Iqra University

Quality Assurance Policy

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Quality Assurance Policy
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Prepared by: Institutional Quality Assurance and Effectiveness (IQAE/QEC)

Policy Review

Version	Date	Description	Prepared By	Approved By
1.0	2010	Initial QA Policy formulation	QEC	ACM
2.0	June 2025	In alignment with HEC PSG 2023 framework	QEC	ACM

Table of Contents

1. Acronyms

CQI	Continuous Quality Improvement
HEC	Higher Education Commission
IQA	Internal Quality Assurance
EQA	External Quality Assurance
IQAE	Institutional Quality Assurance and Effectiveness
QEC	Quality Enhancement Cell
IQC	Institutional Quality Circle
KPI	Key Performance Indicator
PDCA	Plan-Do-Check-Act
PREE	Program Review for Effectiveness and Enhancement
PSG	Pakistan Precepts Standards and Guidelines
QA	Quality Assurance
RIPE	Review of Institutional Performance and Enhancement
SAR	Self-Assessment Report
PQR	Pakistan Qualification Register
PT	Program Team
AT	Assessment Team

2. Introduction

Iqra University is committed to fostering an institutional culture centered on academic excellence, innovation, accountability, and continuous quality enhancement. The Quality Assurance (QA) Policy acts as a foundational framework to systematically uphold and enhance the quality standards across academic programs, administrative functions, and institutional governance. This policy aligns with the Higher Education Commission (HEC) of Pakistan's Program Self-Assessment Guidelines (PSG-2023) and integrates key QA models such as the Program Review for Effectiveness and Enhancement (PREE) and the Review of Institutional Performance and Enhancement (RIPE).

The policy articulates the institutional commitment to embedding quality assurance processes at all levels, ensuring compliance with national and international quality benchmarks, and engaging all relevant stakeholders for sustainable institutional development.

3. Purpose

The QA Policy aims to:

- Promote a comprehensive culture of excellence and quality across academic, research, and administrative operations.
- Implement a systematic, evidence-based approach for Continuous Quality Improvement (CQI) across departments and programs.
- Align institutional QA activities with national (HEC) and global quality assurance frameworks and standards.
- Facilitate active engagement of all internal (faculty, students, staff) and external (employers, alumni, regulators) stakeholders in quality assurance and enhancement processes.
- Establish transparent mechanisms for reporting, accountability, and feedback.

4. Scope

This policy is applicable to all organizational components of Iqra University, including:

- All academic departments and programs offered at all the campuses.
- Administrative and support units that contribute to the academic mission and operational effectiveness.
- All faculty members, administrative staff, and students involved in teaching, learning, research, and support services.
- External stakeholders engaged through partnerships, accreditations, and advisory roles.

The policy governs quality assurance practices at institutional, departmental, and programmatic levels, ensuring an integrated, institution-wide approach to quality enhancement.

5. Vision

To develop Iqra University as a world-class institution of higher education, by embedding best quality assurance measures. Our aim is to develop & implement strategies that enhance the overall institution's excellence and reputation meeting the national & international requirements.

6. Mission

To elevate Iqra University's standards in education and research, we focus on:

- Implementing best practices and quality assurance.
- Training staff for excellence.
- Monitoring and improving continuously.
- Enhancing overall performance across academics, administration, and finances.
- Fostering student-centered learning and inclusive research.
- Nurturing innovation and protecting academic integrity.
- Enhancing teaching through advanced ICT infrastructure.

7. Objectives

The primary goal of the Quality Enhancement Cell (QEC) at Iqra University is to facilitate the implementation of quality assurance procedures and practices, ensuring continuous improvement and enhancement of quality at the institutional level. By establishing a quality-centric approach and processes. QEC is committed to:

- Establishing quality-centric approaches, processes, and practices to enhance institutional effectiveness.
- Strengthening internal Quality Assurance processes through self-assessment as per HEC criteria.
- Preparing academic and non-academic departments to meet statutory bodies' criteria and international higher education standards.
- Ensuring academic quality by systematically assessing learning outcomes and aligning them with the university's vision and mission.
- Developing quality enhancement processes to ensure competitive excellence across all stakeholders.
- Gathering feedback from students, teachers, graduates, and employers at prescribed intervals and implementing necessary measures based on evaluations.

- Working progressively towards achieving accreditation for all programs from relevant authorities.

8. QA Principles

The following principles, in alignment with the HEC's Quality Assurance Framework (PSG-2023), serve as the guiding pillars for Iqra University's Quality Assurance (QA) framework, ensuring continuous evaluation, improvement, and alignment with national and international standards:

Principle 1: Quality is Everyone's Responsibility

Quality assurance is a shared responsibility across all levels of the university, including statutory positions (Vice Chancellor, Registrar, Controller, Deans, HoDs), faculty members, staff, students, and statutory forums (Board of Governors, Academic Council, Board of Faculties, Board of Studies, BASR). Non-statutory units such as QEC and ORIC are also integral to this collective responsibility.

Principle 2: Quality of Learning Opportunities for Students and Stakeholders

Iqra University is committed to providing students, faculty, and staff with high-quality academic and personal development opportunities. This includes effective teaching, remedial support, co-curricular initiatives, and character-building programs to ensure holistic growth.

