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| <b>Document Name &amp; No.</b> | Quality Assurance Framework |
|--------------------------------|-----------------------------|



## BAQAI MEDICAL UNIVERSITY

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| <b>Prepared by</b> | Registrar / QEC       |                  |  |             |
| <b>Reviewed by</b> | Registrar / QEC       |                  |  |             |
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# **BAQAI MEDICAL UNIVERSITY**

## **Quality Assurance Framework**

**(Version-1)**

**2021**



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# BAQAI MEDICAL UNIVERSITY

## QUALITY ASSURANCE FRAMEWORK

### **Introduction:**

Quality Assurance is the planned and systematic review process of an institution or program to determine whether or not acceptable standards of education, scholarship and infrastructure are being met, maintained and enhanced. It is an instrument designed to add value to higher education by encouraging higher standards of quality.

At Baqai Medical University, a sustainable quality assurance mechanism will improve the education, training of future leaders, facilitates an enabling learning environment, and enriches the academic and intellectual landscape.

### **Background:**

The standards of quality of higher education need to be improved significantly to achieve the goals of competitiveness w international standards and to create the foundations of Knowledge.

This document reflects a focused and precise approach developed for the best results and for consistency in the process of the Quality Assurance & Enhancement in higher education. It reflects an effort to sensitize ourselves to the changes taking place internationally and to bring higher education into complete harmony with the shifting paradigms at leading institutions around the world.

### **Rationale:**

This framework defines a comprehensive set of policy instruments prescribed by Higher Education commission (HEC). This document is complete with policies, guidelines, standards and various Quality Assurance tools designed by the regulatory body.

The framework underlines efficient processes and procedures of quality assurance in higher education. This refers to internationally practiced academic standards and frameworks for assessment and evaluation of academic quality assurance & its enhancement.

## **Quality Assurance Framework: Two Levels of Quality Assurance:**

### **a) QA at Program Level**

Program Level Quality Assurance System identified as essential and not to be replaced with Institutional Level QA Process as standards vary amongst various academic programs even within the same institution.

The information regarding Program level quality assurance, Self-Assessment reports are generated by the Institutional Program Teams in collaboration with QEC which later correspond to Accreditation Bodies for Program Assessment Report.

### **b) QA at University/Institutional Level**

The institutional level quality assurance processes are required to develop an ultimate Quality Culture with the goal that quality is the central focus of Baqai Medical University at all levels and is integral part of all academic practices.

Institutional level Quality Assurance System Creates enabling learning environment for the students, which is the core of Mission and Goals achievable through all academic activities planned and conducted by the University.

## **Evaluation & Assessment System for Quality Assurance:**

The University has developed its Evaluation Policy with well-defined Evaluation Model. This focused on the Quality Assurance procedures to comply with accreditation processes pertaining to evaluation of program effectiveness.

In this section, the document elaborates on the working of the QA directorate/QEC of SMU, based on the Evaluation and Assessment System of Quality Assurance which is divided in two parts:

- i. Internal Quality Assurance (IQA).**
- ii. External Quality Assurance (EQA).**

### **Internal Quality Assurance (IQA)**

The Internal QA process largely takes place within the academic program/ department itself. This process collects continued information in a systematic way about the quality being achieved. The Self-Assessment reports are the corner stone of the whole QA system and

need to be prepared by the institutions through Program Teams under the guidance provided by QEC, following the guidelines and standards of HEC in Self-Assessment Mechanism.

The Self-Assessment report to be validated by peers is the backbone of the whole exercise of Quality Assurance and Enhancement in academics. Thus a standard Self-Assessment report identifying weaknesses and strengths of the program offered, to be prepared for external assessment. A self-assessment report will provide comprehensive information regarding learning outcomes, objectives, structure and content of the academic programs, learning and teaching environment and curriculum organization etc.

This tool for Academic Quality Assurance provides feedback to administration to initiate action plans for improvement.

IQA of BMU is the mechanism to ensure effective execution of quality standards prescribed by HEC through an implementation of following Self-Assessment Process.

1. **Self-Assessment Mechanism (HEC)**
2. **Self-Assessment Report**
3. **Rubric Evaluation of SARS. (Criteria Referenced Evaluation Tool)**
4. **Self-Assessment Proformas.**

## **1. Self-Assessment Mechanism (HEC):**

QEC, BMU adopted the approach to the Self-Assessment as prescribed by HEC.

