Institutional Performance and Enhancement Report (IPER) for 2nd Self-RIFE (2025-2026)

FATA University

F.R Kohat, Pakistan

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RIPE STANDARDS

Strategic Development:

. Vision, Mission, Goals, and Strategic Planning:

:. Governance, Leadership, and Organization:

). Institutional Resources and Planning:

l. Audit and Finance:

5. Affiliated Colleges/Institutions:

5. Internationalization of Higher Education and Global Engagement:

Academic Excellence:

1. Faculty Recruitment, Development, and Support Services:
2. Academic Programs and Curricula:
3. Admission, Progression, Assessment, and Certification:
4. Student Support Services:
5. Impactful Teaching and Learning and Community Engagement:
6. Research, Innovation, Entrepreneurship, and Industrial Linkage:

Quality Assurance:

1. Fairness and Integrity:
2. Public Information and Transparency
3. Institutional Effectiveness, Quality Assurance, and Enhancement:
4. CQI and Cyclical External Quality Assurance:

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INTRODUCTION

About the FATA University

The establishment of an institution of higher learning in the Federally Administered Tribal Areas (FATA) remained the long-standing demand of the people of this region. The plan for establishing a University of international standard in FATA was finally conceived when the former Prime Minister of Pakistan, Mr. Yousaf Raza Gillani announced its establishment during a meeting with MNAs from FATA on January 16, 2009. However, the project got delayed due to a number of reasons until the former President, Mr. Asif Ali Zardari, approved the FATA University Regulation in May 2013. Afterwards, the Government of Pakistan included a project titled "Establishment of FATA University" in PSDP (HEC) 2015-16 at an estimated cost of Rs. 4.7 billion with the allocation of Rs.250.00 million for the FY 2015-16.

Engr. Ashfaq Khattak was appointed its first Vice Chancellor. Due to some issues, he could not continue and the university was dysfunctional for some time. FATA Secretariat and Ministry of SAFRON started the process of appointment of a new Vice Chancellor and Prof. Dr. Mohammad Tahir Shah (T.I.) was appointed as Vice Chancellor of the University who assumed the charge of his office on January 18, 2016.

The university was made functional in the Fall-2016 in a portion of Government Degree College, Darra Adam Khel, Kohat. Initially undergraduate programs in four Academic Units: Department of Management Science, Department of Political Science, Department of Sociology and Department of Mathematics; were launched. Later in the year 2017, three more departments: Department of English, Department of Computer Science and Department of Geology; were launched. Currently Six batches have been passed out. In the current academic year (2025-26) the process for launching fourteen more undergraduate programs has been initiated.

The University has following 11 teaching Departments:

1. Department of English
2. Department of Pol. Science
3. Department of Management Sciences
4. Department of Sociology
5. Department of Psychology
6. Department of Mathematics

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7. Department of Microbiology
8. Department of Computer Science
9. Department of Geology
10. Department of Electronics
11. Department of Education

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CHAPTER-1

Standard 1:

Vision, mission, goals and strategic planning

Background

The institution's vision, mission, and subsequent goals define its purpose and drives institutional activities through strategic planning within the context of national higher education priorities, regional and local requirements and the needs of students and the wider group of stakeholders.

University Progress against Standard 1: Vision, mission, goals and strategic planning

The university has achieved enormous progress in short span of time in academic and other research activities. It has received administrative excellence of six Vice Chancellors so far namely, Prof. Dr. Tahir Shah (T.I) as 1st Vice Chancellor (tenure 2016-2020), Prof. Dr. Johar Ali as Acting Vice Chancellor (July 2020-March 2021), Prof. Muhammad Jahanzeb Khan (March 2021-March 2024), and Dr. Maqsood Haider (May 2024-August 2024) and Dr. Alamzeb Aamir (August 2024-May 2025) as Acting Vice Chancellors. Prof. Dr. Mohsan Nawaz is the current Vice Chancellor of the University. It is worth mentioning that in short span of 10 years, the achievements in execution of the PSDP Project including the construction of university own building, award of overseas HRD-FDP scholarships and the provision of quality education are marvelous endeavors.

The current academic year (2025-26) was advancement of the research and academic activities besides other administrative affairs based on solid footings. The university has progressed significantly, as summarized below:

- The university has initiated the process for introducing allied health sciences programs in the coming academic year (2025-26).
- The university has launched fourteen additional under graduate programs.
- The university has successfully held one meeting of the Senate, one meeting of the Syndicate, two meetings of the Academic Council.
- With the support of Higher Education Commission (HEC) the university has established *Kamyab Jawan Markaz* for students that provides essential information, counselling and resources allocation through single window system.
- Establishment of Green Youth Moment (GYM) for promotion of environmental conservation and eco-friendly behavior.
- The senate has approved Budget Estimates for FY 2025-26 with estimated expenditure of Rs. 251.583 Millions and surplus of 4.879 Million.
- Establishment of Social Incubation Center with the support of UNODC.
- Establishment of Mines and Mineral Testing, Exploration, Innovation, and value

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addition hub at FATA University with support of Ministry of Planning Development and Special Initiatives Government of Pakistan.

Motto

Transformation through education and training

Vision (annexure)

We are striving hard to be university of high ranking in the world which is recognized as an institution working hard to educate and train the youth of our country in general and erstwhile FATA in particular to tap their talents and transform their psyche and life for the betterment of our country and the world and to foster resilience and hardiness for creating tolerant and flexible societies where our students become the source of positive change.

Mission

The primary mission of the university is to expand the frontiers of human knowledge through provision of excellent conditions for education and training, learning and research while the other important aspects of the mission include:

- To produce graduates of sound character and excellent judgment
- To provide excellent instructions, training, conduct relevant research and foster community engagement that produce highly competent graduates necessary for the development of country.
- To bridge the gap between academic knowledge and professional skills.
- To create adequate academic and physical infrastructure for high level performance.
- To provide adequate facilities to students for effective prosecution of their studies.
- To build institutional networking for knowledge sharing.

Goals

FATA University was established in 2013 under the FATA University Regulation. It started its Academic Session in 2016 in order to pursue the following goals:

- To provide the best undergraduate and postgraduate educational experiences
- To provide highly qualified faculty of the university in strategic areas where needed
- To impart goal-oriented high level teaching and develop better research potential
- To provide relevant quality education and training at the door-step at reasonable costs
- To establish research and scholarship into every discipline of the university
- To establish interdisciplinary relationship with other teaching and research organizations
- To organize conferences, seminars, workshops and refresher courses in emerging fields
- To collaborate with academia and industry, both at national and international level for promoting teaching and research
- To develop world class facilities to support faculty and student research and their creative endeavors

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- To ensure that every academic program of FATA University continues to grow in value

EVIDENCE TABLE MATRIX

S.no	EOIs	Indicative Evidence	Response along with Annex
1	The Institution should ensure that the institution's vision and mission are conceived and developed in consultation with the broader stakeholders	The Vision and Mission of FATA University were first reviewed and revised in 2015 during the preparation of the University's Strategic Plan 2020. Subsequently, upon the recommendations of the 20th Academic Council, approved in its meeting held on 28 August 2025 (Agenda Item No. 17), the Syndicate, in its 25th meeting held on 13 September 2025, formally approved the revised Vision and Mission Statements of FATA University.	**Annexure 1 Notification**
2	The Institution should ensure that the institution's vision, mission and goals are consistent with the provisions in the charter, including territorial and academic jurisdictions.	The University ensures that its Vision and Mission are aligned with its Charter while taking into account its territorial and academic jurisdictions. This alignment is achieved through deliberations and approvals by the relevant statutory bodies. In accordance with Section 46(b) of the Khyber Pakhtunkhwa Universities Act, 2012 (as amended), FATA University has adopted the Statutes, Rules, and Regulations of the University of Peshawar. These have been duly approved by the Syndicate of FATA University and formally notified for implementation.	**Annexure 2 Adoption Notification**
3	The Institution should ensure that the institution's mission and goals serve as the foundation for all its activities	The University has developed the Strategic Plan 2030 by involving all stakeholders, wherein all the activities are aligned with the mission and goals of the University and serve as a foundation for all its activities. In light of the Vision and mission, the University has undertaken major projects like Establishment of a Social/National Entrepreneurship Incubation center by United Nations Office on Drugs and Crime, a major project with Directorate General of Science & Technology, Khyber Pakhtunkhwa for the merged areas (erstwhile FATA) and a major project of Non-ADP scheme titled " Strengthening of FATA University: Establishment of Mines & Minerals Testing, Exploration, innovation & Value Addition Hub at	**Annexure 3** Flare/Roadshow, NIC/SIC and Geology hub notifications.

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		FATA University. This project will upgrade university into a world class mineral exploration hub including ISO certified labs, gems, Jewelry, mapping technologies etc.	
4	The Institution should have strategic planning to drive all the activities of the institution and provide directions for future plans of the HEI, including resource allocation priorities, and develop a relevant, effective and coherent ecosystem for excellence	The University has constituted a committee for developing University's Strategic Plan 2030. The committee holds meetings by getting feedback from all stakeholders. The committee discusses current issues at the national, provincial, and University level regarding status of agriculture sector and higher education. The committee also reviews and consults the previous Strategic Plans, Sustainable Development Goals (SDG's), Vision 2025 of Pakistan and other policy document at national and provincial level already framed for the said purpose.	**Annexure 4** Strategic plan notifications
5	The Institution should maintain a well-documented strategic plan linking	The university has a well-documented strategic plan which connects the institutional vision and mission with the mission and vision at the	
	Institutional vision and mission to that of faculty and departmental level, ensuring effective implementation through defined SMART goals and key performance indicators (KPIs).	This alignment ensures coherence and consistency across all levels of the institution. The plan includes SMART goals and well-defined key performance indicators (KPIs) to monitor progress and ensure effective implementation, promote accountability, and achieve measurable results at all levels.	
6	The Institution should practice an effective approach to the planning and evaluation of its provision, including the management of its academic resources appropriate to the needs of its students and its wider group of stakeholders	The University strives to incorporate the feedback of the employers, industry, farmers, students, and alumni during the planning of Strategic Plan to overcome the specific needs of the students and other wider group of stakeholders. The ORIC is also fully functional and get the feedback from various stakeholders.	**Annexure-5** PT/AT meetings of SARs with letters

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7	The Institution should convey the importance of the systematic evaluations of mission, goals and strategic planning to inform decision making by ensuring stakeholders are well informed.	FATA University has planned to regularly conducts Strategic Plan Committee meetings to discuss the progress of the University. Regular reviews of the University's vision, mission, and goals can help to rest assured that the University's objectives align with the needs of students, faculty and society. In this way, the stakeholders such as students, faculty, policy makers, and farmers are well-informed about the progress, strategies, and decisions of the University.	A standing committee will be constituted to regularly monitor progress with regard to FATA University Strategic plan

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Standard 2:

CHAPTER-2

Governance, leadership, and organization

Background:

The institution has an inclusive governance system that facilitates the fulfilment of its mission and goals and strengthens institutional effectiveness and integrity. Leaders have a clear and ambitious vision for providing high-quality, inclusive education and training to all. This is realized through adherence to the act/charter, well prescribed statutes as per the requirements of the charter, rules, policies and regulations, with strong institutional mechanisms, practices, shared values, and is ultimately led by the Vice Chancellor and ensuring meaningful contributions by all the statutory authorities.