Principle 3: Quality and Contribution to Society

The university's quality standards are evaluated not only by academic excellence but also by the impact on socio-economic development—locally, nationally, and internationally. Programs and research are designed to contribute to societal progress and the global knowledge economy.

Principle 4: Quality and Good Governance

The university adheres to its Charter/Act and upholds key governance principles, including participation, rule of law, transparency, responsiveness, consensus-building, equity, inclusiveness, effectiveness, efficiency, and accountability at all organizational levels.

Principle 5: Quality and Accountability

As a chartered institution, Iqra University is committed to public accountability, transparency, and disclosure, ensuring compliance with HEC, QAA, and accreditation councils. Evidence-based practices and audits are undertaken to sustain public trust and confidence.

Principle 6: Quality and Adaptability to Change

To meet evolving needs of students, society, and the job market, Iqra University's quality framework emphasizes inclusivity, flexibility, creativity, and innovation. QA systems are continuously adapted to maintain relevance and diversity in higher education.

9. Values of QA Processes

The QA processes of Iqra University reflect a series of values that reinforce the guiding principles:

- **Autonomy with Accountability:** The academic autonomy of the university is respected while ensuring adherence to quality and accountability standards.
- **Focus on Standards:** Reviews emphasize how academic and administrative standards are developed, implemented, and maintained.
- **Commitment to Continuous Improvement:** Quality reviews encourage continuous **enhancement, innovation, and learning** through constructive feedback.
- **Evidence-Based Evaluation:** Reviews are based on **data, measurable KPIs, and documented evidence** to ensure objectivity.
- **Peer Review Expertise:** Evaluation teams are composed of qualified peers with relevant expertise and institutional experience.
- **Strengthening Quality Culture:** The review process fosters a **culture of quality awareness** among academic and administrative leaders, faculty, and students.
- **Stakeholder-Centric Approach:** Reviews and quality enhancement initiatives address the **needs of students, employers, society, and the labor market.**
- **Transparency and Feedback:** Effective feedback mechanisms ensure that lessons learned are communicated across all levels, enabling institutional learning and improvement.

10. Governance and Structure

10.1. Institutional Quality Assurance and Effectiveness (IQAE/QEC)

The IQAE/QEC was initially established 2010 at Iqra University on the directives of HEC, which serves as the central QA body responsible for the development, coordination, implementation, and monitoring of quality assurance frameworks and policies within Iqra University. Its leadership reports directly to the Vice Chancellor to maintain strategic alignment with institutional goals.

10.2. Functions of IQAE/QEC:

1) **Strategic Development:**
   Formulate and update university-wide QA policies, procedures, and standards consistent with HEC PSG-2023 and international best practices.

2) **Operational Coordination:**
   Manage and oversee internal and external reviews, audits, accreditations, and institutional performance evaluations across all IU campuses.

3) **Data and Reporting:**
   Use robust analytical tools to collect and analyze QA-related data, generating comprehensive reports for senior management, statutory bodies, and stakeholders.

4) **Capacity Building:**
   Organize training workshops, seminars, and awareness programs to cultivate a strong QA culture and enhance the competencies of faculty, staff, and academic leaders.

5) **Liaison and Compliance:**
   Act as the primary contact point for HEC, accreditation councils, and other regulatory agencies; ensure institutional compliance, evidence-based reporting, and alignment with governance requirements.

6) **Program Review for Effectiveness and Enhancement (PREE):**
   Coordinate with Program Teams (PTs) for SAR preparation; facilitate internal reviews by Assessment Teams (ATs) and external reviews as per HEC PSG-2023 framework; monitor implementation plans and Corrective Actions.

7) **Review of Institutional Performance and Enhancement (RIPE):**
   Plan and lead Self-RIPE, and RIPE by HEC activities, involving both internal and external committees, ensuring compliance with HEC's IPE/RIPE framework and continuous institutional improvement.

8) **Postgraduate Program Review (PGPR):**
   Conduct periodic reviews of MS/MPhil and PhD programs to ensure compliance with HEC criteria, evaluate research quality and supervision, and develop Implementation and Corrective Action Plans for continuous enhancement.

9) **Feedback Management and CQI:**
   Design, collect, and analyze feedback from stakeholders (students, faculty, alumni, graduates, employers). Ensure timely closure of feedback loops with actionable interventions, aligning with the principle that quality is everyone's responsibility.

10) **Data Reporting to HEC and other Government Entities:**
    Prepare and submit the Yearly Progress Report, and HES Statistics to HEC, and other miscellaneous data reporting to other government entities, upon request, with accurate documentation, quality enhancements, and compliance updates.

11) **Ranking & Benchmarking:**
    Manage submissions for national and international rankings (QS, THE, THE Impact, UI GreenMetric etc.) and conduct systematic benchmarking against peer institutions for performance improvement.

12) **Quality Audits & Mock Reviews:**
    Conduct internal quality audits, self-assessment exercises, and mock evaluations to ensure readiness for accreditation and external reviews.

13) **Curriculum Review & Industry Alignment:**
    Collaborate with academic units to align curriculum with HEC standards, industry demands, and global trends, ensuring that academic programs contribute to national socio-economic development.

14) **Faculty Development Support:**
    Identify gaps through QA reviews and recommend targeted faculty development and

CPD (Continuous Professional Development) programs in collaboration with HR and academic leadership.