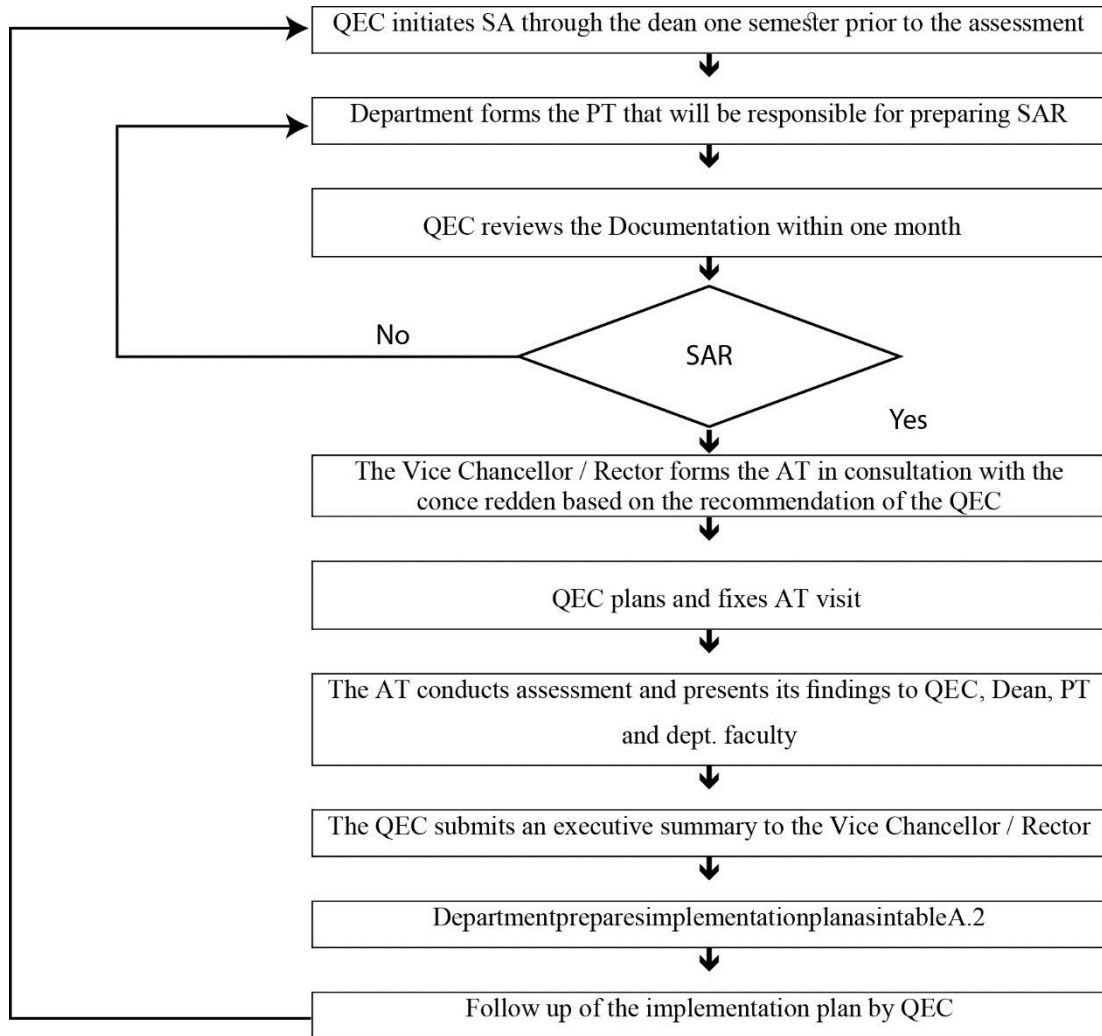
### **The objectives of self-assessment are to:**

- Maintain and continuously enhance academic standards.
- Enhance students' learning.
- Verify that the existing programs meet their objectives and institutional goals.
- Provide feedback for quality assurance of academic programs.
- Prepare the academic program for review by discipline councils.

### **Self-Assessment Procedure:**

In this section the procedure for conducting Self-Assessment is described. Each academic program shall undergo a self- assessment (SA) every two years (assessment cycle). The Quality Enhancement Cell (QEC) is responsible for planning, coordinating and following up on the self-assessment (SA) activities. The steps of the procedure for SA are as follows:

- The QEC initiates the SA one semester prior to the end of the assessment cycle through the Vice Chancellor / Rector Office in which the program is offered.
- Upon receiving the initiation letter the department shall form a program team (PT). The PT will be responsible for preparing a self-assessment report (SAR) about the program under consideration over a period of one semester. They will be the contact group during the assessment period.
- The department shall submit the SAR to the QEC through the concerned Dean. The QEC reviews the SAR within one month to ensure that it is prepared according to the required format.
- The Vice Chancellor / Rector form a program assessment team (AT) in consultation with the QEC recommendations within one month. The AT comprises of 2-3 faculty members from within or outside the university. The AT must have at least one expert in the area of the assessed program.
- The QEC plans and schedules the AT visit period in coordination with the department that is offering the program.
- The AT conducts the assessment, submits a report and presents its findings in an exit meeting that shall be attended by the QEC, Dean and PT and faculty members.
- The QEC shall submit an executive summary on the AT findings to the Vice Chancellor /Rector.
- The Department shall prepare and submit an implementation plan to QEC based on the AT findings. The plan must include AT findings and the corrective actions to be taken, assignment of responsibility and a time frame for such actions.
- The QEC shall follow upon the implementation plan to ensure departments are adhering to the implementation plan. The academic department shall inform the QEC each time a corrective action is implemented.
- QEC shall review the implementation plan once a semester to assess the progress of implementation.