University Progress against Standard 2: Governance, leadership, and organization

FATA University ensures that its organizational and governance systems remain responsive, adaptive, and future-ready by promoting transparency, decentralization, and participatory decision-making rooted in strategic foresight and continuous improvement.

The University of Agriculture, Peshawar, after the promulgation of Khyber Pakhtunkhwa Universities Act, 2012 (Amended 2016) reframed its Statutes 2016 and got it approved from the relevant statutory bodies of the University. Currently, the University is governed under its approved Statutes through the following statutory bodies:

i. The Senate
ii. The Syndicate
iii. The Academic Council

The composition of these authorities is complete and working under the Act. Additionally, the following authorities have been established under the Statutes as enshrined in the Universities Act to appropriately manage matters concerning the University academics, finances, students' affairs, merit-based selection of faculty and other staff.'

i. Selection Board
ii. Finance & Planning Committee
iii. Board of Faculties
iv. Board of Studies
v. Advanced Studies & Research Board
vi. University Discipline Committee
vii. University Grievances Committee

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These bodies include representation from all key stakeholders—academic leadership, administration, faculty, students, and external members—ensuring inclusivity and balanced decision-making.

EVIDENCE TABLE MATRIX

S.no	Question	Answer	Evidence
1	The institution should ensure that the system of organization and governance in the university is responsive to the present and future needs of the organization	FATA University governance system is based on Senate, Syndicate, Academic Council, Finance & Planning, and Board of Faculty etc. All these statutory bodies collectively supervise decision-making, resource allocation and academic policies. In addition, adapting strategies to align with emerging challenges and opportunities in agriculture, climate change, food security, soil and water conservation etc. are the core responsibilities of these statutory bodies. This system ensures the university remains responsive to both present and future needs.	**Annexure 2-1** Minutes of last three meetings Syndicate 27,28 & 29 Senate 4,5 & 6
2	The institution should ensure that the system of organization and governance is consistent with the power and functions and other requirements given in the charter and statutes, rules, regulations and policies	The organization and governance system at FATA University is consistent with the power and functions and according to the requirement of charter, statutes, rules, regulation and policies.	https://www.fu.edu.pk/Office/DownloadOffice
3	The institution should ensure that the system of organization and governance exercises prudence in policy development and decision-making processes in the best interests of all the stakeholders in general, and that of students in particular	FATA University has a robust system of organization and governance and its main pillars are Senate, Syndicate, Academic Council, Board of Faculty, Selection Board etc. Students are considered the key stakeholders at the University and the Students' interests remain a central focus, evident in policy decisions regarding academic quality, financial aid, career support, and campus welfare. Recently Student Placement and Human Resource Development office is established for the placement of University graduates. Directorate of Student Affaris has been established and Kamyab Jawan Markaz (KMJ) has also been established for their skills enhancement. The University also support the students by announcing the scholarships from University endowment fund. The university provides more than 10% scholarships to its students, and the tuition fee is comparatively less in the province just to up-lift the region academically.	**Annexure 2-2 Letter of KJM and Scholarships**

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4	The institution should ensure that the system of organization and governance	FATA University ensures good governance through a structured and principled approach	
	has elements of good governance such as rule of law, accountability, effectiveness and efficiency, transparency, equity, and inclusion	(Rule of Law). The university operates under the University Act and statutory bodies such as the Senate, Syndicate, and Academic Council. All policies and decisions strictly follow these legal frameworks to maintain institutional integrity. (Accountability) Regular internal and external audits, performance evaluations of departments, and faculty appraisals help ensure responsible use of resources. (Effectiveness and Efficiency) The university applies strategic planning and data-driven decision-making to achieve its goals effectively. Meeting minutes, policy changes, financial reports, and academic decisions are shared with relevant stakeholders through official notifications, websites, and academic portals. Grievance mechanisms also support transparent communication. (Equity) Policies on student admissions, scholarships, promotions, and recruitment are based on merit and fairness. Special attention is given to support students from marginalized or underprivileged backgrounds through targeted financial aid Department.	
5	The institution should create and sustain an environment which enables teaching, learning and scholarship that promotes high-quality teaching and learning and promotes genuine, impactful research culture	FATA University has already sent 12 FDP scholars abroad for PhD. Faculty is encouraged to send on study leave for development.	**Annexure 2-3** FDP Scholars list notification plus

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6	The institution should create and sustain an environment which promotes provision that is appropriate to the surrounding industry and the aspirations of its students	FATA University is committed to creating and sustaining an academic environment that supports excellence in teaching, learning, and research. Faculty members are encouraged to adopt student-centered. Peer reviews and student feedback are used to enhance teaching quality. Regular professional development programs, workshops, and training sessions are conducted to improve pedagogy and the use of technology in teaching.	**Annexure 2-4** Geology Project + Flare Notification Geo project Flare notification

7	The institution should create and sustain an environment which enables the effective functioning of all programs, and enables students to progress and achieve their learning objectives	In order to create and sustain an environment that enables the effective functioning of all programs and enables students to progress and achieve their learning objectives. The university of Agriculture adopts a holistic and integrated approach by strong Academic governance system having Clear policies and procedures for curriculum development, quality assurance, and program review. Curriculum is revised periodically where Learning outcomes clearly defined for each course and aligned with program and goals and Institutional Vision and Mission. FU has foreign qualified and well-trained faculty with subject expertise. Comprehensive Student Support Services academic advising and guidance to help students plan and progress. The University has up-to-date libraries, labs, and digital platforms to support teaching and research. Learning Management Systems (LMS) for accessible, flexible, and organized delivery. Wi-Fi-enabled, accessible classrooms with multimedia capabilities.	
8	The institution should create and sustain an environment in which students and other stakeholders participate in the governance system	Currently, students at FU are not formally engaged in the institutional governance system. However, the university is actively considering mechanisms to ensure meaningful student participation in the decision-making process and governance structures. The plan under review aims to create appropriate platforms and representation opportunities that will enable students to contribute effectively to institutional policies, academic affairs, and quality enhancement initiatives.	**Annexure 2-5** SCALE notification.

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9	The institution should have leadership that focuses on improving faculty's subject and pedagogical knowledge to enhance the teaching of the curriculum and the appropriate use of assessment; the practice and subject knowledge of staff are built up and improve over	The University leadership has developed a strategic plan for 2025-30 and set clear institutional goals for teaching excellence and continuous professional development. Establish Continuous Professional Development (CPD) Programs. Regular workshops and seminars on: Innovative teaching methods (active learning, blended learning, etc.) Encourage staff to: Engage in subject-specific research	**Annexure 2-6** AI training
	time	Publish and present teaching innovations or case studies Provide resources and time for faculty to attend conferences and pursue scholarly development. Promote the Use of Learning Technologies Offer training in Learning Management Systems (LMS) and digital tools that enhance teaching and assessment.	
10	The institution should have leadership that aims to ensure that all learners complete their programs of study; they provide the support for faculty and staff to make this possible	The Chairperson of the Department and the Faculty provide leadership that aims to ensure that all learners complete their programs of study; they provide the support for faculty and staff to make this possible. The leadership provides support in terms of infrastructure and facilities and the faculty provide guidance to student to complete their academic program within stipulated time.	
11	The institution should have leadership that engages effectively with students and wider stakeholder groups	The University has various administrative departments, like Directorate of Student Affairs of Advance Studies, Student Counseling and placement Center, Directorate of QA, etc, which provide leadership that engages effectively with students and wider stakeholder groups	**Annexure 2-7** Societies notification + S
12	The institution should have leadership that engages with their faculty and staff and are aware and take account of the main pressures on them; they are realistic and constructive in the way that they manage faculty and staff, including their workload	The leader is aware of the main pressure with staff and faculty. The mechanism to understand the realistic and constructive in managing faculty and staff including their workload is weak or somehow missing. The Vice-Chancellor	**Annexure 2-8** HODs meeting Notification https://www.facebook.com/share/1AffURtwSX/

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13	The institution should have well-defined institutional mechanism to make each non-academic/service departments - including Registrar's office, library, examination department, student affairs, career counselling, IT department, transportation department, hostel management, cafeteria	The Vice Chancellor regularly meets with students Union representatives to get feedback on university services and immediately takes necessary actions through relevant offices to address the issues and steps of improvements received from students' feedback. Similarly, teachers feedback are received through President and Cabinet of Teachers.	

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	management - conduct well-structured surveys to get students and faculty feedback and to improve their services based on the feedback provided by the stakeholders		
14	The institution should have a well-thought-out business automation and digital transformation policy and process to increase institutional productivity and efficiency and to provide quality services to stakeholders in general, and students in particular.	FATA University has operationalized a comprehensive Learning Management System (LMS) and Campus Management System (CMS) to support digital transformation, enhance institutional productivity and operational efficiency, and improve the quality of services provided to all stakeholders, particularly students. These digital platforms facilitate effective academic administration, streamline institutional processes, and promote accessible, transparent, and student-centered service delivery.	

CHAPTER-3

Standard 3:

Institutional resources and planning

Background

The human, physical, virtual/technological, financial and information resources of an institution are appropriate, sufficient and accessible to realise its institutional mission and goals.