15) **PQR Management:**
Ensure timely updates and verification of all IU programs in the Pakistan Qualification Register (PQR) with Director QEC as focal person and Manager QEC/Assistant Manager QEC as alternates.

16) **Documentation and Archiving:**
Maintain structured, evidence-based documentation of all QA activities, policies, reviews, and compliance reports.

17) **Promotion of Quality Culture:**
Lead initiatives that promote a quality-centric mindset, innovation, ethics, inclusivity, and sustainability across all IU campuses.

18) **Research Quality Monitoring:**
In coordination with IU ORIC, monitor research outputs, publications, and processes to ensure they meet HEC and international standards of quality, impact, and academic integrity.

19) **Governance and Accountability:**
Support and actively participate in IU's statutory and academic forums (Syndicate, BASR, BoS, Academic Council) to ensure that QA processes are transparent, accountable, and evidence based.

20) **Adaptability and Innovation:**
Initiate and encourage innovations in teaching, learning, and administrative processes, ensuring that IU remains adaptable to evolving educational trends and global challenges.

10.3. Institutional Quality Circle (IQC)

The Institutional Quality Circle (IQC) is a central governance mechanism established to foster a culture of quality and continuous improvement across Iqra University. Chaired by the Vice Chancellor and facilitated by the IQAE/QEC, the IQC functions as the highest delegated authority for managing and monitoring quality assurance processes at the institutional level.

The IQC meets four times a year to review institutional performance, approve quality-related initiatives, and ensure alignment with the Higher Education Commission (HEC) PSG-2023 guiding principles of transparency, accountability, stakeholder engagement, and continuous enhancement.

1) **Composition:**

- Vice Chancellor (Chair)
- Director IQAE/QEC
- Heads of the Departments
- Student council representatives (2)

2) **Meetings of the Institutional Quality Circle (IQC):**

In addition to endorsing the institutional self-evaluation, the IQC is required to convene at least **four times annually**. These meetings serve its primary role as the highest delegated body responsible for overseeing and managing quality assurance across the University.

3) **Key Responsibilities:**

- **Oversight and Compliance:**
  Monitor and ensure adherence to national and international quality standards, regulations, and external guidance (e.g., HEC, accreditation councils), initiating and coordinating actions where necessary.

- **Academic Policy and Quality Framework:**
  Review and update the university's academic quality frameworks, policies, and systems to ensure the delivery of high-quality academic and student experiences.

- **Accuracy and Transparency of Information:**
  Oversee mechanisms to ensure that all information provided to students, applicants, and stakeholders is accurate, reliable, and fit for purpose.

- **Legislative and Policy Alignment:**
  Maintain oversight of academic and student-related policies, reviewing and approving minor operational or legislative changes, in consultation with legal and regulatory requirements.

- **Program Approval and Review:**
  Evaluate proposals for the introduction, modification, suspension, or withdrawal of academic programs. Regular program reviews, including Self-Assessment Reports (SARs/PREE), are reviewed for compliance with quality benchmarks.

- **Performance Monitoring:**
  Ensure that IQC discussions are informed by key performance indicators (KPIs), institutional performance reviews, and student lifecycle data to identify gaps and opportunities for improvement.

- **Enhancement Initiatives:**
  Identify and approve strategic initiatives aimed at strengthening teaching quality, student engagement, governance, and academic standards.

4) **Role of IQC in Review of Institutional Performance and Enhancement (RIPE)**

- Constitutes the **Institutional Progress Report Preparation Committee (IPRC)** for compiling the annual Institutional Progress Report (IPR) covering the fiscal year period of July to June.
- Constitutes the **Follow-up Committee** to oversee the preparation of the IPR by the IPRC
- Reviews and approves the Institutional Progress Report prepared by the IPR Committee, ensuring its alignment with RIPE requirements.

- Initiates and oversees **Self-RIPE** and **RIPE** activities by constituting the RIPE Committee, which includes internal members (senior academics and administrative heads) and at least one external evaluator from HEC's pool of experts.
- Reviews and signs off the final RIPE/Self-RIPE report, endorses the **Implementation Plan** and Corrective Action Plans thereafter, and ensures its implementation as per the **Continuous Quality Improvement (CQI) framework**.

5) Role of IQC in Program Review for Effectiveness and Enhancement (PREE)

- Approves the initiation of **Program Review for Effectiveness and Enhancement (PREE)** process to prepare Self-Assessment Reports (SARs).
- Approves the formation of program-wise **Program Teams (PTs)** who will be responsible for preparing the SARs based on PREE framework
- Monitors the **SARs** submitted by PTs through IQAE/QEC.
- Approves the formation of **Assessment Teams (ATs)** for PREE, including internal and external reviewers, on the recommendation of IQAE/QEC.
- Ensures proper documentation, executive summaries, and program-level evidence are prepared for internal and external reviews, including EQA and IQA evaluations.

11. Quality Assurance Processes and Reporting Mechanisms

Iqra University's quality assurance processes and reporting mechanisms are structured, cyclical, and aligned with the HEC's PSG-2023 Framework. Led by the IQAE/QEC, these processes integrate both internal and external quality initiatives, self-assessments, regulatory submissions, and stakeholder feedback. The goal is to ensure academic excellence, program relevance, institutional accountability, and continuous quality improvement (CQI) across all campuses.

