



Namal University Mianwali

Quality Enhancement Cell (QEC)

PREE 2026 - BBA

AT Findings/ Observations and Corrective Actions Plan

Regulatory Body/Accreditation: **HEC**

Date of Audit: **January 26, 2026**

Assessment Team

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#	AT Findings/observations	Corrective Actions	Action by	Deadline
1	Key Observation: The programme has a significant opportunity to strengthen its Outcome-Based Education (OBE) practice by formalizing assessment processes and building a consistent evidence trail. At present, available documentation does not consistently demonstrate (i) direct measurement of Course Learning Outcomes (CLOs), (ii) consolidated analysis of Programme Learning Outcome (PLO) attainment, and (iii) documented closure of the Continuous Quality Improvement (CQI) loop.	Develop and implement a structured OBE assessment cycle (per semester and annually) that standardizes <i>direct CLO assessment</i> (e.g., common rubrics and assessment plans), aggregates results for programme-level PLO attainment analysis, and documents CQI actions and follow-up outcomes in a traceable manner (actions taken, responsible owners, timelines, and evidence of improvement). Addressing this area represents the most substantial near-term quality enhancement opportunity for the programme.	HoD DBS / PT	Oct 2026
2	Standard 1 — PEO Measurement and CQI Linkage: Programme Educational Objectives (PEOs) are currently measured predominantly through perception-based instruments (e.g., surveys/feedback). While these inputs are useful, there is limited direct evidence demonstrating how PEO assessment results are systematically translated into curriculum review decisions and documented Continuous Quality Improvement (CQI) actions.	Introduce complementary direct PEO assessment mechanisms—such as tracer/alumni outcome studies, structured employer competency rubrics, and/or graduate performance indicators—so that PEO achievement can be assessed using multiple evidence sources.	HoD DBS/ PT	Oct 2026
3	Standard 1 — Curriculum Structure Alignment with NCRC 2025 (HEC): The current curriculum structure would benefit from a structured alignment review against HEC's NCRC 2025 framework,	Conduct a formal curriculum mapping and gap analysis against NCRC 2025 and develop an action plan to revise the curriculum where required (e.g., course distribution, core/elective balance, prerequisites, content coverage). Document the mapping, approvals,	HoD DBS / PT	Sep 2026



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	particularly to ensure that programme composition, credit distribution, and coverage of prescribed areas meet the updated national expectations.	and implementation timeline, and retain evidence for quality assurance/accreditation/audit cycles.		
4	Standard 2 — PLO–Course Mapping Coverage: The current PLO-to-course mapping appears to emphasize certain outcomes (notably PLO 4 and PLO 5), while mapping for the remaining PLOs is comparatively limited. This creates an opportunity to strengthen programme-wide alignment by demonstrating how all Program Learning Outcomes are intentionally embedded and reinforced across the curriculum.	Extend the PLO–course mapping exercise to cover the full set of PLOs across core and elective courses, clearly identifying where each PLO is Introduced, Reinforced, and Mastered (IRM) (or an equivalent progression model). Where gaps are identified, adjust course learning outcomes, assessment components, or course sequencing to ensure comprehensive coverage. Maintain a consolidated mapping matrix and review it annually as part of the programme’s CQI cycle.	HoD DBS / PT	Oct 2026
5	Standard 4 — Student Counseling and Advisement - Student advising and counseling processes are described and appear to be in place; however, advising effectiveness is not yet supported by clearly defined and regularly monitored performance indicators. - Career guidance and support activities are being offered, but outcomes (e.g., internships secured, placement trends, employer engagement results) are not systematically tracked or reported over time. - Advising touchpoints appear to be largely need-based; there is an opportunity to institutionalize structured <i>early-, and mid-semester advisement check-ins</i> with documented follow-up and CQI “loop closure.”	Introduce a small set of advising effectiveness indicators—such as retention, progression, time-to-degree, student satisfaction with advising, frequency of advisement touchpoints.	Dir Students Affairs HoD DBS/	Aug 2026
		Establish a longitudinal career outcomes dataset/dashboard that tracks internship participation and outcomes, placement rates, sector/role distribution, time-to-placement, and alumni career progression (where feasible), and report these trends annually to inform programme and career services decisions.	Dir Students Affairs / Placement Office/ HoD DBS	Nov 2026
		Institutionalize a structured advisement cycle (early + mid-semester check-ins), and explicitly document “closing the loop” actions taken in response to advising/career data, along with evidence of improvement in subsequent cycles.	Dir Students Affairs / HoD DBS/ PT	Aug 2026
6	Faculty feedback reflects recurring concerns about work–life balance and clarity in promotion pathways; follow-	- Align faculty development to teaching innovation and PLOs. - Address recurring satisfaction issues through documented action plans (owners, timelines, follow-up measurement).	Dir Academics / HoD DBS	Nov 2026