University Progress against Standard 3: Institutional resources and planning

Human Resources

- Teaching Faculty
- Researchers
- Administrative Staff
- Technical Staff
- Support Staff

Physical Resources

- Class rooms and Research Labs
- Research Equipments
- University Farms
- Library & Digital library

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- Student & Staff Hostel
- Transport Facility
- Sport Facilities
- Medical Dispensary
- Masque
- Cafeteria

EVIDENCE TABLE MATRIX

S.no	EOI	Indicative Evidence	Response along with Annex
1	The institution should have a strong institutional mechanism to plan, develop and review the available infrastructure, and other academic or non-academic resources to ensure the availability of adequate means and arrangements to enable students to develop their academic, personal and professional potential	Directorate of Planning & Development (P&D) is working hard to plan, develop and review the infrastructure, and other academic and non-academic resources of the University.	**Annexure 3-1** PIC last minutes
2	The institution should have institutional policies and mechanisms for infrastructure planning, development, execution, monitoring and evaluation	The Directorate of Planning and Development along with the works directorate take cares the planning and execution and monitoring and evaluation through works directorate. Review of periodic reports of institutional planning, assessment and budget are available at P&D.	Ditto
3	The institution should have adequate and readily accessible academic and non-academic resources to provide quality learning opportunities to all students and to allow them to complete their studies	Yes, the University has accessible academic and non-academic resources to provide quality learning opportunities to students to complete their studies. The facilities includes new classrooms and Lecture halls, Video conferencing room, Digital library access, Computer and Research Labs, Research farm, feed mill, Veterinary hospital etc,	**Annexure 3-2** Lab facilities
4	The institution should have adequate and readily accessible technological/virtual resources that enable students to achieve their learning objectives	The University also has technological to achieve the learning objectives e.g Digital library, software for research analysis, Turnitin Software for plagiarism check, LMS, Social incubation center in completion stage, Free Wifi across the Campus etc.	

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5	The institution should demonstrate effective and efficient utilization and continued development of these resources to enable students to achieve their learning objectives	• HEC digital Library utilization report. • PERN internet utilization report • CMS/LMS reports	
6	The institution should create and sustain an environment in which students and other stakeholders are able to give feedback about the resources used for teaching and learning	Teacher and Course Evaluation Surveys are conducted to get feedback of the Students through Survey Software connected with Campus Management System of the University.	
7	The institution should have institutional policies with well-defined SOPs for procurement of goods and services that are consistent with the relevant rules and law of the land. Such a policy should ensure that the procurements are conducted in a fair and transparent manner, the object of	The University follow the KPPRA rules for procurement of goods and services and mechanism is in place to conduct the process in fair and transparent way.	
	procurement brings value for money and the procurement process is efficient and economical.		
8	The institution should have a well-thought-out policy to generate alternative revenue through taking advantage of local industries (if any), offering corporate training programs, micro credentials and alumni engagement, and so on.	At FATA University, the Directorate of Finance has developed a plan for financial sustainability and revenue generation.	

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CHAPTER-4
Standard 4:

Audit and Finance

Background

The institution ensures its future financial viability and has a robust auditing system to give confidence in the integrity of its financial performance.

University Progress against Standard 4 Audit and Finance

University financial year start each year from 1st July to 30th June. The budget for next year activities starts in December each year by Directorate of Finance in consultation with provincial and federal government. Draft Budget is developed after consultation with all stake holder and taking into account the operational and establishment cost of the organization. The same is presented to University's Finance and Planning Committee (F&PC). After approval of F&PC the budget is presented in University Syndicate and Senate. Sufficient financial resources are allocated to recurring, development budget. The total budget for year 2024-25 is Rs 2170.320 Million. Attached the approved budget book and F&PC minutes as evidence

EVIDENCE TABLE MATRIX

S.no	Question	Answer	Evidence
1	The institution should operate a financially robust plan which balances income and expenditure to create an annual surplus	Financial plans that are clearly linked to strategy. Profit and loss and balance sheets for the previous three years.	**Annexure 4-1** 3rd Party Audit report
2	The institution should produce robust financial forecasts based on sound strategic planning which ensures the future financial viability of the institution		**Annexure 4-2**
3	The institution should operate rigorous and independent scenario and contingency		105 of budget

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	planning to ensure that sustainable levels of cash-flow and investment are maintained		
4	The institution should operate a funding system that provides value for money and works for students		**Annexure 4-3** Investment management committee
5	The institution should have a well-thought-out policy to maintain and grow an endowment fund.	Policy document on mainlining endowment fund.	**Annexure 4-4** Endowment notification
6	The institution should provide at least 10% of students with financial support; fee exemptions and scholarships on a need's basis	How much fund is allocated toward financial support for students..	**Annexure 4-5** List by Asad list of scholarship report
7	The institution should have well-defined policies and/or institutional mechanisms for its annual accounts to be audited by competent auditors	financial auditor reports,	**Annexure 4-6** DAC minutes and 3rd party audit
8	The institution should have institutional mechanism to take all the statutory positions, including Deans, on board for necessary annual budgeting.	FATA University take all the statutory positions, teaching as well as administrative heads for necessary annual budgeting.	https://www.facebook.com/share/1AffURtwSX/

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CHAPTER-5

Standard 5:

Affiliated Colleges/Institutions

Background

The University takes ultimate responsibility for academic standards and the quality of learning opportunities for the programs that it provides, allows, and accredits, irrespective of where these are delivered or who provides them in colleges and affiliated institution;

University Report against Standard 5 Affiliated colleges/institutions

University provides affiliation to colleges and institution with in its technical and territorial jurisdiction to other institution to provide access to education. The University has developed policy and standard minimum bench mark for affiliated colleges and institution. In addition, the academic regulation related to admission, examination and curriculum remain the same as practice in the University.

EVIDENCE TABLE MATRIX

S.no	Question	Answer	Evidence
1.	The institution should have a strategic approach to delivering learning opportunities with others; appropriate levels of resources (including staff) are committed to the activities to ensure that the necessary oversight is sustained	FATA University demonstrates a strategic approach to delivering learning opportunities in collaboration with national and international institutions through foreign qualified faculty members. The University actively should engage in academic linkages, joint degree programs, research collaborations, and faculty/student exchange programs. These initiatives will aligned with the University's strategic goals to enhance academic quality, foster innovation, and ensure global exposure for students and staff.	**Annexure 5-1** MoUs
2.	The institution should have policies and procedures to ensure that there are adequate safeguards against financial impropriety or conflicts of interest that might compromise academic standards or the quality of learning	The institution is framing a well-defined policies and procedures to safeguard against financial impropriety and conflicts of interest, particularly in matters	

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	opportunities; consideration of the business case is conducted separately from approval of the academic proposal	that could impact academic standards or the quality of learning opportunities. The University operates under the Khyber Pakhtunkhwa Universities Act, which provides legal provisions for financial and academic oversight. All financial matters are regulated through the Finance and Planning Committee and the Syndicate, ensuring institutional checks and balances. The Internal Audit Cell and external auditors appointed by the Government regularly review the University's financial transactions to ensure compliance with public sector financial rules and standards.	
3.	The institution should have governance arrangements at appropriate levels for all learning opportunities which are not directly provided by the university; arrangements for learning to be delivered, or support to be provided, are developed, agreed and managed in accordance with the formally stated policies and procedures of the university	These governance mechanisms ensure that any learning opportunity not directly delivered by FU remains under the University's academic oversight, maintaining consistency with the standards and expectations of the institution. This approach reinforces FU's commitment to educational integrity, accountability, and quality enhancement.	Microbiology MOU
4.	The institution should assess risks of each arrangement to deliver learning opportunities with others at the outset and reviewed subsequently on a periodic basis; appropriate and proportionate safeguards to manage the risks of the various arrangements are determined and put in place	FATA University recognizes the importance of safeguarding academic standards and student interests in all collaborative or externally delivered learning arrangements. Accordingly, the University has instituted a comprehensive risk assessment and management process that is applied at the initiation stage of each such arrangement and reviewed periodically thereafter. Prior to entering into any partnership or external learning arrangement (e.g., joint degree programs, internships, training by third-party providers), a structured assessment is conducted by the relevant academic and administrative units.	**Annexure 5-2** affiliation Committee as per the statutes

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5.	The institution should have a written and legally binding agreement, or other document, setting out the rights and obligations of the parties, which is regularly monitored and reviewed; it is signed by the authorised representatives of the university before the relevant activity commences	The FATA University ensures that all collaborative academic arrangements or learning opportunities delivered through external partners are governed by a written and legally binding agreement or formal document. This document clearly sets out the roles, responsibilities, rights, and obligations of each party involved. Key aspects of this institutional practice include: Formal Documentation: All collaborative initiatives—whether academic programs, internships, research collaborations, or third-party training—are documented through Memoranda of Understanding (MoUs) or legally vetted contracts, in compliance with the University's Statutes and Rules of Business. Authorised Approval: These agreements are reviewed and approved by relevant statutory bodies, such as the Academic Council, Syndicate, and Legal Section, and are duly signed by the authorised representatives of UAP, typically the Vice Chancellor or Registrar, prior to the commencement of any related activity. Clarity of Provisions: The agreement includes detailed clauses on academic responsibilities, intellectual property rights, quality assurance mechanisms, student support, financial arrangements (if any), conflict resolution, and termination protocols.	
6.	The institution should take responsibility for ensuring that it retains proper control of the academic standards of awards where learning opportunities are delivered with others; no serial arrangements are undertaken without the express written permission of the university, which retains oversight of what is being done in its name	FATA University ensures that all collaborative academic arrangements or learning opportunities delivered through external partners are governed by a written and legally binding agreement or formal document. This agreement explicitly outlines the roles, responsibilities, rights, and obligations of all parties involved, thereby safeguarding academic standards and institutional interests.	