## 2. Self-Assessment Report:

Following report layout is being followed at BMU as per the requirements of Higher Education Commission (HEC) including its 8 criteria and 31 Standards, in collaboration with Quality Enhancement Cell, BMU. Notified Program Team Members works with QEC team to pursue the application of Self-Assessment Mechanism in their respective department/faculty.



**Program:** \_\_\_\_\_

### Declaration

I undertake that the Self-Assessment Report of the (program) for the year \_\_\_\_\_

\_\_\_\_\_ is prepared by members of the **Program Team:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

It is submitted that information provided in this Self-Assessment Report is factually correct. The report contains complete in formations per the defined requirements of Higher Education Commission in collaboration with Quality Assurance/ Quality Enhancement Cell.

|                        |  |
|------------------------|--|
| <b>Important Note:</b> | <ol style="list-style-type: none"><li>1. All pages of the report are to be duly signed &amp; stamped by the HOD's.</li><li>2. Complete all sections and write N/A where it does not apply.</li><li>3. Attach the proformas Annexures /Graphical representation of proformas results.</li></ol> |
|------------------------|--|

|  |  |
|--|--|
| <b>Approved by the HOD</b><br>Name:<br>Designation:<br>Signature:<br>Date: | <b>Executive Summary:</b> (To be prepared by QEC)<br><b>Assessment Team Members:</b> (To be filled by QEC)<br>1.<br>2. |
|--|--|

## SUMMATIVE SHEET

Program: \_\_\_\_\_

| Name of Institute | Program Team | Assessment Team | AT Member Institute |
|-------------------|--------------|-----------------|---------------------|
|                   |              | External Member |                     |
|                   |              | Internal Member |                     |

| Sr. # | Courses |
|-------|---------|
| 1     |         |
| 2     |         |
| 3     |         |

| Sr. # | Faculty Names |
|-------|---------------|
| 1     |               |
| 2     |               |
| 3     |               |

| Sr. # | Student Names |
|-------|---------------|
| 1     |               |
| 2     |               |
| 3     |               |

### Criteria 1: Program Mission, Objectives and outcomes

Institution Mission Statement:

Standard 1-1: The program must have documented measurable objectives that support Institution's mission statement/s.

Department Mission Statement:

Program Mission Statement:

Program Educational Objectives

## Assessment of Program Objectives

The following table shows how each of the above program objective/s is measured and actions taken as a result of these measurements.

The three tools for assessments of program objectives are:

- Employer Survey (Proforma # 8)
- Alumni Survey (Proforma # 7)
- Graduating Students Survey (Proforma # 3)

| Objectives | How Measured | When Measured | Improvement Identified | Improvement Made |
|------------|--------------|---------------|------------------------|------------------|
|            |              |               |                        |                  |
|            |              |               |                        |                  |

**Standard 1-2:** The program must have documented outcomes for graduating students. It must be demonstrated that the outcomes support the program objectives and that graduating students are capable of performing these Outcomes.

### Program Outcomes:

| OUT<br>COMES | OBJECTIVES  |             |             |             |             |             |  |
|--------------|-------------|-------------|-------------|-------------|-------------|-------------|--|
|              | Objective 1 | Objective 2 | Objective 3 | Objective 4 | Objective 5 | Objective 6 |  |
| Outcomes 1   |             |             |             |             |             |             |  |
| Outcomes 2   |             |             |             |             |             |             |  |

**Standard 1-3:** The results of the program assessment and the extent, to which they are used to improve the program, must be documented.

The program is being evaluated based on 8 criteria and 31 standards as given in the Self-Assessment Manual provided by Higher Education Commission).

Course (Proforma#1) and teacher evaluation (Proforma#10) online survey will ensure unbiased feedback from students. The gathered data analyzed and results provided to department officials for further necessary action.

The result of the Program Assessment is shown for Courses evaluation and Teachers' evaluations.

**1.3 a) Course Evaluation**

Course's evaluation can be shown in the following table (the evaluation based on data received through Proforma#1).

| Sr. | Courses | Marks | Enrolled Students |
|-----|---------|-------|-------------------|
|     |         |       |                   |
|     |         |       |                   |

**Teachers Evaluation:**

Teacher's evaluation (Proforma # 10) can be shown in the following table. Teachers that are being evaluated by the students along with the serial number and graded scores.

| Sr. | Teacher Name | Course Name | Marks |
|-----|--------------|-------------|-------|
|     |              |             |       |

**1.3 b) Actions taken based on the results of Periodic Assessment:**

**1.3 c) Future Program Improvement Plans:**

**1.3 d) Strong and Weak Points/ Observations or Recommendations:**

**1.3 e) Future Development Plans:**

**Standard 1-4:** The department must assess its overall performance periodically using quantifiable measures.

**1.4. a) Present Student/s Enrollment:**

1. Graduates/Undergraduates enrolled in last three years

| Year | Enrolled |
|------|----------|
|      |          |
|      |          |

2. Students Faculty Ratio \_\_\_\_\_

3. Percentages of honor students \_\_\_\_\_

4. Average graduating grade point per semester \_\_\_\_\_

5. Average time for completing the undergraduate program. \_\_\_\_\_

6. Attrition rate. \_\_\_\_\_

**1.4 b) Employer Satisfaction:**

The employer survey shall be conducted by Faculty with the help of QEC (Proforma # & for details).