11.1   Yearly Progress Report (YPR)
11.2   HEC's HES Statistics
11.3   Self-Assessment of Undergraduate Programs (PREE for IQA)
11.4   External Programme Review for Effectiveness and Enhancement (PREE for EQA) (level 7 and 8 programs)
11.5   Self-Review of Institutional Performance and Enhancement (Self-RIPE)
11.6   Faculty and Student Feedback
11.7   Pakistan Qualification Register (PQR)
11.8   Program Accreditations & Reviews
11.9   Continuous Quality Improvement

11.1. Yearly Progress Report (YPR)

The Yearly Progress Report is submitted annually to the Higher Education Commission (HEC), with a deadline of **15th August** (or as set by HEC). It covers the reporting period from **July 1 to June 30** and provides comprehensive, **evidence-based documentation** of the university's quality assurance activities. The report includes, but is not limited to:

1) Review of Institutional Performance and Enhancement (RIPE)

2) Program Review for Effectiveness and Enhancement (PREE/SAR)
3) Accreditation progress and outcomes
4) MS/MPhil/PhD program reviews
5) Functioning and initiatives of QEC
6) Additional and Transitional targets set by HEC

Data is compiled in coordination with **all campuses' QECs**, and the scoring by HEC is strictly **evidence-based**.

11.2.   Higher Education Statistics (HES)

The HEC's Higher Education Statistics (HES) report is submitted annually by **15th August** (or as set by HEC), reflecting data from the **previous academic year (July 1 to June 30)**. This report includes quantitative data from all campuses related to:

- Student enrollments
- Faculty and administrative staff
- Degree programs offered
- Physical and digital facilities
- Library resources and infrastructure

The data collection and verification process is managed by the IQAE/QEC in collaboration with **all campuses' QECs**, ensuring accuracy and consistency across the university system.

11.3   Self-Assessment of Undergraduate Programs (PREE for IQA)

The Program Review for Effectiveness and Enhancement (PREE for IQA) is a self-assessment process conducted annually by each academic program to evaluate its performance against the 8 PREE Standards outlined in the Quality Assurance Framework. Led by the IQAE/QEC, this internal quality mechanism promotes a culture of continuous improvement and evidence-based decision-making. Departments are guided by IQAE/QEC through templates, timelines, and procedural briefings, resulting in actionable plans monitored by both IQAE/QEC and the Institutional Quality Committee (IQC). These reviews feed into the university's broader institutional self-assessment and quality enhancement cycle.

Program Team (PT)

The Program Team (PT) is a group of professionals nominated by the Head of Department. It is primarily responsible for preparing the Self-Assessment Report (SAR) and serves as the main liaison throughout the assessment process.

Required Competencies of PT Members

- Strong commitment to quality assurance in higher education and adherence to HEC policies.
- Analytical mindset with sound judgment.

- Ability to work collaboratively within teams.
- Effective time management and organizational skills.
- Experience in academic administration, particularly related to teaching and learning.
- Excellent oral and written communication abilities.
- Proactive, self-driven, and quality-focused approach.

Key Responsibilities of PT Members

- Prepare the SAR by responding to all criteria outlined in the Self-Assessment Manual.
- Gather relevant data concerning faculty, students, libraries, laboratories, and infrastructure.
- Administer and collect feedback through SA proformas from faculty, students, alumni, and employers.
- Summarize and analyze feedback and draw conclusions.
- Draft a foreword including the program's background, PT member details, and timeline of the SAR preparation.
- Ensure the final report is signed by the PT Chair or Convener.

Assessment Team (AT)

The Assessment Team (AT) is a designated group of professionals responsible for reviewing the SAR prepared by the PT and providing their findings through an Assessment Team Report (ATR). As per the PSG-2023 framework, at least one member of the AT team should be external.

Required Competencies of AT Members

- Subject-matter expertise relevant to the academic program being assessed.
- Dedication to the principles of academic quality and compliance with HEC guidelines.
- Inquisitive nature with the ability to analyze and form objective judgments.
- Collaborative team spirit with effective time management.
- Prior experience in academic quality assurance or management.
- Strong communication and reporting skills.
- Motivated and committed to institutional improvement.

Key Responsibilities of AT Members

- Verify the completeness of the SAR in accordance with the Self-Assessment Manual.
- Assess the relevance and adequacy of responses provided for each criterion.
- Validate the data and information presented in the SAR.
- Review and confirm the feedback summaries compiled by the PT.
- Evaluate the conclusions drawn from the feedback.
- Identify key findings and carry out rubric-based evaluation.
- Draft the final AT Report based on their review.

Additional responsibilities AT members may include:

- Guiding the implementation and refinement of QA policies.
- Monitoring institutional performance metrics.
- Recommending improvements, corrective actions, and allocation of resources.
- Promoting inclusivity and stakeholder engagement in QA-related decision-making.