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7.	The institution should retain responsibility for ensuring that students admitted to a programme who wish to complete it under their awarding authority can do so if the college withdraws from an arrangement or if the university decides to terminate an arrangement	FATA University has a formal policy that explicitly outlines institutional responsibility in the event that a partner institution withdraws from an academic arrangement or if the University decides to terminate the collaboration. Consequently, there are no formal mechanisms currently in place to guarantee that students enrolled in such programs would be able to complete their studies under the University's awarding authority in such scenarios. However, FU acknowledges the importance of protecting students' academic progression and is committed to strengthening its collaborative frameworks. As part of its ongoing quality enhancement efforts, the University is considering the development of appropriate policies and contingency plans to ensure student interests are safeguarded in all collaborative arrangements. This would include provisions for: • Completion or transfer arrangements for affected students; • Academic and administrative support during transitional phases; • Clearly defined responsibilities of all parties involved in program delivery. Going forward, FU aims to embed such safeguards into all future agreements to enhance transparency, accountability, and student protection in collaborative educational arrangements.	
8.	The institution should ensure that the standards of any of its awards involving learning opportunities delivered by others are equivalent to the standards set for other awards that it confers at the same level; they are also consistent with pakistani national requirements	FATA University is committed to maintaining the equivalence of academic standards across all its awards, including those that involve learning opportunities delivered by external partners. The University ensures that any such arrangements are subject to the same academic scrutiny, quality assurance processes, and regulatory oversight as programs delivered directly by the University.	
9.	The institution should fulfil the requirements of any accreditation council or professional, statutory and regulatory body that has	FATA University is fully committed to fulfilling the requirements of all relevant accreditation councils and professional, statutory, and regulatory bodies that have approved or	

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	approved or recognised the programme or award, in relation to aspects of its delivery and any associated formal agreements; the status of the programme or award in respect of accreditation council recognition is made clear to prospective students	recognized its academic programs and awards. This includes strict adherence to standards related to curriculum design, faculty qualifications, infrastructure, assessment practices, and delivery mechanisms, whether the program is offered directly by the University or through collaborative arrangements. FU regularly engages with accreditation bodies during visits, program evaluations, and compliance reporting, ensuring that its programs retain their accredited status and meet evolving national and professional standards.	
10.	The institution should approve module(s) and programmes delivered through an arrangement with another college through processes that are at least as rigorous, secure	FATA University ensures that any modules or academic programs delivered through arrangements with other institutions or colleges are approved through processes that are equally rigorous, transparent, and subject to the same	Ditto

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	and open to scrutiny as those for assuring quality and academic standards for programmes directly provided by the university	level of scrutiny as those used for programs offered directly by the University. All externally delivered modules and programs undergo full academic scrutiny through the University's statutory bodies, including the Board of Studies, Faculty Board, Academic Council, and, where applicable, the Advanced Studies and Research Board (ASRB). These bodies assess academic content, learning outcomes, assessment mechanisms, and resource adequacy before granting approval. Additionally, the University has an established Affiliation Committee, constituted under the Affiliation Statutes, which plays a central role in the evaluation, approval, and periodic monitoring of affiliated institutions. This Committee ensures that affiliated colleges meet the academic, infrastructural, and administrative standards prescribed by FATA University. The Affiliation Statutes provide a comprehensive legal and procedural framework governing the affiliation process. These statutes define criteria for granting affiliation, outline the responsibilities of partner institutions, and specify the mechanisms for ongoing compliance monitoring. Through this robust and multi-tiered approval and monitoring system, FU ensures that all academic programs—whether delivered internally or through affiliated institutions—maintain uniform quality and integrity, in line with national expectations and institutional commitments.	
11.	The institution should ensure that colleges involved in the assessment of students understand and follow the assessment requirements approved by the university for the components or programmes being assessed in order to maintain its academic standards	FATA University places strong emphasis on the integrity and consistency of its assessment processes across all academic programs, including those delivered through affiliated colleges or partner institutions. To maintain academic standards, the University ensures that all such institutions understand and strictly follow the assessment requirements approved by the University.	**Annexure 5-3** Training letter
12.	The institution should ensure that modules and programmes offered through other colleges are monitored and reviewed through procedures that are	FATA University ensures that all modules and academic programs offered through affiliated or partner colleges are subject to monitoring and review procedures that are consistent	

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	consistent with, or comparable to, those used for modules or programmes provided directly by them	with, or comparable to, those applied to programs delivered directly by the University. The University, through its Affiliation Committee and relevant academic departments, conducts periodic inspections, academic audits, and performance evaluations of affiliated colleges to assess the quality and delivery of approved programs.	
13.	The institution should ensure that they have effective control over the accuracy of all public information, publicity and promotional activity relating to learning opportunities delivered with others which lead to their awards.	FATA University maintains strict and effective control over the accuracy and integrity of all public information, publicity, and promotional activities related to learning opportunities delivered in collaboration with other institutions that lead to University-awarded qualifications.	

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CHAPTER-6

Standard 6:

Internationalization of higher education and global engagement

Background

Universities should have cross-national visibility, manifested through academic mobility, institutional collaboration, and participation through various global engagement initiatives.

University Progress against Standard 6 Internationalization of higher education and global engagement.

FATA University has not established any official partnerships, agreements, or MOUs with international universities or institutions. The university currently does not have formal student or faculty exchange programs, nor has it initiated any collaborative research projects with foreign institutions. FATA University has not yet participated in any international networks, seminars, or training programs related to quality assurance (QA). There is no current membership in any international QA bodies or alliances. However, the university remains committed to adopting best practices in quality assurance and intends to engage with such activities in the future following the recommendations of HEC framework. Currently, the university's academic quality and compliance are monitored under the national QA framework of HEC, and any actions toward international accreditation will be pursued in line with upcoming strategic planning initiatives and after the formulation of relevant policies.

EVIDENCE TABLE MATRIX

S.no	Question	Answer	Evidence
1	The institution should make formal institutional collaborations and agreements with similar international universities; such collaborations may include, for example, faculty, student exchange programs, staff/statutory positions experience exchange programmes, collaborative research, academic improvement, improving governance and QA mechanisms	The university plans to consider such participation in the future as part of its strategic development and will begin preparatory efforts (data collection, benchmarking, KPI setting) once institutional capacity and QA mechanisms are strengthened. The University has already hosted HEC/NAHE (9) training in the campus.	International linkage office with focal person will be established

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2	The institution shouldtake initiatives and support QA/QEC/IQAE to bring international best practices into the university processes through physical/virtual participation in the international relevant QA networks, seminars, workshops, training, and so on, and such learning outcomes should not only be shared with the rest of the stakeholders but also bring in practice through relevant policies	The QEC directorate is committed to adopt the international best practices, however the implementation of international best practices are not fully adopted due to financial constraints.	
3	The institution should prepare the institution to get the programmes /institution accredited by the international accreditation agencies	The University is in its infancy stage, however the plan for global accreditation and ISO certification needs to be developed by the IQC to get accredit the university with international accreditation agencies.	
4	The institution should encourage students and faculty in academic mobility by supporting them to apply to such international student/faculty exchange opportunities	The FU has collaborations and MoUs with multiple well reputed global institutions. Majority of the faculty is qualified from technologically advanced countries who encourage and facilitate their students and faculty members for exchange opportunities, however there is no dedicated international relation office.	**Annexure 6-1** Student abdur rehman letter
5	The institution should have institutional mechanism to accept international students and international credit transfers in consultation with HEC and relevant authorities	No such a mechanism exists	
6	The institution should have well-defined institutional mechanisms to encourage students to benefit from MOOCs (massive, open, online courses) in their relevant disciplines,	No such a mechanism exists	

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	including giving such accomplishments due credit as per institutional policy		
7	The institution should prepare and participate in various universities' ranking initiatives.	FATA University acknowledges the importance of participating in national and international university ranking initiatives as a means of benchmarking institutional performance, enhancing visibility, and promoting continuous quality improvement. Being a relatively young institution, the University has primarily focused on establishing its academic programs, strengthening governance structures, developing infrastructure, and ensuring compliance with quality assurance standards. Consequently, the University has not yet participated in formal international ranking exercises. This objective has been incorporated into the University's future strategic priorities to enhance institutional reputation, competitiveness, and academic excellence.	

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CHAPTER-7

Standard 7:

Faculty Recruitment, Development and Support Services

Background

The institution's processes for recruitment, development and retention of teaching staff are fair and transparent and suitable to the accomplishment of its institutional mission and goals.

University Progress against Standard 7 Faculty recruitment, development and support services

University of Agriculture Peshawar is having the globally best and competent faculty members in the field of Agriculture and Allied Science. The University has strong academic, skill and competency requirement and also have robust mechanism for faculty and staff hiring. In addition, University also offers market based salary to competent faculty members besides other benefit i.e. official accommodation, medical and health care charges reimbursement, telephone and internet access facility to staff. Moreover, University provides career services and promotions to deserving officers/faculty to retain expert faculty member.

(Attached faculty staff hiring criteria, selection board composition and merit quantification as evidence)

EVIDENCE TABLE MATRIX

S.no	Question	Answer	Evidence
1	The institution should ensure that it recruits, retains and develops a body of faculty that could serve the institutional purpose of providing: i) quality learning opportunity for the students ii) research contributions that serve the community and the country	The University's statutes 2016 provides a well prescribed mechanism for recruitment, development and retention of the teaching staff in line with the institutional Mission and goals	https://www.fu.edu.pk/Office/Download Office
2	The institution should have well-defined institutional policies and mechanisms to ensure all new recruits have mandatory prerequisites, such as good communication skills and pedagogical skills to be	FATA University selects faculty members through a well-structured and transparent process. Candidates are first required to pass a written test in their relevant subject area. Those who qualify proceed to deliver a demonstration lecture to assess their subject knowledge and teaching abilities.	https://www.fu.edu.pk/Office/Download Office

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	demonstrated with a presentation to the selection board or relevant committee	Following this, candidates appear before the interview/selection board, where their intellectual capacity, communication skills, presentation abilities, and pedagogical competencies are thoroughly evaluated.	
3	The institution should have well-defined institutional policies to provide orientation to ensure all the faculty members have mandatoryadvance knowledge of the university governance structure, all the provisions in the charter/act, statutes, rules and regulations, and good communication skills and pedagogical skills, for effective teaching and assessment	As provided in QEC annual Calendar, 2025-26 trainings are being conducted to acquaint faculty and staff on university governance structure, all the provisions in the charter/act, statutes,r ulesand regulations, and good communication skills and pedagogical skills, for effective teaching and assessment	**Annexure 7-2** Letter of training by dy Director QEC to faculty
4	The institution should provide necessary support and facilitation to the faculty that include mechanisms to continuously provide training and capacity building of the faculty	FU provides comprehensive support to newly recruited faculty members. Senior faculty play a vital role in mentoring, training, and facilitating their professional development. They are actively involved in the continuous capacity building of new faculty through guidance, collaboration, and knowledge sharing. Additionally, newly appointed faculty members are encouraged to participate in capacity-building workshops, training programs, seminars, conferences, and research activities to enhance their academic and professional competencies.	**Annexure 7-3** NAHE letter of training
5	The institution should have an institutional mechanism to provide necessary facilities and support to the faculty in career development and retention of quality faculty	The FU provide necessary facilities and support for faculty career development and retention of quality faculty. The university provide opportunities for professional growth through training programs, research grants, participation in national and international conferences, and access to academic resources.	
6	The institution should assure the competence of the teachers and staff qualifications	The university regularly evaluates faculty performance through student feedback, peer reviews, and annual performance appraisals. Professional development is further supported through training workshops, seminars, and research opportunities, ensuring that faculty and staff continuously enhance their knowledge and skills.	
7	The institution should assure the relevant teaching and	ORIC of the University is dealing with the industry academia linkages.	

