (LMS):**
 - Utilized for course delivery, content management, and interactive learning experiences.

- Enables real-time tracking of student engagement, participation, and progress.
- Facilitates seamless communication between students and faculty.

2. SAP Query:

- Integrated for robust data analysis and reporting on student performance metrics.
- Provides a comprehensive view of academic achievements, attendance, and assessments.

Quality Assessment Practices

At Iqra University, we are dedicated to maintaining the highest standards of academic excellence. Our commitment to quality assurance extends to the assessment practices employed throughout our academic programs. This policy outlines the key principles and procedures in place to assure the quality of assessment within our institution.

1. Clear Assessment Objectives:

Our assessment practices are aligned with the educational objectives of each program and course. Learning outcomes are clearly defined, and assessments are designed to measure the achievement of these outcomes. This ensures transparency and relevance in the assessment process.

2. Valid and Reliable Assessment Instruments:

We employ a variety of assessment instruments, including exams, projects, presentations, and practical evaluations. Each instrument is carefully designed to be valid and reliable, accurately measuring students' knowledge, skills, and competencies. Regular reviews are conducted to ensure the ongoing effectiveness of these instruments.

3. Standardization of Assessment Procedures:

To maintain consistency and fairness, assessment procedures are standardized across courses and programs. Clear guidelines are provided to faculty regarding the design, administration, and

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grading of assessments. This standardization promotes fairness and equity in the evaluation of student performance.

4. Continuous Training and Development:

Faculty members involved in assessment practices undergo continuous training and professional development. Workshops, seminars, and training sessions are organized to keep faculty abreast of the latest best practices in assessment design, grading methodologies, and the use of technology in assessments.

5. Feedback Mechanisms:

We value the feedback received from students, faculty, and external stakeholders on assessment practices. Regular surveys and feedback sessions are conducted to gather insights into the effectiveness of assessments. This feedback is used to identify areas for improvement and implement necessary changes.

6. Quality Assurance Reviews:

Regular internal and external quality assurance reviews are conducted to assess the effectiveness of assessment practices. These reviews involve a thorough examination of assessment processes, feedback mechanisms, and the overall impact on student learning. Recommendations from these reviews are implemented to enhance the quality of assessments.

7. Accessibility and Inclusivity:

We are committed to providing assessments that are accessible to all students, taking into consideration diverse learning styles and needs. Accommodations are made for students with disabilities, and alternative assessment methods are explored to ensure inclusivity.

Approval and Amendment

This policy is approved by Iqra University's governing body. Amendments to this policy can only be made with the approval of the governing body.

Document Control

This document is controlled by Iqra University's governing body. The latest version of the document will always be available from Iqra University's official website or upon request.