**1.4 c) Students Course Evaluation Average Response Rate**

Student's course evaluation average (Proforma#1) response rate for all courses.

**1.4 d) Students Faculty Evaluation**

Teachers' evaluation results showed under section 1.3a

**1.4 e) Research (Proforma # 4)**

The program faculty published research papers in different journals.

**1.4 f) Community Service Details (If any)**

**1.4 g) Students/Teachers Satisfaction**

For students this is done by faculty as well as QEC staff of BMU by conducting in-class discussions to know student's views and through feedback provided by them on HEC students Proformas # 1 & 10. While, teacher's satisfaction is judged using the faculty Proforma#5 HEC.

**CRITERIA 2: Curriculum Design & Organization**

Standard 2-1: The curriculum must be consistent and supports the program's Documented Objectives.

**2-1.1: Title of Degree Program:**

Credit hour: \_\_\_\_\_

Degree plan:

| Semester                   | Course | Category (Teaching Hours) |                       |           |                     |            |  |
|----------------------------|--------|---------------------------|-----------------------|-----------|---------------------|------------|--|
|                            |        | Course Code               | Course Teaching Hours | CME Hours | Independent Clinics | Field Work |  |
|                            |        |                           |                       |           |                     |            |  |
|                            |        |                           |                       |           |                     |            |  |
|                            |        |                           |                       |           |                     |            |  |
| <b>Total</b>               |        |                           |                       |           |                     |            |  |
| <b>Minimum Requirement</b> |        |                           |                       |           |                     |            |  |

Describe how the program content (courses) meets the program objectives:

**2-1.2: Courses Vs Program Outcomes**

| Course | Outcomes |   |   |   |   |   |
|--------|----------|---|---|---|---|---|
|        | 1        | 2 | 3 | 4 | 5 | 6 |
|        |          |   |   |   |   |   |
|        |          |   |   |   |   |   |

**Standard 2-2 Theory, Problem analysis and Solution design**

2-2.1: Indicate which courses contain a significant portion (more than 30%) of the elements in the following table.

| Elements               | Courses |
|------------------------|---------|
| Theoretical Background |         |
| Problem Analysis       |         |
| Solution Design        |         |

**Standard 2-3: The Curriculum must satisfy the core requirements for the program as specified by the respective accreditation body.**

a) Answer: Yes / No. \_\_\_\_\_

c) Requirements of Accreditation Body: \_\_\_\_\_

d) Deviations (if any) and justification for deviations: \_\_\_\_\_

**Standard 2-4 The curriculum must satisfy the major requirements for the programs specified by the respective accreditation body.**

**Standard 2-5 The curriculum must satisfy the professional, general education and other discipline requirements for the program as specified by the respective accreditation body/ council.**

**Standard 2-6 Information technology component of the curriculum must be integrated throughout the program.**

- Need to indicate the courses within the program that will satisfy the standard and how it will be applied and integrated.

| Course | Information Technology Content |
|--------|--------------------------------|
|        |                                |

**Standard 2-7 Oral and written communication skills of the student must be developed and applied in the program.**

| Course | Communication skills content |
|--------|------------------------------|
|        |                              |

**Criteria 3: Laboratories and Computing Facilities**

a) Use the following information about each laboratory and computing facility that are available for use in the program under assessment:

|                          |  |
|--------------------------|--|
| Laboratory title         |  |
| Location and area        |  |
| Objectives               |  |
| Software                 |  |
| Available (if any)       |  |
| Major Apparatus          |  |
| Major Equipment          |  |
| Adequacy for Instruction |  |
| Safety Regulations       |  |

**Standard 3-1: Availability of Lab Manuals/ Documentation/ Instructions:**

**3-1.1:** How the students and faculty have adequate and timely access to the manuals/documentation and instructions:

**3-1.2:** Short comings in laboratory (bench marking with similar departments in reputable institutions)

**Standard 3-2: Adequate Personnel support for Labs:**

**3-2.1:** Indicate the following for each laboratory:

| Lab | Support personnel | Level of support | Instructional support |
|-----|-------------------|------------------|-----------------------|
|     |                   |                  |                       |
|     |                   |                  |                       |
|     |                   |                  |                       |

**Standard 3-3: Adequate computing infra-structure and facilities**

**3-3.1:** How computing facilities support the computing component of the program

**3-3.2:** Indicate any shortcomings, benchmarking with similar departments in reputable institutions:

**Criteria 4: Student support and advising**

**Standard 4-1:** Courses must be offered with sufficient number for students to complete the program in timely manner.

**4-1.1:** Number of students enrolled in each courses:

- a) Core:
- b) Elective:
- c) Core courses offered by other departments:

**Standard 4-2: Effective student/faculty interaction**

**4-2.1** Mechanism to achieve effective student/faculty interaction in courses taught by more Than one faculty member.



### **Standard 4-3: Course decisions and Career counseling**

**4-3.1:** How students are informed about program requirements:

**4-3.2:** Provide the advising system and indicate how its effectiveness is measured:

**4-3.3:** Describe the student counseling system and how students get professional counseling when needed:

**4-3.4:** If students have access to professional counseling when necessary

**4-3.5:** Describe opportunities available for students to interact with practitioners and to have membership in technical or professional societies.