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	industrial experience, exposure of the teaching faculty		
8	The institution should ensure the availability of an adequate number of relevant and qualified full-time faculty members against each academic programmes as per international best practices and HEC guidelines.	The University through Directorate of QEC ensures the availability of adequate and qualified full time faculty for each academic program as per international practice and HEC guidelines.	**Annexure 6-4** Need Assessment + advertisement

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CHAPTER-8

Standard 8:

Academic programs and curricula

Background

In order to secure academic standards, and to safeguard students' interest, the degree awarding institutions should ensure that the requirements of the National Qualification Framework for Pakistan and similar international best practices are met by positioning their qualifications at the appropriate level and ensuring that program learning outcomes align with the qualification descriptor in the Framework and naming qualifications in accordance with the titling conventions specified in the Framework. The academic programs offered by the institution are designed to be consistent with its mission and goals and reflect the needs of students, employers and wider society. Institutions should tailor their academic programs and teaching in such a way that students and teachers can engage in addressing the pressing local and global issues and challenges.

University Progress against Standard 8 Academic programs and curricula

EVIDENCE TABLE MATRIX

S.no	Question	Answer	Evidence
1	The institution should establish transparent and comprehensive academic frameworks and regulations to govern how they award academic credit and qualifications	FATA University has established transparent, structured, and comprehensive academic frameworks and regulations to govern the awarding of academic credit and qualifications across all levels of its academic offerings. The University operates under well-defined academic statutes and examination regulations, approved by statutory bodies such as the Academic Council, Syndicate, and Senate. The University adopts HEC undergraduate and graduate Education policies framed from time to time through its statutory bodies. These documents guide the award of degrees, diplomas, and certificates, ensuring procedural consistency and fairness. Each program clearly defines credit hours per course, aligned with national qualification frameworks. All academic programs are designed with clearly articulated	**Annexure 8-1** Semester rules Graduate programe rules Notification . Examination rules FATA University https://www.fu.edu/pages/examination-rules

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		learning outcomes, course description and credit allocations, ensuring transparency in the structure and expectations of each qualification.	
2	The institution should ensure the academic programmes and curricula have elements that support students to learn and excel the subject skills that could make the qualification at par with that of similar international qualifications	FATA University ensures that its academic programs and curricula are aligned with national and international standards by implementing curricula that are designed and approved by the National Curriculum Review Committee (NCRC) under the auspices of the Higher Education Commission (HEC) of Pakistan. FU follows the HEC-approved curricula developed by the NCRC, which comprises subject experts from universities across the country. These curricula are regularly revised to reflect global trends, national priorities, and evolving academic standards. The NCRC-designed curricula emphasize competency-based learning, critical thinking, research orientation, and industry relevance, making them comparable to international qualifications in terms of depth, scope, and learning outcomes. FU adopts and implements these curricula through its internal academic structures, including the Board of Study, Board of Faculty, and Academic Council, ensuring consistency with institutional priorities and resources.	
3	The institution should have institutional mechanisms to ensuring availability of adequate number of relevant and qualified full-time faculty members against each academic programme	All faculty appointments are made through a competitive, transparent, and merit-based process overseen by the Selection Board and approved by the Syndicate. Qualifications and subject specialization are strictly matched with the requirements of the respective programs. Each academic program is staffed with discipline relevant full time faculty, ensuring appropriate student-teacher ratios, as prescribed by national standards. The allocation is reviewed periodically based on student enrollment, course load, and curriculum requirements. Faculty workload is monitored by academic heads and managed in accordance with FU faculty workload policy, ensuring that teaching, research, and administrative responsibilities are balanced effectively without compromising the quality of delivery.	
4	The institution should provide a supportive environment for faculty, staff evaluation, development and progression, the sharing of	The FU is committed to foster a supportive and enabling environment for its faculty and staff, focusing on evaluation, professional development, innovation in teaching, and engagement in scholarly activities.	

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	good practice, innovative teaching and scholarly activity	FU has clearly defined Annual Performance Evaluation Reports (PERs) and adheres to promotion criteria set by the Higher Education Commission (HEC) and the University's own Statutes. These evaluations consider teaching effectiveness, research output, administrative contributions, and community engagement. The University regularly nominates faculty for national and international training programs, workshops, and conferences. It also organizes in-house seminars and pedagogical training to build competencies in teaching, research, and technology integration. The ORIC of the University encourages faculty to engage in research projects, publications, and interdisciplinary collaboration. Internal research grants, access to digital libraries (e.g., HEC Digital Library), and facilitation for external funding applications are among the institutional support provided. FU promotes a culture of academic collaboration and knowledge sharing through faculty forums, departmental seminars, inter-faculty meetings, and periodic teaching-learning reviews, which allow academic units to reflect on challenges and replicate effective practices. However, Faculty and staff needs to be supported in their career growth through clear pathways for promotion, opportunities for higher studies (study leave, scholarships), and mentoring by senior academic leadership.	
5	The institution should inculcate universal academic skills such as critical thinking, creativity, ollaboration, communication and commitment	FU is committed to fostering universal academic skills among its students, including critical thinking, creativity, collaboration, communication, and commitment, as integral components of its academic philosophy and learning environment. Academic programs are designed to promote higher-order cognitive skills, with learning outcomes that emphasize critical analysis, problem-solving, innovation, and independent thinking. Faculty members employ student-centered teaching approaches such as group discussions, debates, inquiry-based learning, and real-world problem-solving activities that nurture collaboration and creativity. Students are encouraged to enhance their verbal and written communication skills through presentations, seminars, technical report writing,	Curricula is updated as per undergrade and grade policy of the HEC

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		and class participation. Language and communication support is also available through relevant university units. UAP offers a variety of student societies, leadership programs, competitions, and workshops that encourage teamwork, innovation, and civic engagement, helping to build character and a sense of commitment to both academic and societal goals. Research-based final year projects and internships require students to apply their knowledge collaboratively, think critically under supervision, and communicate findings effectively-further reinforcing these universal skills.	
6	The institution should develop clear policies and procedures for each programme and qualification that they approve which constitutes the reference point for delivery and assessment of the programme, its monitoring and review, and for the provision of records of study to students and alumni	Each program is developed in accordance with the Higher Education Commission (HEC) of Pakistan's guidelines and is approved through a rigorous process involving the Board of Studies, Faculty Board, Academic Council, and Syndicate. Approved program specifications include curriculum structure, credit hours, learning outcomes, assessment criteria, and instructional methods. For each program, the University defines assessment strategies, grading rubrics, attendance policies, and instructional timelines, which are communicated to students via course outlines and program handbooks. Programs are subject to periodic review and academic audits conducted by relevant departments and the Quality Enhancement Cell (QEC). These reviews are based on clearly defined indicators such as student performance, faculty feedback, employer input, and alumni engagement. All academic regulations, course structures, and procedural guidelines are documented and made accessible to students, faculty, and staff through official circulars, departmental notices, the University's website, and printed manuals. The University ensures accurate and timely issuance of transcripts, degrees, and provisional certificates through the Examinations Section, based on officially approved results and verified records. Alumni can request these documents as per the University's documented procedures.	
7	The institution should establish and consistently improve implementation processes for the approval of	FU has established robust and continuously evolving implementation processes for the approval of taught programs and research degrees, ensuring	

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	taught programmes and research degrees that ensure that academic standards are set at a level which meets the required threshold of the National Qualifications Framework of Pakistan and similar international best practices and are in accordance with its own academic frameworks and regulations	that academic standards meet the threshold defined by the National Qualifications Framework (NQF) of Pakistan and reflect comparable international best practices, while remaining aligned with the University's own academic frameworks and regulations. All new academic programs—both undergraduate and postgraduate—undergo a multi-tier approval process that includes input from the Board of Studies, Faculty Board, Academic Council, and Syndicate. This ensures academic rigor, relevance, and alignment with HEC's minimum criteria and NQF level descriptors. Programs are designed in line with the guidelines provided by the Higher Education Commission (HEC), ensuring compliance with national credit hour policies, learning outcomes, and qualification levels. International benchmarking is also carried out where applicable to ensure global competitiveness. Research programs (MPhil/PhD) follow strict admission, supervision, and evaluation protocols. These include synopsis evaluation, ethical review, external examination, and public defense procedures, all framed within UAP's approved Rules for Advanced Studies and Research and aligned with HEC's PhD policy.	
8	The institution should ensure that rigorous processes for the monitoring and review of programmes are implemented which explicitly address whether the Pakistan threshold academic standards/qualification framework are achieved and whether the academic precepts required by the individual institution are being maintained that include institutionalisation of programme self-assessment mechanisms such as selfassessment reports (SAR)	FATA University has established structured and continuously improving approval processes for taught programs and research degrees to ensure that academic standards meet the threshold defined by the National Qualifications Framework (NQF) of Pakistan and reflect international best practices. These processes are aligned with the University's own academic regulations and quality assurance frameworks.	**Annexure 8-2** all SARs letters
9	The institution should have a mechanism to regularly evaluate the quality of the curricula and system of evaluations vis à vis learning	FATA University has implemented a comprehensive mechanism to regularly evaluate the quality of its curricula and assessment systems in relation to the intended learning outcomes (ILOs) of each academic	

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	outcomes of the programme and generate a programme-wide report for continuous improvement; that includes conducting selfprogram review for effectiveness and enhancement (Self-PREE)	program. This process is central to the University's commitment to continuous quality enhancement and is supported by the Quality Enhancement Cell (QEC). Self-Program Review for Effectiveness and Enhancement (Self-PREE): UAP conducts program-level self-evaluations involving faculty, academic leadership, and stakeholders to assess the relevance, coherence, and effectiveness of curricula and assessment practices. This review considers student feedback, alumni input, employer expectations, and recent academic developments.	
10	The institution should automate the mechanism of collecting, reviewing and analysing periodic data to track the achievements of graduates and maintain reliability and validity of the result, the system of the exam, and the testimony about the students' skills and competence	FATA University is progressively integrating automated systems to ensure the systematic collection, analysis, and validation of academic and graduate outcome data, thereby enhancing the reliability of assessment systems and the credibility of student competence. A significant step in this direction is the development of a Campus Management System (CMS) by the IT Department (CNEP), which serves as a centralized digital platform for both academic and administrative functions. The CMS incorporates a dedicated QEC portion that allows for the automated collection of student feedback on teaching quality, course content, and program delivery. This feedback is periodically reviewed and analyzed to inform faculty evaluations, curriculum reforms, and quality enhancement measures. The CMS manages the entire student lifecycle—from admission to graduation—including modules for fee submission, semester registration, course renewal, transcript requests, and degree processing. This ensures data reliability, process transparency, and timely academic services. Data Analytics for Continuous Improvement: The CMS enables longitudinal data analysis of academic outcomes, dropout trends, pass rates, and graduate feedback, providing a strong evidence base for institutional decision-making and policy refinement. By embedding quality assurance functions directly into the University's centralized IT infrastructure, UAP ensures that its processes are not only technologically efficient and transparent, but also aligned with national QA standards and international best practices.	