Self-Assessment Process for PREE

1. **Initiation:** IQAE/QEC initiates the self-assessment (SA) one semester before the end of the review cycle through the Vice Chancellor. However, if the programme is undergoing the self-assessment for the first time, the department will be given one academic year for preparation.
2. **Formation of Programme Team (PT):** Upon initiation, the department forms a PT of 2–3 faculty members covering relevant specializations of the programme.
3. **Preparation of SAR:** The PT prepares the Self-Assessment Report (SAR) over one semester and submits it to IQAE/QEC through the Dean.
4. **Review by IQAE/QEC:** The IQAE/QEC office reviews the SAR within one month to ensure it meets all required standards and formats.
5. **Formation of Assessment Team (AT):** VC forms the AT based on IQAE's recommendations. The team includes 2–3 members, including at least one external expert.
6. **Assessment Visit:** The AT visits the department, evaluates the programme, gathers stakeholder input, and presents findings in an exit meeting with IQAE, Dean, PT, and faculty.
7. **Executive Summary:** IQAE submits a summary of AT findings to the VC.
8. **Implementation Plan:** The department prepares an action plan based on AT feedback, including corrective actions, responsibilities, and timelines.
9. **Follow-up:** IQAE monitors implementation progress and reviews updates each semester. Departments must report progress regularly until completion.
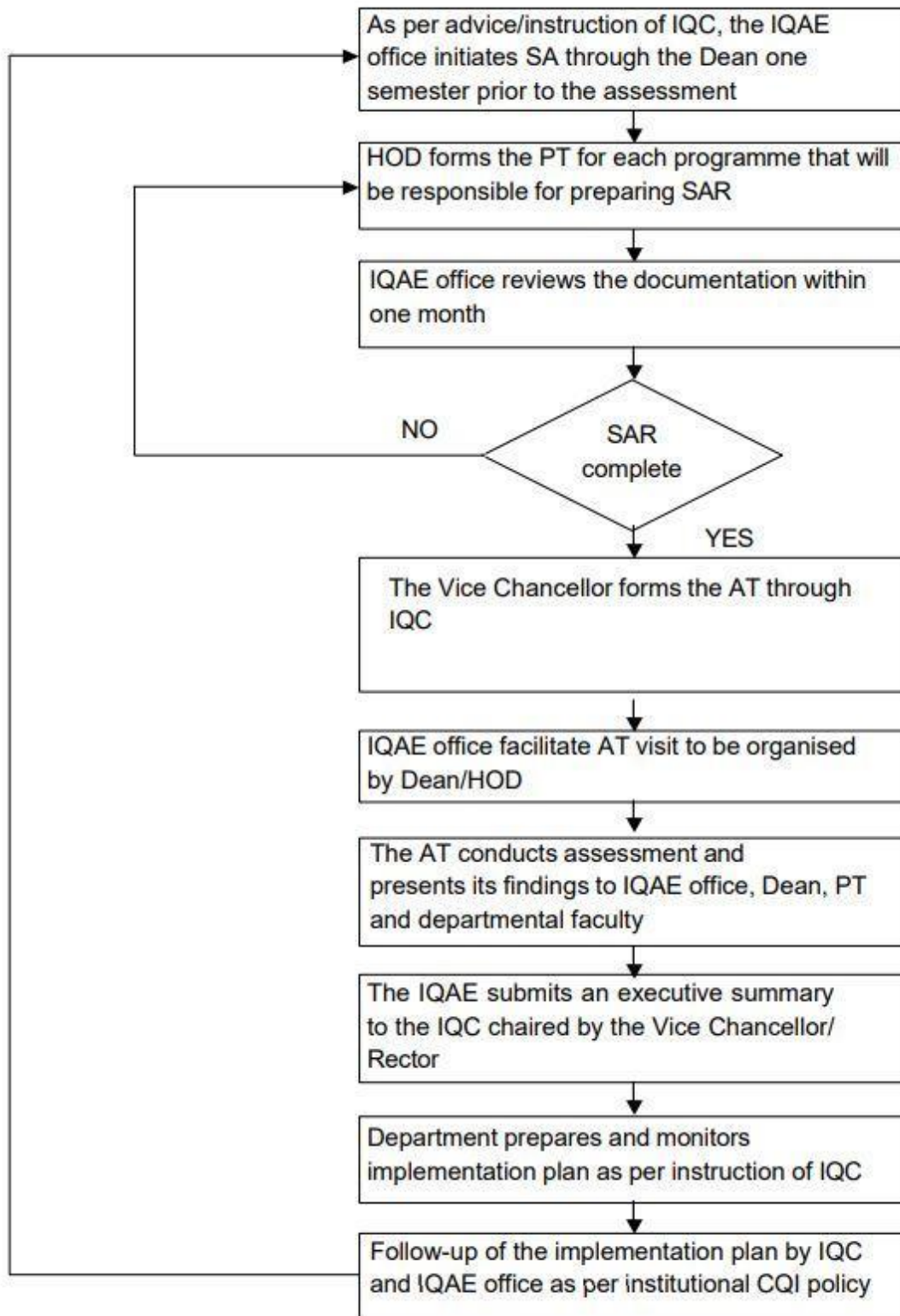
Process flow diagram for PREE

11.4   External Programme Review for Effectiveness and Enhancement (PREE for EQA)

PREE for EQA is the primary review method conducted annually, either as part of External Quality Assurance (EQA) or Internal Quality Assurance (IQA) mechanisms to assess graduate-levels 7–8 programmes. It ensures academic standards are met and student learning quality is maintained and enhanced. The review promotes accountability and continuous improvement at graduate level programs.