### **CRITERIA 5: Process Control**

#### **Standard 5-1: Admission criteria**

**5-1.1:** Program admission criteria at the institutional level

**5-1.2:** Policy regarding transfer from other universities/credit transfer or transfer to the program from another major with the college:

**5-1.3:** Frequency of evaluating admission criteria and if evaluation results are used to improve the process.

#### **Standard 5-2: Process of Registration**

**5-2.1:** How students are registered in the program

- Online Registration Process for program
- Newspaper advertisements

**5-2.2:** How student's academic progress is monitored and how their program of study is verified to adhere to the degree requirements.

**5-2.3:** Frequency of evaluating registration and monitoring and if the evaluation results are used to improve the process.

**Standard 5-3: Faculty recruitment, evaluation and promotion**

5-3.1: The process used to ensure that highly qualified faculty is recruited to the program:

5-3.2: Methods used to retain excellent faculty members:

5-3.3: Evaluation and promotion processes are in line with institution mission statement:

5-3.4: Frequency of evaluating the process and if the evaluation results are used to improve  
The process:

**Standard 5-4: Teaching and delivery of course material**

Students are the recipient of the delivery of course material, through their teachers. The feedback of the taught is best instrument to measure that the course learning outcomes are met. The students give feedback on Performa #1 regarding course contents and how it was delivered. Through Performa #10, students evaluate and comment on teacher's efforts. Faculty feedback is also taken on HEC Performa#2 (Faculty Course Review Report) and Performa # 5 (Faculty Survey) which is a very useful. Activity to evaluate the course contents, learning and teaching environments and overall teachers satisfaction level. Course evaluation by teachers also indicates what percentage of desired outcome has been achieved by the course contents and what needs to be improved or changed.

**(Proformas are attached as annexure in this document)**

**Standard 5-5**

5-5.1: Procedures used to ensure that graduates meet the program requirements

5-5.2: Frequency of evaluating the process and if the evaluation results are used to improve  
The process:

**Criteria 6: Faculty**

**Standard 6-1: Faculty numbers and Qualifications**

6-1.1: Following table indicating program areas and number of faculty in each area

| Program's area of specialization | Courses in the area and average number of sections/year | Number of Faculty with each area | Number of Faculty with PhD degree |
|----------------------------------|---|----------------------------------|-----------------------------------|
|                                  |   |                                  |                                   |
|                                  |   |                                  |                                   |
| <b>Total</b>                     |   |                                  |                                   |

6-1.2: Each Faculty member should complete a resume (attached as Proforma#9)

**Standard 6-2: Faculty Development**

6-2.1: Criteria developed by the department, for the faculty to be deemed current in the discipline.

6-2.2: Current percentage of the faculty members based on the above criteria.

6-2.3: Means for ensuring that fulltime faculty members have sufficient time for scholarly and professional development.

6-2.4: Faculty development programs at the institutional and University level and to demonstrate their effectiveness in achieving faculty development.

6-2.5: Frequency of evaluating the process and if the evaluation results are used to improve the process.

**Standard 6-3: Faculty Motivation**

6-3.1: Description of program and processes in place for faculty motivation.

6-3.2: Obtain faculty input on faculty survey using HEC Proforma # 5 on programs for faculty motivation and job satisfaction.

**CRITERIA 7: Institutional Facilities**

7-1: Infrastructure and facilities that support new trends in learning such as e-learning.

**Standard 7-2: Library**

7-2.1: Adequacy of the library's technical collection.

7.2-2: Library must possess up to date technical collection relevant to the program and must be adequately staffed with professional personnel.

**Standard 7-3: Classrooms**

7-3.1: Adequacy of the class rooms.

7-3.2: Adequacy of faculty offices.

**Criterion 8: Institutional Support**

**Standard 8-1: Support and financial resources to attract & retain high quality faculty and provide the means for them to maintain competence as teachers and scholars.**

8-1.1: How program meets the standard of adequate support and financial services. If it does not explain the main causes and plans to rectify the situation.

8-1.2: Level of adequacy of secretarial support, technical staff and office equipment.