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11	The institution should ensure that programmes are designed so that the student learning experience enables students to meet the objectives set for them, including the intended learning outcomes	FATA University ensures that all academic programs are carefully designed and structured to provide a student-centered learning experience that enables learners to achieve the intended learning outcomes (ILOs) and meet the overall educational objectives of their respective programs. Teaching methodologies focus on active learning, hands-on activities, fieldwork, lab sessions, group projects, and research assignments, which are aligned with the learning outcomes to support knowledge acquisition, skill development, and critical thinking. Students receive continuous guidance through academic advisors, faculty mentoring, and co-curricular support, which helps them navigate their learning journey and stay aligned with program expectations. Through these integrated measures, UAP ensures that its academic offerings are not only academically rigorous but also learner-focused, enabling students to realize their academic potential and career readiness.	
12	The institution should ensure that programmes are designed so that they meet the needs of students, employers and wider society	FATA University sensures that its academic programs are strategically designed and regularly reviewed to address the needs of students, meet the expectations of employers, and respond to the developmental priorities of society—both at the national and regional levels. UAP integrates practical training, internships, final projects, and entrepreneurial modules into the curriculum to prepare students for real-world challenges and employment opportunities. Programs are designed in line with national development goals, HEC guidelines, and the UN Sustainable Development Goals (SDGs), promoting research and education that contribute to food security, climate resilience, and rural uplift. Continuous feedback from employers and graduates is used to identify gaps in skills or content and to refine academic offerings accordingly. Many programs emphasize community-based learning, extension services, and problem-solving research, ensuring that students are not only academically proficient but also socially responsible.	
13	The institution should ensure		Committee to be constituted to look

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			into Programs learning outcomes + OBE
	that qualifications resulting from a programme be clearly specified and communicated, and refer to the correct level of the National Qualifications Framework for higher education	ensures that all qualifications resulting from its academic programs are clearly specified, transparently communicated, and aligned with the appropriate level of the National Qualifications Framework (NQF) for higher education in Pakistan. Without this degrees of the students cannot be attested at HEC.	
14	The institution should ensure academic programmes are outcomes-led and competency-based	FATA University is fully committed to designing and delivering academic programs that are outcomes-led and competency-based, in alignment with national academic standards and international educational best practices.	Ditto

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CHAPTER-9

Admission, progression, assessment, and certification

Background

Higher education institutions ensure the consistent implementation of formally approved and publicly available regulations governing every stage of the student life cycle. They maintain fair, transparent, valid, and reliable assessment processes that provide all students with an equal opportunity to demonstrate the achievement of the intended learning outcomes required for the respective course credits or academic qualification.

University Progress against Standard 9 Admission, progression, assessment, and certification

EVIDENCE TABLE MATRIX

S.no	Question	Answer	Evidence
1	The institution should ensure an institutional mechanism to admit students whose aptitude, academic interests, educational goals, and abilities are potentially compatible with the institutional mission and objectives	FATA University has established a structured admission process for its academic programs. For admission to MPhil and PhD programs, applicants are required to qualify the Graduate Assessment Test (GAT-General) or GAT-Subject, as applicable. Candidates who successfully pass the written test are further evaluated through an interview conducted by the relevant Admission Committee. For admission to PhD programs, applicants are also required to submit a research proposal at the time of application. The Admission Committee assesses the relevance of the candidates' previous academic qualifications to the intended field of study, evaluates their academic potential and research aptitude, and determines their suitability for the selected discipline during the interview process. Similarly, admissions to undergraduate (BS) programs are conducted in accordance with the approved admission regulations, eligibility criteria, and procedures of the University, ensuring transparency, merit, and equal opportunity for all applicants.	Admission criteria/ rules regulations and advertisement

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2	The institution should have a policy for student admission and enrolment which is transparent, reliable, valid, inclusive and underpinned by appropriate institutional mechanisms and welldefined processes and provide them with a quality learning opportunity and that could produce highly skilled and responsible global citizens	FATA University follows a well-structured admission and enrollment policy that ensures transparency, fairness, reliability, validity, and inclusiveness, in accordance with the guidelines and policies of the Higher Education Commission (HEC) of Pakistan. The University is committed to providing quality learning opportunities and fostering an academic environment that promotes excellence, equity, and student success. Through its merit-based admission procedures and student-centered policies, FATA University strives to ensure equal access to higher education for all eligible candidates while maintaining the highest standards of academic integrity and institutional quality.	• Undergraduate Prospectus • Admission policy (post graduate prospectus)
		Across multiple disciplines, aimed at producing highly skilled, competent, and responsible global citizens.	
3	The institution should have a policy for progression, through which every student is enabled to develop as an independent learner, study their chosen subject(s) in depth and enhance their capacity for analytical, critical and creative thinking	The University follows a credit-based semester system that clearly defines academic progression requirements, including minimum GPA standards, course prerequisites, and academic probation procedures, ensuring that students progress systematically through their respective programs. Each academic program offers opportunities for specialized course selection, enabling students to explore and engage in depth within their chosen field of study. Final-year research projects and discipline-specific elective courses further strengthen subject expertise and academic competence. Course delivery emphasizes problem-solving, critical thinking, reflective analysis, and innovation. These competencies are developed through active learning strategies such as presentations, group discussions, laboratory work, and open-ended assessments. Through these policies and academic practices, FATA University ensures that students are not only supported throughout their academic journey but are also empowered to become independent thinkers, capable of undertaking in-depth study and engaging in lifelong learning	

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4	. The institution should have a policy for certification and award of credit which enables every student to demonstrate the extent to which they have achieved the intended learning outcomes for the credit or qualification being sought	FATA University has developed and approved a policy for the award of degrees at undergraduate, postgraduate, and research levels. This policy is aligned with the guidelines of the Higher Education Commission (HEC), ensuring that admitted students are provided with both classroom instruction and practical training necessary to achieve and demonstrate the intended learning outcomes of their respective degree programs..	Post graduate prospectus/ procedure for award of degree
5	The institution should have a robust assessment/exams mechanism to ensure that credit and qualifications are awarded only where the achievement of relevant learning outcomes have been demonstrated through meaningful assessment and both	The University has adopted a semester system in which examinations are conducted twice in each semester, i.e., midterm and final-term examinations. In addition to examinations, students are required to complete assignments, quizzes, and presentations on assigned topics. Furthermore, for students enrolled in science subjects, laboratory practicals are conducted to provide hands-on experience relevant to the respective courses.	Examination rules FATA University https://www.fu.edu/pages/examination-rules

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	Pakistan threshold standards and their own academic standards have been satisfied; for the purpose, the controller of exams and other relevant stakeholders must be well aware of assessment best practices, trends, and tools		
	The institution should ensure that the scheduling and frequency of assessment is consistent with an effective and appropriate measurement of the achievement by students of the intended learning outcomes and effectively supports learning	Students are assessed throughout the semester through midterm and final-term examinations, as well as practical examinations where applicable. In cases where practical examinations are not required, assessments are conducted through quizzes and assignments. The purpose of these assessments is to evaluate early comprehension and knowledge retention, measure cumulative understanding and skills, and assess the applied knowledge and competencies of registered students.	
	The institution should publish, and implement consistently, clear mechanism, criteria and SOP for the marking and grading of assessments	The existing marking and grading Standard Operating Procedures (SOPs) of the University are based on the examination rules, as well as the evaluation of theses and dissertations, Self-Assessment Reports, and student defense examinations.	
	The institution should ensure that there are robust mechanisms for marking and for the moderation of marks that draws on the expertise of external stakeholders	The marking and grading system is currently based solely on internal experts; however, the University is developing a strategy to incorporate external experts in the evaluation process to ensure a fair and more transparent grading system..	
	The institution should ensure that appropriate feedback is provided to students on assessed work in a way that promotes learning and facilitates improvement	At present, FATA University does not have a formal institutional policy in place to ensure that structured feedback is consistently provided to students on their assessed work. While some faculty members may offer verbal or written comments at their discretion, there is currently no standardized mechanism across departments to ensure that feedback is timely, constructive, and developmentally focused.	
	The institution should publish a transparent procedure for academic appeals.	The Appellate Committee has already been constituted to address cases related to unfair means by students. A formal mechanism for academic appeals is also in place to facilitate the resolution of student grievances.	

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CHAPTER-10

Standard 10:

Student support services

Background

The institution demonstrates adequate and efficient student support services that enable students to achieve their educational goals, facilitates the overall process of achieving the institutional mission and safeguards student's physical and mental health.

University Progress against Standard 10 Student support services

EVIDENCE TABLE MATRIX

S.no	Question	Answer	Evidence
1	The institution should have an institutional mechanism to include the voice of the students in the decision-making processes for academic improvement	Currently, FATA University have a formal mechanism to involve students in the governance system. However, feedback is regularly collected through Graduating Student Surveys, Teacher Evaluations, Course Evaluations, and similar tools. Recognizing that students are key stakeholders in the academic process, the university intends to seek approval from the Institutional Quality Circle (IQC) to formally incorporate student representation in decision-making processes aimed at academic improvement.	**Annexure 10-1** IQC letter + attendance

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2	The institution should have a mechanism for developmental and remedial learning opportunities, particularly in the areas that are critically relevant to their future success	The institution has recognized the importance of providing developmental and remedial learning opportunities to ensure student success. A mechanism will be developed to identify students who may require additional academic support, especially in key areas critical to their future careers. This support may include remedial classes, academic workshops, tutoring sessions, mentoring, and skill-building programs. Special attention will be given to subjects where students commonly face difficulties, and support services will be tailored to enhance competencies.	**Annexure 10-2** Skills letters alamzeb sb Seminars letters
3	The institution should have an institutional mechanism	The University has grievance redressal committee for faculty and students. The	**Annexure 10-3** Grievance redressal

	and defined institutional forums to resolve students' grievances in timely manners	grievances are resolved through the grievance redressal committee.	Committee.
4	The institution should have a well-defined institutional mechanism in place to ensure the availability of equal opportunity and resources for extracurricular activities for all students (males and females)	The institution recognizes the importance of extracurricular activities as an essential component of holistic student development. To support this, various clubs, societies, and student-led initiatives are functional at UAP. Sports, arts, culture, blood donor society leadership, innovation, and community service. Moreover, the university plans to strengthen the framework for organizing and evaluating extracurricular activities by involving relevant stakeholders and providing recognition to outstanding performers, thereby fostering a balanced and enriching learning environment.	Societies establishment documents
5	The institution should provide necessary basic quality services such as availability of a spacious, neat and clean cafeteria with appropriate seating arrangement, library facilities with ample book collections, and seating places, common rooms for female students, psychological counselling, first aid and ambulance facility on campus	Female students have a separate cafeteria. The University has a large Main Library with ample book .There is a dispensary for students and staff in the campus.	Site visit