PREE for EQA takes place every five years.

Scope and Coverage:

PREE applies to graduate levels 7-8 programmes under Pakistan's National Qualifications Framework (NQF) through the lens of quality, relevance, and impact. It includes criteria from relevant Accreditation Councils, shared with institutions at least six months prior to the review. Aligned with **PSG-2023**, this process is based on 8 standards like those of PREE for IQA.

Conduct of PREE

PREE assessments are undertaken through:

- **External Reviews** by the Quality Assurance Agency (QAA), HEC Pakistan.
- **Internal Self-Assessments** conducted by the university's IQAE/QEC.

Review Outcomes:
Programmes are judged as:

- Approved

- Approved with Recommendations

- Approved with Conditions

- Not Approved

Judgements are supported by good practices and recommendations. Institutions must submit action plans in response to findings, overseen by the IQAE unit. Where conditions are set, they must be fulfilled before further programme delivery.

Review Report:

Each review includes an executive summary and detailed findings. Judgements are evidence-based and made by peer review panels as per the Quality Assurance Framework.

Further guidance is detailed in *PREE - Draft Policy-04 Programme level IQAE-QA Guidance* by HEC (Annexure-A)

11.5 Review of Institutional Performance and Enhancement (RIPE)

RIPE is a comprehensive institutional review conducted every three years for institutions offering programmes at Levels 5–8 under Pakistan's NQF guidelines. As part of the PSG-2023

institutional-level quality assurance process, it assesses governance, research, academic delivery, student support, and administrative effectiveness to ensure sustained quality and improvement.

RIPE covers **three domains** — Strategic Development **(6 standards)**, Academic Development **(6 standards)**, and Institutional Development **(4 standards)** — totaling **16 standards** that guide quality assurance and enhancement:

1. **Strategic Development**
   • Standard 1: Vision, mission, goals, and strategic planning
   • Standard 2: Governance, leadership, and organization
   • Standard 3: Institutional resources and planning
   • Standard 4: Audit and finance
   • Standard 5: Affiliated colleges/institutions
   • Standard 6: Internationalization and global engagement

2. **Academic Development**
   • Standard 7: Faculty recruitment, development, and support services
   • Standard 8: Academic programmes and curricula
   • Standard 9: Admissions, progression, assessment, and certification
   • Standard 10: Student support services
   • Standard 11: Impactful teaching, learning, and community engagement
   • Standard 12: Research, innovation, entrepreneurship, and industrial linkage

3. **Institutional Development**
   • Standard 13: Fairness and integrity
   • Standard 14: Public information and transparency
   • Standard 15: Institutional effectiveness, quality assurance, and enhancement
   • Standard 16: Continuous quality improvement (CQI) and cyclical external reviews

Review Criteria:

When included in HEC's annual targets, RIPE is conducted by HEC (RIPE for EQA); otherwise, the university undertakes a Self-RIPE (RIPE for IQA) in line with the prescribed RIPE Standards.

RIPE for Internal Quality Assurance (IQA)

RIPE for IQA is an annual institutional self-assessment aligned with PSG-2023 RIPE Standards, evaluating performance across academic, administrative, and support functions. It incorporates evidence from programme and departmental reviews, with affiliated colleges contributing in line with delegated responsibilities.

The IQAE, through the Institutional Quality Circle (IQC), plans, coordinates, and consolidates quality reports to produce the institutional self-assessment. Findings identify strengths, gaps, and improvement priorities, informing Continuous Quality Improvement (CQI) and preparing the university for external quality reviews.

Refer to **Section 1.1 (RIPE for IQA)** of *Review of Institutional Performance and Enhancement (RIPE) Guidelines* by HEC for detailed procedures (Annexure B)

RIPE for External Quality Assurance (EQA)

RIPE for EQA is the Quality Assurance Agency's (QAA) principal institutional review method for evaluating the quality and standards of universities and their affiliated colleges in Pakistan. It assesses whether institutions meet and maintain required academic standards while effectively planning for the enhancement of higher education provision.

The review serves a dual purpose: ensuring accountability to students, employers, and other stakeholders, and driving institutional improvement through evidence-based evaluation.

Refer to **Section 2.1 (RIPE for EQA)** of *Review of Institutional Performance and Enhancement (RIPE) Guidelines* by HEC for detailed procedures. (Annexure C)

11.6 Faculty and Student Feedback

Iqra University maintains a structured, transparent, and responsive feedback system to ensure continuous enhancement of academic quality, services, and the overall learning environment. Feedback is systematically collected from faculty, students, alumni, and employers using secure digital platforms (primarily the *Iqra App*) that ensure anonymity, inclusivity, and accessibility.

Principles:

- **Confidentiality:** All feedback remains anonymous to encourage honest and constructive input.
- **Inclusivity:** All stakeholder groups are given equal opportunity to participate in the feedback process.
- **Continuous Improvement:** Feedback informs evidence-based decision-making and drives enhancements in teaching, learning, and institutional services.