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	through actions are not consistently documented. - Research output is reported, but its contribution to teaching quality and student learning outcomes is not clearly evidenced. - Faculty report limited time and funding to build research pipelines, creating a medium-term retention risk.	Enable research pipelines (retention-focused): Create structured “research support” provisions—such as protected research time (workload models/teaching relief where feasible), seed grants, conference and data/fieldwork support, mentoring and writing groups, and transparent internal grant processes—so faculty can build a viable research pipeline aligned with promotion expectations.	Dir ORIC / HoD DBS	Oct 2026
7	Standard 6: Evidence of learning outcome achievement is currently inferred primarily from student satisfaction and perception-based instruments. While student feedback is valuable, there is limited documented use of direct, faculty-led evaluation of learning outcomes	Introduce a formal, faculty-driven learning outcome evaluation process. <u>Consolidate results at program level, triangulate with student feedback</u> , and document resulting quality enhancement actions (what changed, why, who owns it, and evidence of improvement in the next cycle).	HoD DBS/ PT	Sep 2026
8	Collaboration with other departments appears limited, reducing opportunities for interdisciplinary learning and applied skill development.	Initiate structured collaboration—starting with Computer Science—through cross-listed electives/modules and joint student projects (e.g., analytics/AI/product), and track uptake and outcomes for CQI.	HoD DBS	Aug 2026
9	Student outputs and experiential learning activities (e.g., site visits, field-based learning) are not being showcased systematically. In particular, the high-impact <i>Rural Development Seminar</i> and its learnings are not sufficiently visible as programme evidence of impact.	Establish a simple, recurring mechanism to document and showcase these activities (e.g., annual/semester showcase page or report, student reflection briefs, photo logs, outcomes highlights), and use this evidence in programme reporting, stakeholder engagement, and CQI.	HoD DBS	May 2026
10	Existing MoUs are in place but are not being systematically leveraged to generate tangible academic or student-support outcomes.	Create an MoU utilization plan with clear, trackable initiatives—e.g., activate the MoU with UMT to source student volunteers for an English/Maths pre-semester1 ‘bridging programme’; assign an owner, set targets each semester, and document outcomes for CQI.	HoD DBS	Dec 2026
11	The process used to develop the strategic plan did not sufficiently engage key stakeholders—particularly students and employers—limiting the plan’s responsiveness to learner needs and market expectations.	Introduce a structured stakeholder engagement step in strategic planning (e.g., student forums, employer inputs, alumni feedback), for the <u>department’s own strategic plan</u> .	Dir Students Affairs/ HoD DBS Placement Office/Alumni Center	Nov 2026



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12	Faculty development (FD) activities are too many and dispersed, limiting depth and measurable impact.	Prioritize a few high-impact FD areas and include structured industry exposure for faculty to strengthen practice relevance.	HoD DBS/ Dir- Academics	Oct 2026
13	Based on current systems and evidence trails, pursuing NBEAC accreditation at this stage may be premature.	Develop a pragmatic, phased NBEAC readiness timeline (e.g., foundational systems first, evidence generation next, mock review thereafter) with clear milestones, owners, and target dates.	HoD DBS	Nov 2026
14	Faculty turnover risk is high due to university's remote location (and challenges thereof) limited research networking/collaboration opportunities; significant attrition occurred in the last cycle.	Implement a retention plan with stronger research support and networking (collaborations, seed/conference funding, mentoring/visiting faculty, workload provisions) and track turnover/exit feedback for CQI.	Dir ORIC/ HR/ HoD DBS	Dec 2026

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