**Standard 8-2: Adequate number of Graduate students, research assistants and Ph.D. Students.**

8-2.1: Provide the number of graduate students, research assistants, PhD students and the faculty graduate ratio for the la 3 years (Graduating Students Proforma # 3)

| <b>Graduate students</b> | <b>Year 20____</b> | <b>Year 20____</b> | <b>Year 20____</b> |
|--------------------------|--------------------|--------------------|--------------------|
| Research assistants      |                    |                    |                    |
| PhD students             |                    |                    |                    |
| Faculty graduate ratio   |                    |                    |                    |

**Standard 8-3: Financial resources**

8-3.1: Resources available for the library:

The library has the following resources:

| <b>Item</b>                       | <b>Quantity as of _____ (Month/year)</b> |
|-----------------------------------|--|
| <b>Books</b>                      |  |
| <b>Periodicals</b>                |  |
| <b>Full text journal articles</b> |  |
| <b>Media</b>                      |  |
| <b>Other</b>                      |  |

8-3.2: The resources available for the Laboratories:

| <b>Course</b> | <b>Lab</b> | <b>Equipment</b> |
|---------------|------------|------------------|
|               |            |                  |
|               |            |                  |
|               |            |                  |
|               |            |                  |

8-3.3: The resources available for the computing facilities

The laboratory for computing facilities has the following resources:

| <b>Course</b> | <b>Lab</b> | <b>Computing Equipment</b> |
|---------------|------------|----------------------------|
|               |            |                            |
|               |            |                            |
|               |            |                            |
|               |            |                            |

### 3. Rubric Evaluation of SAR. (Criteria Referenced Evaluation Tool)

Introduction:

A criteria referenced evaluation is a scoring tool that lists the criteria for a piece of work on what the level of performance expected for several levels of quality. These levels of quality may be written as different ratings (5, 4, 3, 2, 1, etc.).

|             | Poor performance in most of the areas. | Fair performance in most of the areas. | Good performance for most areas / No poor performance in any areas. | Good to excellent performance in all areas. | Excellent performance in all areas. | Score |
|-------------|--|--|---|---|-------------------------------------|-------|
| Criterion 1 |  |  |   |   |                                     |       |
| Criterion 2 |  |  |   |   |                                     |       |
| Criterion 3 |  |  |   |   |                                     |       |
| Criterion 4 |  |  |   |   |                                     |       |
| Criterion 5 |  |  |   |   |                                     |       |
| Criterion 6 |  |  |   |   |                                     |       |
| Criterion 7 |  |  |   |   |                                     |       |
| Criterion 8 |  |  |   |   |                                     |       |
| Criterion 9 |  |  |   |   |                                     |       |

### Criteria Referenced Self-Assessment Methodology and Evaluation Tool:

Scoring of Criterion Items:

Key areas of each criterion are to be scored normally by considering the approach taken by the university and the results achieved. Maximum score for each item is 5 and the minimum is 1. The visiting team is required to award the score by encircling one of the entries against each item. The total of the encircled values (TV) for each criterion will be determined and normalized in percentages. Each criterion has a weight allocated to it. Scores pertaining to a particular criterion will be the product of TV and its weightage. Following are the guidelines to be used to awarding score to each key area.

| Result   | Score |
|--|-------|
| Poor performance in most of the areas.                             | 1     |
| Fair performance in most of the areas.                             | 2     |
| Good performance for most areas. No poor performance in any areas. | 3     |
| Good to excellent performance in all areas.                        | 4     |
| Excellent performance in most of the areas.                        | 5     |

### Criteria Referenced Self-Assessment- Methodology and Evaluation Tool

| Criterion1- Program Mission, Objectives and Outcomes                                     |   | Weight= 0.05 |   |   |   |   |
|--|---|--------------|---|---|---|---|
| Factors  |   | Score        |   |   |   |   |
| 1  | Does the Program have documented measureable objectives that support faculty/ college and institution mission statements? | 5            | 4 | 3 | 2 | 1 |
| 2  | Does the Program have documented outcomes for graduating students?  | 5            | 4 | 3 | 2 | 1 |
| 3  | Do these outcomes support the Program objectives?   | 5            | 4 | 3 | 2 | 1 |
| 4  | Are the graduating students capable of performing these outcomes?   | 5            | 4 | 3 | 2 | 1 |
| 5  | Does the department assess its overall performance periodically using quantifiable measures?                              | 5            | 4 | 3 | 2 | 1 |
| 6  | Is the result of the Program Assessment documented?   | 5            | 4 | 3 | 2 | 1 |
| Total Encircled Value (TV)   |   |              |   |   |   |   |
| $\text{Score1 (S1)} = [\text{TV} / (\text{No. of Questions} * 5)] * 100 * \text{Weight}$ |   |              |   |   |   |   |