Scope of Feedback Surveys and Frequencies:

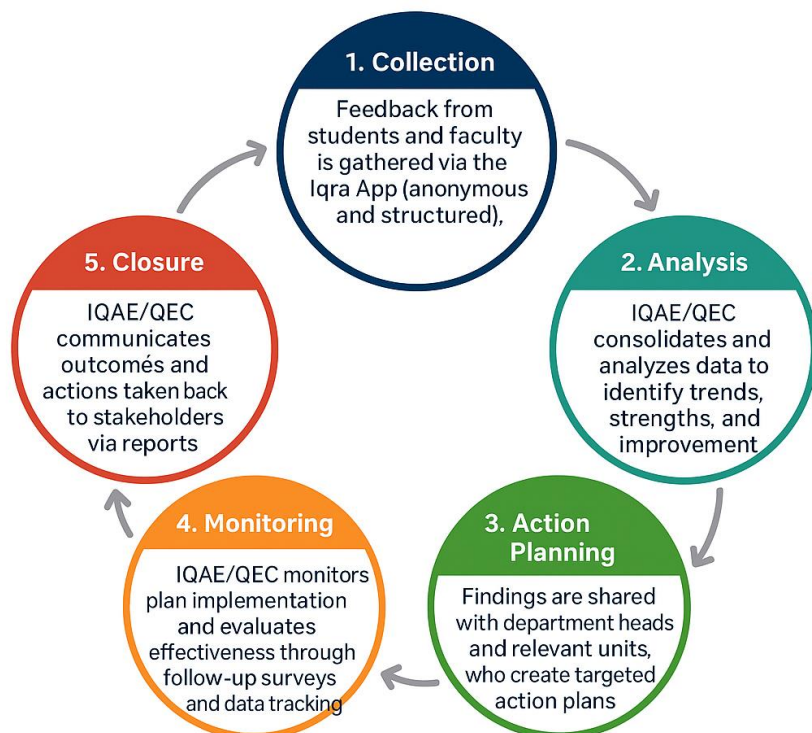| S. No.	Survey Type	Frequency
1	First Impression Survey	After 2 weeks of start of each semester
2	Course Evaluation by Students	End of each semester
3	Teacher Evaluation by Students	
4	Graduating Student Survey	
5	Alumni Survey	Yearly
6	Employer Survey	
7	Faculty Satisfaction Survey	

8	Staff Satisfaction Survey	

Surveys are also designed to incorporate Course Learning Outcomes (CLOs) and Program Learning Outcomes (PLOs) in alignment with the Outcome-Based Education (OBE) framework, as required by professional councils such as the Pakistan Engineering Council (PEC) and the National Computing Education Accreditation Council (NCEAC).

Feedback Management Process:

1. **Collection:** Feedback is gathered periodically (end of semester and yearly) using standardised instruments that assess teaching quality, curriculum relevance, facilities, support services, and overall satisfaction.
2. **Analysis & Consolidation:** Quality Enhancement Cell (QEC) conducts statistical and thematic analysis and prepares a consolidated analysis report.
3. **Action Planning:** Findings are shared with relevant academic and administrative units to develop targeted, measurable action plans.
4. **Implementation & Monitoring:** QEC monitors progress, evaluates the effectiveness of interventions, and recommends further improvements where necessary.
5. **Closure & Communication:** Outcomes and actions taken are communicated to stakeholders through formal reports, meetings, and public disclosures, ensuring transparency, accountability, and trust.

Faculty & Student Feedback Loop

1. Collection
Feedback from students and faculty is gathered via the Iqra App (anonymous and structured),

2. Analysis
IQAE/QEC consolidates and analyzes data to identify trends, strengths, and improvement

3. Action Planning
Findings are shared with department heads and relevant units, who create targeted action plans

4. Monitoring
IQAE/QEC monitors plan implementation and evaluates effectiveness through follow-up surveys and data tracking

5. Closure
IQAE/QEC communicates outcomés and actions taken back to stakeholders via reports

11.7 Pakistan Qualification Register (PQR)

The Pakistan Qualification Register (PQR), maintained by the Higher Education Commission (HEC), is the official repository of all HEC-recognized academic programs offered by universities and degree-awarding institutions in Pakistan. Inclusion of programs in the PQR is mandatory to ensure their legitimacy, alignment with the Pakistan National Qualifications Framework (NQF), and compliance with statutory accreditation requirements from relevant professional councils such as PEC, NCEAC, NBEAC, and others.

Responsible Office:

QEC is the responsible office at Iqra University to ensure all the Campuses, Departments, and thereafter academic programs are duly registered in the PQR by submitting accurate program details, including title, NQF level, duration, and accreditation status, etc. to HEC via PQR Portal. This process safeguards the validity of degrees, promotes transparency, and enables stakeholders—students, parents, employers, and regulators—to verify program recognition.

Process for Registration of Programs in PQR:

This process ensures all programs are duly registered in the PQR in compliance with HEC and professional council requirements, thereby maintaining institutional credibility and national recognition.

1. **Internal Approvals**

   ○ **Campus Approval** – Approval obtained from the relevant campus authority.
   ○ **Department Approval** – Department reviews and approves the proposed program.
   ○ **Program Approval** – Program is endorsed by the Academic Council Meeting (ACM).

2. **Statutory Body Requirements**

   ○ **Undergraduate Programs** – Require ACM approval only.
   ○ **Master's Programs** – Require ACM approval and NOC from the Higher Education Commission (HEC).
   ○ **Campus and Department Registration** – A Campus NOC from HEC is mandatory to add new campuses or departments.