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6	The institution should have a well-defined policy and mechanism for developing a Student Council for Academic Learning & Enhancement (SCALE) with a written constitution to follow by the students, having well-defined rules and regulations with well-defined SOPs for student engagement in quality assurance processes and related decision-making forums such as IQC	FATA University under PSG-2023 policy has established SCALE duly approved and notified by the Syndicate	
7	The institution should solicit and take account of student and other stakeholder feedback in designing and delivering student support	The University gets feedback from students in the form of Teacher and course evaluation, graduating student survey.	
8	The institution should ensure that everyone involved in supporting student learning is appropriately qualified, supported and developed	The University has well qualified faculty and staff which are involved in supporting student learning. Provided in the Statutes 2016.	
9	The institution should ensure that adequate and readily accessible learning resources (for example subject-specific resources such as studios and laboratories, and generic resources such as libraries and learning resource centres) and student support (for example, academic tutorial, student counselling, career guidance, and tutorial) are provided	The University is providing ample learning resources to their students in the form of research labs, libraries, student counselling center and guidance by the supervisors in the specific fields of interest.	**Annexure 10-4** Site visit Lab details of computer science

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10	The institution should maintain physical, virtual and social learning environments that are safe, accessible and reliable for every student, promoting dignity, courtesy and respect in their use	The UAP is committed to maintaining physical, virtual, and social learning environments that are safe, inclusive, accessible, and respectful for all students. A clearly defined fair usage policy governs the use of institutional resources, including internet, library, labs, and digital platforms. Physical safety is ensured through campus security personnel, CCTV surveillance. Various student-led societies and awareness campaigns promote mutual respect, inclusion, and mental well-being. A confidential and responsive grievance redressal system allows students to report concerns related to safety, harassment, or discrimination, ensuring prompt action and accountability.	Annexure • Site visits • Grievances Committee notification • Harassment Committee notification
11	The institution should ensure that readily available social and recreational facilities are provided, including necessary student societies and clubs	The UAP has number of recreational and student societies: 1. Cultural and Dramatic Society 2. Khyber Islamic Cultural Society 3. Creative Art Society 4. Social Welfare and Awareness Society: . Academic and Professional: 5. Science Society: Photo and Video Club 6. Khyber Literary Club	Pictures
		7. Farabi Science Society 8. The Society for Theriogenology and Reproductive Medicine 9. Sports Society: 10. Adventure and Hiking Club:	
12	The institution should have an institutional policy on alumni engagement; by having a strong alumni association with a reasonable budget, keeping an up-to-date database, involving alumni in campus life, including taking their feedback for academic and institutional improvement.	The FATA University is planning to establish Alumni association. The feedback will be taken regularly and annual gatherings will be arranged. However enough budget needs to be allocated for alumni association. The Alumni Association needs to be activated.	

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CHAPTER-11

Standard 11:

Impactful Teaching, Learning and Community Engagement.

Background

The institution should have a teaching and learning framework that creates a shared understanding of good teaching practices that enables every student to develop as an independent learner, study their chosen subject(s) in depth and enhance their capacity for analytical, critical, creative thinking and emphatic concerns for marginalized segments of society.

Sustainable development goals (SDGs) provide a good guiding framework for lifelong learning and creating an equitable society. The institutional efforts should be directed towards creating impact by tailoring their teaching and learning principles in such a way that students and teachers can engage in contributing towards meeting SDGs and addressing the pressing local and global issues and challenges.

University Progress against Standard 11 Impactful teaching, learning and community engagement

EVIDENCE TABLE MATRIX

S.no	Question	Answer	Evidence
1	The institution should create an enabling environment to support teaching with technology	The FU has provided the internet facility to the student and faculty throughout the campus including classrooms, hostels, libraries and research labs. The classes are equipped with multimedia and the Video conference room is also established in the main library for online teaching and learning. The faculty has the facility to use the zoom and LMS for teaching and meeting. The students use the digital library to search the journal and periodicals. Laptops have been provided under the prime minister laptop scheme and well equipped computer labs with internet connectivity are available for students and faculty. The university is trying its best to provide virtual learning environment to students and faculty.	

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2	The institution should create support systems that promote the pedagogical effectiveness of academic staff	There is not a formal sytem to support and promote pedagogical effectiveness of academic staff, however the senior faculty in departments are trying their best to transfer the pedagogical skills to the newly appointed faculty. A support system needs to be strengthen.	
3	The institution should create collaborative environments to enhance teaching and learning through scholarship of teaching and learning.	FATA University promotes a **collaborative academic environment** by encouraging its faculty to engage **in doctoral research at leading international universities**. Faculty members are granted **paid leave** to pursue these opportunities, which not only enhance their scholarly expertise but also foster **research collaborations and academic linkages** with global institutions. These international engagements often serve as a foundation for establishing **Memoranda of Understanding (MoUs)** between UAP and foreign universities. Such agreements open avenues for: • **Student exchange programs**, • **Joint research initiatives**, and • **Access to international scholarships and mobility opportunities** for students and early-career researchers. By supporting faculty in building international networks and collaborations, UAP indirectly strengthens the **teaching and learning environment,** aligns with the **principles of the Scholarship of Teaching and Learning (SoTL)**, and contributes to the University's **global academic footprint.**	NAHE
4	The institution should ensure that learning and teaching practices are informed by reflection, evaluation of professional practice, and subject-specific and educational scholarship	FATA University learning and teaching practices are increasingly influenced by a culture of professional development and reflective practice, although a formalized institutional mechanism for linking teaching with subject-specific and educational scholarship is still evolving. Faculty members are encouraged to reflect on and improve their teaching methods through informal peer interactions, departmental meetings, and feedback obtained from students via the QEC-embedded CMS feedback system. Many faculty members participate in professional development activities, such as trainings, conferences, and postdoctoral research, which indirectly inform their	

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		pedagogical practices. The curriculum is regularly reviewed in consultation with academic peers and experts, supporting subject-specific alignment with current developments in each field. However, UAP acknowledges the need to strengthen its practices by: Encouraging faculty to engage in the Scholarship of Teaching and Learning (SoTL), Promoting research-led teaching that integrates academic inquiry into the classroom, and establishing structured processes for evaluating teaching effectiveness, including peer observation, portfolio development, and reflective teaching statements. FU remains committed to gradually embedding evidence-based, reflective teaching practices that are supported by both disciplinary expertise and educational research, in order to enhance student learning outcomes and instructional quality.	
5	The institution should ensure that information is collected and analysed to ensure the continued effectiveness of their strategic approach to, and the enhancement of, learning opportunities and teaching practices	FATA University recognizes the importance of evidence-based decision-making in enhancing the quality of teaching practices and learning opportunities. While the University has taken steps to collect and analyze relevant data, a comprehensive and strategic data-driven framework for continuous improvement is still in the process of being fully institutionalized. The Quality Enhancement Cell (QEC), in collaboration with the IT department (CNEP), uses the Campus Management System (CMS) to collect student feedback on teaching effectiveness, course content, and learning experiences. This data serves as a valuable input for identifying areas of improvement. Self-Assessment Reports (SARs) are prepared by academic departments as part of the internal quality assurance process, enabling periodic reflection on curriculum delivery, faculty performance, and resource adequacy. Examination results, graduation rates, and student progression data are monitored to identify academic bottlenecks and improve program-level outcomes. However, the University acknowledges the need for: More systematic data integration for longitudinal analysis and tracking the effectiveness of strategic interventions;	https://www.facebook.com/share/1AffURtwSX/ https://www.fu.edu.pk/Office/DownloadOffice

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		Regular reporting mechanisms to inform leadership and academic councils about trends and areas requiring attention; Strengthening the role of QEC in analyzing feedback trends and closing the quality loop by ensuring that feedback results in actionable improvements.	
6	The institution should ensure that every student is provided with clear and current information that specifies the learning opportunities and support available to them	FATA University ensures that all enrolled students are provided with clear, current, and accessible information outlining the learning opportunities and academic support services available to them throughout their academic journey. The UAP website serves as a central platform for publishing up-to-date information on academic programs, course structures, admission criteria, examination schedules, academic calendars, and student support services. At the time of admission, students are provided with a comprehensive prospectus and, in many departments, a program-specific handbook that details the curriculum, learning outcomes, grading policies, and academic progression guidelines. Through the University's CMS portal, students have access to their academic records, fee status, course registration, attendance, and examination results, along with notices and alerts relevant to their academic activities. Newly admitted students are oriented regarding university facilities, academic expectations, student support services, and available learning resources such as libraries, computer labs, and research centers.	
7	The institution should take deliberate steps to assist every student to understand their responsibility to engage with the learning opportunities provided and to shape their learning experience	FATA University is committed to fostering a learning environment where students are not only recipients of education but active participants in shaping their own learning experience. The University takes deliberate steps to help students understand their academic responsibilities and the importance of engagement with the learning opportunities provided. At the time of admission, students are briefed about their academic responsibilities, expectations regarding class attendance, participation, assessment integrity, and the importance of self-directed learning through orientation sessions. Departments assign academic advisors to guide students on how to manage their study plans,	

