



Namal University Mianwali

QUALITY ASSURANCE POLICY

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1. Preamble

To ensure the quality standards compliance and improvement is the ambit of the QEC & University, however all QECs operate under the umbrella of the HEC Quality Assurance Agency (QAA) which was established in 2005 by the Government of Pakistan through the HEC with the vision to promote, enhance and assure the quality of higher education across HEIs in Pakistan.

Currently in Pakistan there are more than 200 Universities and with the passage of time the numbers are increasing every year.

The mission of QAA is to contribute, support and facilitate HEIs to institutionalize a robust QA ecosystem ensuring quality of learning opportunity.

Main functions of QAA are:

- (a) Developing strategic direction and institutional policies & mechanisms for including students' voices in the decision-making process.
- (b) Developing practical guidelines and policies for establishing and strengthening Institutional Quality Assessment & Effectiveness (IQAE) (Quality Enhancement Cells) at HEIs.
- (c) Capacity building of QA officials and reviewers to serve as Master Trainers.
- (d) Providing national and international capacity-building opportunities for QAA officials, HEIs, IQAE, and the Accreditation Councils.
- (e) Regular participation in QA activities of major international QA-related networks, agencies, and so on.
- (f) Developing mechanisms for review and evaluation of Accreditation Councils and setting up new councils in various disciplines
- (g) Developing mechanisms and coordinating reviews, evaluations, and on-site visits of HEIs and Accreditation Councils

1.1 Quality Assurance Policy Statement

Namal University Mianwali is committed to becoming a center of excellence for national uplift and development through continuous quality improvement in academia and research. QEC is dedicated in installing efficient and effective internal and external quality assurance framework

which encapsulates the essence of quality education, faculty, teaching research and enabling environment for all its stakeholders.

1.2 Vision of QEC

To employ continuous and gradual efforts in introducing and implementing the academic quality standards with the aim to fulfill the vision of Namal University of becoming a center of academic excellence for national uplift and development.

1.3 Mission Statement of QEC

To devise and implement the Quality Assurance Framework in order to meet the quality standards in teaching, research, and development in line with the mission statement of Namal University, i.e.,

- (a) Educating talented students who have Namal values and will contribute to organizations and community.
- (b) Finding innovative solutions to rural challenges by highly trained academics.

1.4 QEC Purpose

- (a) Induction of Quality Faculty and Quality Researchers
- (b) Faculty Development & Capacity Building
- (c) Student's Centric Approach
- (d) Student Counselling and Feedback
- (e) Recognition of Quality Teachers
- (f) Improvements at Programs Level
- (g) Implementation of Quality Assurance Internal and External Mechanism as per HEC QAA and Accreditation Bodies guidelines/standards

1.5 Quality Assurance (QA) Principles

The following principles should work as source of guidance during the planning, implementation, monitoring and improvement of Quality and Institutional processes and policies:

- (a) Quality is everyone's responsibility
- (b) Quality of Learning opportunity for students and other stakeholders
- (c) Quality and contribution to the society

- (d) Quality and good governance
- (e) Quality and accountability
- (f) Quality and change

1.5.1 Quality is everyone's responsibility

It includes essentially statutory positions; i.e Rector, Registrar, Controller of Examinations, Deans, HODs, Faculty Members, Staff, Students and Statutory Forums i.e BOG, Academic Council, BOF, BOS, BASR etc. It also includes QEC & ORIC and other non-statutory positions of the University.

1.5.2 Quality of Learning Opportunity for Students and Other Stakeholders

All the students, faculty and staff shall be provided a high-quality opportunity of academic learning (including remedial learning), personality development and character building.

1.5.3 Quality and Contribution to the Society

The quality of the higher education provision is judged by how well it contributes to socio-economic development of the surrounding areas, region and national and international development.

1.5.4 Quality and Good Governance

Complete compliance with the Charter/Act, and the essential elements of governance shall be ensured at all levels; that is participation, rule of law, transparency, responsiveness, consensus oriented, equity and inclusiveness, effectiveness and efficiency, and accountability.

1.5.5 Quality and Accountability

Having a Charter from the Parliament/Public Institutions, it is the responsibility of the university to sustain a strong commitment to accountability, transparency and public disclosure; engendering public confidence and sustaining public trust. That includes evidence of strong commitment to the requirement of accreditations councils and government regulations and other national/international quality assurance & accreditation entities, including QAA/HEC Pakistan.

1.5.6 Quality and Change

Quality higher education needs to be inclusive, flexible, creative and innovative; developing and evolving to meet students' needs, to justify the confidence of society and to maintain diversity.

1.6 Functions of QEC

- (1) Establishment of an effective system of Self-Assessment of university programs with the purpose of Quality Enhancement in all spheres of academic life
- (2) Developing procedures for undertaking Departmental Self-Assessment Reports (SARs) and Review of Institutional Performance & Enhancement (RIPE) and PREE according to the standards recommended by HEC-QAA.
- (3) Following the progress of the corrective actions highlighted in the SARs and RIPE.
- (4) Ensuring improvement of the quality of teaching, research and academic related activities
- (5) Taking measures for capacity building of QEC members and staff of the university
- (6) Collection/provision of Teacher Evaluation and Course Evaluation Reports for the purpose of Self-Assessment
- (7) Keeping track of surveys and their outcomes conducted by relevant offices and producing reports on those for framing recommendations
- (8) Promoting collaboration with national and international quality assurance organizations and universities
- (9) Contributing in quality assurance / enhancement of Higher Education at national/international levels
- (10) To make sure that the university abides by all the policies and rules & regulations set by HEC & HED including appointments of faculty, admission to all academic programs, Sexual harassments, Plagiarism, Smoking & Drug etc
- (11) To urge and facilitate the respective departments in getting accreditation from their respective councils as prescribed by Higher Education Commission and Accreditation Councils requirement
- (12) To implement the Incentives and awards for best teaching practices as well as for promotion of R&D with productive output

1.7 Significance of Quality Assurance (QA) Processes

The review methods; i.e Internal and External (Program Review for Effectiveness and Enhancement- PREE & Introduction to Review of Institutional Performance and Enhancement-RIPE) reflect a series of values stemming from the core principles which guide the methods, as well as institutional policies for evaluation and improvement. The following are to mention a few:

- (a) The autonomy of an institution for its academic activities is honoured.
- (b) Reviews should be concerned with how institutions maintain academic and administrative standards.
- (c) Reviews focus on how institutions assure the quality of academic provision.
- (d) Reviews should promote continuous improvement, enhancement and innovation.
- (e) Through effective feedback, reviews should provide opportunities for institutions to learn from the process.
- (f) Quality reviews assess the operation of quality assurance processes as well as outcomes for students and staff.
- (g) Review teams are composed of peers with the expertise to comment based on their experience in other institutions.
- (h) Reviews are evidence-based.
- (i) Through participation in the review process, the quality culture within institutions should be strengthened.
- (j) Quality is everyone's responsibility – that includes senior managers, academic and professional support leaders, academic staff and students.
- (k) Reviews should reflect the needs of students, society and the labor market.