| Crion2-Curriculum Design and Organization   |  | Weight= 0.05 |   |   |   |   |
|---|--|--------------|---|---|---|---|
| Factors   |  | Score        |   |   |   |   |
| 4 1   | Is the curriculum consistent?  | 5            | 4 | 3 | 2 | 1 |
| T 2   | Does the curriculum support the program's documented objectives?   | 5            | 4 | 3 | 2 | 1 |
| T 3   | Are theoretical background, problem analysis and solution design stressed within the program's core material?  | 5            | 4 | 3 | 2 | 1 |
| 4   | Does the curriculum satisfy the core requirements laid down by respective accreditation bodies? (refer Appendix A of the Self-Assessment Manual)   | 5            | 4 | 3 | 2 | 1 |
| 5   | Does the curriculum satisfy the major requirements laid down by HEC and the respective councils / accreditation bodies? (Refer to appendix A of the Self-Assessment Manual).   | 5            | 4 | 3 | 2 | 1 |
| 6   | Does the curriculum satisfy the general education, arts and 5 professional and other discipline requirements as laid down by the respective / accreditation bodies / councils? (Refer to Appendix A of the Self-Assessment Manual) | 5            | 4 | 3 | 2 | 1 |
| 7   | Is the information technology component integrated throughout the program?   | 5            | 4 | 3 | 2 | 1 |
| 8   | Are oral and written skills of the students developed and applied in the program?  | 5            | 4 | 3 | 2 | 1 |
| Total Encircled Value (TV)  |  | 5            | 4 | 3 | 2 | 1 |
| $\text{Score2(S2)} = [\text{TV} / (\text{No. of Questions} * 5)] * 100 * \text{Weight}$ |  |              |   |   |   |   |



| Criterion3-LaboratoriesandComputingFacilities  |  | Weight= 0.10 |   |   |   |   |
|--|--|--------------|---|---|---|---|
| Factors  |  | Score        |   |   |   |   |
| 1  | Are laboratory manuals / documentation / instructions etc. for experiments available and readily accessible to faculty and students? | 5            | 4 | 3 | 2 | 1 |
| 2  | Are there adequate number of support personnel for instruction and maintaining the laboratories?                                     | 5            | 4 | 3 | 2 | 1 |
| 3  | Are the university's infrastructure and facilities adequate to support the program 5 objectives?                                     | 5            | 4 | 3 | 2 | 1 |
| Total Encircled Value (TV)   |  |              |   |   |   |   |
| $\text{Score3}(S3)=[\text{TV}/(\text{No. of Questions} \times 5)] \times 100 \times \text{Weight}$ |  |              |   |   |   |   |

| Criterion 4-Student Support and Advising   |  | Weight= 0.10 |   |   |   |   |
|--|--|--------------|---|---|---|---|
| Factors  |  | Score        |   |   |   |   |
| 1  | Are the courses being offered insufficient frequency and number for the students to complete the program in a timely manner? | 5            | 4 | 3 | 2 | 1 |
| 2  | Are the courses in the major area structured to optimize interaction between the students, faculty and teaching assistants?  | 5            | 4 | 3 | 2 | 1 |
| 3  | Does the university provide academic advising on course decisions and career choices to all students?                        | 5            | 4 | 3 | 2 | 1 |
| Total Encircled Value (TV)   |  |              |   |   |   |   |
| $\text{Score4}(S4)=[\text{TV}/(\text{No. of Questions} \times 5)] \times 100 \times \text{Weight}$ |  |              |   |   |   |   |

| Criterion5-ProcessControl  |   | Weight= 0.15 |   |   |   |   |
|--|---|--------------|---|---|---|---|
| Factors  |   | Score        |   |   |   |   |
| 1  | Is the process to enroll students to a program based on quantitative and qualitative criteria?  | 5            | 4 | 3 | 2 | 1 |
| 2  | Is the process above clearly documented and periodically evaluated to ensure that it is meeting its objectives?   | 5            | 4 | 3 | 2 | 1 |
| 3  | Is the process to register students in the program and monitoring their progress documented?  | 5            | 4 | 3 | 2 | 1 |
| 4  | Is the process above periodically evaluated to ensure that it is meeting its objectives?  | 5            | 4 | 3 | 2 | 1 |
| 5  | Is the process to recruit and retain faculty in place and documented?   | 5            | 4 | 3 | 2 | 1 |
| 6  | Are the processes for faculty evaluation & promotion consistent with the institution mission?   | 5            | 4 | 3 | 2 | 1 |
| 7  | Are the processes in 5 and 6 above periodically evaluated to ensure that they are meeting their objectives?   | 5            | 4 | 3 | 2 | 1 |
| 8  | Do the processes and procedures ensure that teaching and delivery of course 5 4 3 material emphasize active learning and that course learning outcomes are met? | 5            | 4 | 3 | 2 | 1 |
| 9  | Is the process in 8 above periodically evaluated to ensure that it is meeting its objectives?   | 5            | 4 | 3 | 2 | 1 |
| 10   | Is the process to ensure that graduates have completed the requirements of the program base on standards and documented procedures?                             | 5            | 4 | 3 | 2 | 1 |
| 11   | Is the process in10 above periodically evaluated to ensure that it is meeting its objectives?   | 5            | 4 | 3 | 2 | 1 |
| Total Encircled Value (TV)   |   |              |   |   |   |   |
| $\text{Score5(S5)} = \frac{TV}{(\text{No. of Questions} * 5)} * 100 * \text{Weight}$ |   |              |   |   |   |   |