3. **PQR Entry Initiation**

   ○ Upon ACM approval, the Quality Enhancement Cell (QEC) circulates the **PQR Entry Form** to relevant departments.
   ○ Departments complete the form with all required details, obtain Dean's signature, and return the signed copy to QEC.

4. **Data Entry and Submission**

   ○ The designated QEC focal person enters program details into the PQR Portal.
   ○ The entry is submitted online for HEC review and approval.

11.8 Program Accreditations and Reviews

IQAE/QEC leads and/or coordinates all external QA activities, such as Campus & Program NOCs, and conformity visits, ensuring compliance with HEC and national and international accrediting bodies.

Key Responsibilities:

- **Accreditation Planning & Calendar Management** – Maintain an updated accreditation and review calendar for all programs and campuses to ensure timely preparations.
- **Dossier Preparation & Submission** – Prepare and submit complete accreditation dossiers with all required evidence to relevant bodies.
- **Evidence Repository Management** – Maintain a centralized, secure, and easily accessible digital repository for all accreditation-related documents, reports, and evidence.
- **Stakeholder Coordination** – Engage relevant departments, faculty, and administrative units for the collection and validation of required data.
- **Review and Mock Visits** – Organize and coordinate mock visits, audits, and pre-review assessments.
- **Post-Accreditation Follow-Up** – Implement improvement plans arising from external reviews and track progress until full compliance is achieved.
- **Communication Management** – Ensure timely communication of accreditation requirements, progress updates, and outcomes to all relevant stakeholders.
- **Compliance Reporting** – Submit post-accreditation compliance reports to the respective accreditation bodies within prescribed timelines.

11.9 Continuous Quality Improvement

Iqra University is committed to a culture of Continuous Quality Improvement (CQI), ensuring that academic and administrative processes are regularly monitored, evaluated, and enhanced to meet and exceed national and international benchmarks.

Key Principles:

1. **Evidence-Based Approach:** Improvements are driven by data from surveys, performance indicators, benchmarking, audits, and stakeholder feedback.
2. **Integration with QA Systems:** CQI is embedded in the Internal Quality Assurance (IQA) framework as outlined in Section 1.1 (RIPE for IQA) of the *Review of Institutional Performance and Enhancement (RIPE)* guidelines by HEC.

3. **Stakeholder Engagement:** Faculty, staff, students, alumni, and employers contribute to identifying improvement priorities.
4. **Timely Action:** Recommendations are translated into actionable plans with clear timelines and responsibilities.
5. **Monitoring and Review:** Progress is tracked, and outcomes are evaluated to close the quality loop effectively.
6. **Innovation and Best Practices:** Adoption of new technologies, pedagogical methods, and management practices to sustain excellence.

CQI Cycle:

- **Plan** – Identify improvement areas through data analysis.
  Do – Implement action plans.
- **Check** – Monitor progress and assess effectiveness.
- **Act** – Standardize successful practices and update processes.

12. Capacity Building and Training

Iqra University fosters a quality-driven institutional culture through structured capacity-building initiatives for faculty and administrative staff. These efforts are coordinated with the **Centre for Professional Learning and Excellence (CPLE)**, the dedicated department responsible for faculty and staff development.

Initiatives include:

1. **Regular Training Programs:** Workshops, seminars, and short courses on Quality Assurance (QA) principles, self-assessment, curriculum design, learning outcomes (CLO/PLO), Outcome-Based Education (OBE), academic integrity, and institutional compliance with national and international QA standards.
2. **Resource Development:** Preparation and dissemination of QA toolkits, guidelines, and handbooks to standardize practices across academic and administrative units.
3. **Professional Certification:** Opportunities for faculty and staff to obtain QA-related certifications through collaborations with recognized national and international bodies.
4. **Needs-Based Training:** Training priorities are determined through **stakeholder feedback**, **performance appraisals**, survey data, and review of institutional performance indicators, ensuring alignment with identified needs.
5. **Continuous Improvement:** Feedback from training participants is systematically collected, analyzed, and integrated into future programs to enhance relevance and effectiveness.

For further details, refer to CPLE Policy (Annexure D)

13. Policy Review and Amendments

The Quality Assurance (QA) Policy is reviewed **every three years** by the **Institutional Quality Assurance & Effectiveness (IQAE/QEC)** in coordination with the **Institutional Quality Circle (IQC)**, ensuring alignment with emerging challenges, evolving Higher Education Commission (HEC) requirements, and international quality assurance practices.

Process:

1. **Evidence Gathering:** Stakeholder feedback, results of institutional audits, performance evaluations, and benchmarking with national/international best practices.
2. **Consultation:** Engagement with faculty, administrative staff, students, and other key stakeholders to ensure inclusive input.
3. **Drafting Revisions:** IQAE/QEC prepares amendments for IQC review.
4. **Approval:**

   ○ **Major amendments** – Approved by the Vice Chancellor and recorded in the official Policy Version History.
   ○ **Minor updates** – Implemented by IQAE/QEC following IQC endorsement.

5. **Communication:** All approved changes are communicated through circulars, the university website, and QA awareness/training sessions.