| Criterion 4-Student Support and Advising   |   | Weight= 0.20 |   |   |   |   |
|--|---|--------------|---|---|---|---|
| Factors  |   | Score        |   |   |   |   |
| 1  | Are there enough full time faculty members to provide adequate coverage of the program areas / courses with continuity and stability?   | 5            | 4 | 3 | 2 | 1 |
| 2  | Are the qualifications and interests of faculty members sufficient to teach all courses, plan, modify and update courses and curricula? | 5            | 4 | 3 | 2 | 1 |
| 3  | Do the faculty members possess a level of competence that would be obtained through graduate work in the discipline?                    | 5            | 4 | 3 | 2 | 1 |
| 4  | Do the majority of faculty members hold a PhD degree in their discipline?   | 5            | 4 | 3 | 2 | 1 |
| 5  | Do faculty members dedicate sufficient time to research to remain current in their disciplines?   | 5            | 4 | 3 | 2 | 1 |
| 6  | Are there mechanisms in place for faculty development?  | 5            | 4 | 3 | 2 | 1 |
| 7  | Are faculty members motivated and satisfied so as to excel in their profession?   | 5            | 4 | 3 | 2 | 1 |
| Total Encircled Value(TV)  |   |              |   |   |   |   |
| $\text{Score6}(S6)=[\text{TV}/(\text{No. of Questions} \times 5)] \times 100 \times \text{Weight}$ |   |              |   |   |   |   |

| Criterion7-Institutional Facilities  |   | Weight= 0.10 |   |   |   |   |
|--|---|--------------|---|---|---|---|
| Factors  |   | Score        |   |   |   |   |
| 1  | Does the institution have the infrastructure to support new trends such as e-learning?                          | 5            | 4 | 3 | 2 | 1 |
| 2  | Does the library contain technical collection relevant to the program and is it adequately staffed?             | 5            | 4 | 3 | 2 | 1 |
| 3  | Are the classrooms and offices adequately equipped and capable of helping faculty carry out the responsibility? | 5            | 4 | 3 | 2 | 1 |
| Total Encircled Value (TV)   |   |              |   |   |   |   |
| $\text{Score7}(S7)=[\text{TV}/(\text{No. of Questions} \times 5)] \times 100 \times \text{Weight}$ |   |              |   |   |   |   |

| Criterion 8 – Institutional Support   |  | Weight= 0.10 |   |   |   |   |
|---|--|--------------|---|---|---|---|
| Factors   |  | Score        |   |   |   |   |
| 1   | Is there sufficient support and finances to attract and retain high quality faculty?                   | 5            | 4 | 3 | 2 | 1 |
| 2   | Are there an adequate number of high quality graduate students, teaching assistants and Ph.D students? | 5            | 4 | 3 | 2 | 1 |
| Total Encircled Value (TV)  |  |              |   |   |   |   |
| $\text{Score8(S8)} = [\text{TV} / (\text{No. of Questions} * 5)] * 100 * \text{Weight}$ |  |              |   |   |   |   |

Overall Assessment Score= S1+S2+ S3+ S4 + S5+S6+ S7 +S8 + S9+S10=\_\_\_\_\_

**4. Self-Assessment Proformas:**

- HEC prescribed 10 proformas are attached with this document as Annexure A.

## **External Quality Assurance (EQA):**

Accreditation and Peer-Review are two significant tiers of external QA System to work on the base line information provided through process of internal QA. The University will compare its academic standards with equivalent national and international standards through external evaluation with the objective of improvements in quality.

The effectiveness and relevance of the academic standards will be assured by the transparency and quality of the process involved in development of these standards. The baseline information conveyed by the annual self-evaluation and peer-review reports of Baqai Medical University will be communicated by the Quality Enhancement Cell (QEC) and filtered by the Quality Assurance Agency at HEC.

External Quality Assurance practices at BMU carries out the comparison between the quality standards of our own University and national and international standards, as directed by HEC. The process, thus, ensures the improvement and advancement that is beneficial to all those associated with BMU.

EQA mechanism of the University consists of the following Assessment tools:

1. Institutional Performance Evaluation Standards by HEC. (Annexure B)
2. University Wide Data Proformas (Annexure C)
3. Updated Program Evaluation Proformas (Annexure D)

### **Legends:**

|             |                                      |
|-------------|--------------------------------------|
| <b>QA:</b>  | Quality Assurance                    |
| <b>BMU:</b> | Baqai Medical University             |
| <b>QEC:</b> | Quality Enhancement Cell             |
| <b>SA:</b>  | Self-Assessment                      |
| <b>IPE:</b> | Institutional Performance Evaluation |
| <b>TV:</b>  | Total Value                          |
| <b>SAR:</b> | Self-Assessment Report               |
| <b>PT:</b>  | Program Team                         |
| <b>AT:</b>  | Assessment Team                      |