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		interact with faculty, and utilize university resources to enhance their learning outcomes. Prospectus is issued to the students at the time of admission to understand their responsibility to engage with the learning opportunities.	
8	The institution should ensure that every student is enabled to monitor their progress and further their academic development through the provision of regular opportunities to reflect on feedback and engage in dialogue with staff	FATA University acknowledges the importance of enabling students to monitor their academic progress and further their development through reflection and dialogue. While there are some informal practices in place, the University is in the process of enhancing its systems to ensure regular, structured opportunities for students to receive feedback and engage meaningfully with faculty. Students can monitor their academic performance, attendance, grades, and progression status via the Campus Management System (CMS), which provides real-time access to examination results and course-related information. Students are encouraged to engage with faculty members during and outside of class hours to seek clarification, guidance, and academic advice. However, such interactions vary by department and are not yet governed by a standardized institutional policy.	SCALE
9	The institution should ensure institutional efforts/activities are directed towards making contribution to the community through the relevant SDGs and creating an impact in the surrounding society and communities; for the purpose, research and teaching priorities are targeted towards addressing the pressing local and global issues and challenges	FATA University is committed to fulfilling its social responsibility by ensuring that institutional efforts—particularly in teaching, research, and outreach—contribute meaningfully to the community, address pressing local and global challenges, and align with the relevant United Nations Sustainable Development Goals (SDGs). Key initiatives include: • Community-Oriented Research • Extension and Outreach Services • Student Involvement in Social Projects FU continues to refine its institutional strategy to ensure that teaching and research priorities are targeted toward addressing urgent local and global challenges, fostering a culture of responsible citizenship, sustainability, and inclusive development.	Trainings/workshop and projects, thesis to be mapped with SDGs.
10	The institution should have institutional mechanism to	FU acknowledges the critical role of higher	

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	make students learn about SDGs and make contributions through active community engagement practices.	education in advancing the United Nations Sustainable Development Goals (SDGs) and is progressively working to sensitize students about these goals while encouraging their active participation in community engagement practices. **Current institutional efforts:** Awareness through Curriculum and Co-curricular Activities: While SDGs are not yet formally embedded across all academic curricula, several departments integrate sustainability-related topics—such as climate change, food security, poverty alleviation, environmental conservation, and gender equity—within relevant courses, seminars, and student-led discussions. Community Service and Outreach: Through its Directorate of Students' Affairs, FU facilitates student participation in community-based projects like tree plantation drives, agricultural extension programs, awareness campaigns on nutrition and water use, and rural development initiatives, which are directly aligned with various SDGs (e.g., SDG 2, 3, 6, 13). Student Engagement in Research and Internships: Students are encouraged to undertake research projects or internships focused on local socio-economic and environmental issues, enabling them to contribute evidence-based solutions that align with global sustainability targets. Workshops and Awareness Campaigns: FU, through collaborations with NGOs, government departments, and international partners, hosts seminars and workshops that raise awareness among students and faculty about the relevance of SDGs and the university's role in advancing them.	

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CHAPTER-12

Standard 12:

Research, Innovation, Entrepreneurship and Industrial Linkage

Background

FATA University currently offers only undergraduate (BS) programs, it has initiated the drafting of a Research and Entrepreneurship Policy to guide current and future activities. This policy will be designed to encourage undergraduate students to engage in applied research projects, community-based problem-solving, and innovative entrepreneurial ventures. It will also serve as the foundational framework when the University expands to postgraduate programs in the future. The University has started preparing its first Intellectual Property Rights Policy to protect innovative works, research outputs, and creative ideas from faculty and students. FATA University is in the early stages of planning its Office of Research, Innovation & Commercialisation (ORIC) and Business Incubation Center (BIC). While these formal structures are not yet established, innovation and entrepreneurship activities are being promoted through departmental project exhibitions, idea competitions, and workshops in collaboration with local industry and HEC initiatives. ORIC and BIC establishment is part of the University's 5-year strategic development plan.

University Progress against Standard 12 Research, innovation, entrepreneurship and industrial linkage

EVIDENCE TABLE MATRIX

S.no	Question	Answer	Evidence
1	The institution should have a well-thought-out policy on research, innovation and entrepreneurship	Framing policy	
2	The institution should have a well-thought-out policy on intellectual property rights	Framing policy	

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3	The institution should have institutional initiatives and platforms for promotion of innovation and entrepreneurship, such as offices of research, innovation, and commercialisation (ORIC) and Social incubation centres (SIC)	FU has approved a plan for Social Incubation Center (SIC). Whereas Kamyat Jawan Program (KJP) is working towards the uplift of students capacities and their	**Annexure 12-1**
4	The institution should only offer postgraduate research programmes where students can be expected to meet the academic standards the institution has set for itself, which should reflect national expectations (the National Qualifications Framework)	FU has started M.Phil & PhD in English and Management Sciences, and M.Phil in Geology. ORIC verifies compliance with HEC standards.	**Annexure 12-2** NOCs attached
5	The institution should have clearly defined policies and regulations, made readily available and be sufficiently comprehensive to cover the progression of research students from admission and registration through to final examination and award	The FU has clear rules & Regulations which are readily available in Post graduate prospectus and university website.	https://www.fu.edu.pk/Office/DownloadOffice

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6	The institution should regularly review regulations in this connection, at local and institutional level	The University conducts periodic reviews of academic statutes, policies, and outreach mechanisms through its statutory bodies such as the Academic Council, Board of Studies, and Syndicate, where evolving national priorities and global standards including those related to sustainability are considered. Policies related to research, curriculum development, and community outreach are reviewed in light of local socio-economic needs, emerging environmental challenges, and national	

		regulatory frameworks.	
7	The institution should have an institutional research policy that takes account of regional, national and international social and industrial needs	How does institutional research policy that takes account of regional, national and international social and industrial needs? institutional policy and regulations.	
8	The institution should have a Research Ethics Committee (REC) with a mandate to reviewing research involving human participants to ensure that their dignity, rights and welfare are protected	FU recognizes the ethical obligations associated with research, particularly studies involving human participants, and is committed to ensuring that such research upholds the highest standards of dignity, rights, and welfare. To this end, F U has established a Research Ethics Committee.	To be constituted

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9	The institution should have an Advanced Studies & Research Board (ASRB) or Board of Advanced Study and Research (BASR) or relevant body with clearly defined institutional mechanism and SOPs for timely and fair conduct of its business	The FU has (ASRB) board with clearly defined institutional mechanism and SOPs for timely and fair conduct of its business.	
10	The institution should offer research, innovation and entrepreneurship opportunities where students can be trained and supported in an environment which is supportive and fit for purpose	The ORIC office is fully functional at FU and providing research, innovation and entrepreneurship opportunities to students and faculty. The Business incubation center will be established in near future whose plan is ready which will support and train the students according to the need of market and fit for purpose.	SIC
11	The institution should make sure that students have access to training sufficient to gain the	FU is committed to equipping students with the necessary skills in research,	
	skills they need regarding research, innovation and entrepreneurship and to help prepare themselves for their subsequent career	innovation, and entrepreneurship to prepare them for successful careers and societal contribution. The institution ensures that students across academic programs are provided with training and experiential learning opportunities that foster creativity, critical thinking, and professional readiness.	

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12	The institution should ensure that institutional policy of entrepreneurship and establishment of BICs adhere to international best practice and HEC guidelines	As part of its strategic vision, FU has developed a comprehensive plan for the establishment of a Business Incubation Center (BIC). The BIC framework is already prepared and aligns with the Higher Education Commission (HEC) guidelines and international best practices. The center, once operational, will provide: Market-driven training and mentoring to students, Infrastructure and technical support for startups, Opportunities for commercialization of research, and Capacity building tailored to industry needs and national development priorities. The future BIC is designed to equip students with the skills, mindset, and resources necessary to launch innovative, fit-for-purpose solutions for real-world problems—especially in the fields of agriculture, food security, and rural development.	
13	The institution should have a well-thought-out institutional policy for industry engagement that include having MOUs with the surrounding	FU recognizes the importance of strategic industry engagement as a means to strengthen its academic relevance, promote applied research, and enhance	Policy to be framed

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	industry and other similar government/private institutions dealing with trade and commerce, such as a chamber of commerce, the Securities and Exchange Commission of Pakistan (SECP), and the regional chapter of IPO Pakistan.	graduate employability. In line with this, the University is in the process of developing a comprehensive institutional policy on industry linkages that emphasizes collaborative partnerships with industry, trade bodies, and regulatory institutions.	

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CHAPTER-13

Standard 13:

Fairness and integrity

Background

In the management of its affairs, conduct of its programs and its dealing with students, faculty, governing bodies and external quality assurance agencies involving the general public, the institution adheres to high ethical principles. Also, it should have necessary policies and institutional mechanisms to ensure availability of fair procedures for handling issues, complaints and appeals which are accessible to all; students, faculty and administration.

University Progress against Standard 13 Fairness and integrity

EVIDENCE TABLE MATRIX

S.no	Question	Answer	Evidence
1	The institution should practice and exemplify the values and ethical precepts articulated in its mission in dealing with all its stakeholders	FATA University is committed to upholding the core values and ethical principles articulated in its mission, vision, and strategic goals. These values include integrity, transparency, inclusiveness, social responsibility, and academic excellence, which guide the University's dealings with all stakeholders—students, faculty, staff, alumni, industry partners, government bodies, and the wider community. FU ensures that decision-making processes across academic, administrative, and financial matters are conducted with transparency, and that institutional policies are applied consistently and fairly. The University maintains codes of conduct for faculty, students, and administrative personnel to ensure professionalism, mutual respect, and accountability in all interactions. The institution promotes equal opportunity in admissions, recruitment, and academic offerings, regardless of gender, ethnicity, or socioeconomic background, consistent with its ethical commitment to inclusivity. FU continuously strives to embed ethical reflection into academic, research, and administrative practices, ensuring that its	

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		institutional behavior not only reflects its stated values but also sets a standard of integrity and accountability for the broader community it serves.	
2	The institution should have fair institutional mechanisms to safeguard the interests of students, faculty and staff	FATA University is committed to ensuring that the rights, welfare, and professional interests of its students, faculty, and staff are protected through fair, transparent, and well-defined institutional mechanisms. These mechanisms are grounded in the University's statutes and are aligned with national regulations and good governance practices. **Key safeguards include:** Statutory Committees: The University operates through various statutory bodies—including the Syndicate, Academic Council, Selection Board, Discipline Committees, and Grievance Committees—to ensure fair representation and participatory decision-making. Grievance Redressal Mechanisms: Dedicated grievance committees are in place for both students and employees to address complaints related to academic, administrative, and workplace concerns. These bodies function independently and ensure timely resolution through formal procedures. Anti-Harassment Committee: In compliance with national legislation, UAP has established an Anti-Harassment Committee under the Protection Against Harassment of Women at the Workplace Act, to provide a safe and respectful environment for all. Promotion and Service Rules: For faculty and staff, clear policies exist for appointments, promotions, tenure, leaves, and retirement benefits, protecting their professional growth and service entitlements. Equal Opportunity and Inclusivity: FU promotes non-discrimination and merit-based policies in admissions, recruitment, and career progression, safeguarding access and equity for all.	**Annexure 13-1** Grievance Committee Harassment Committee
3	The institution should ensure equality, diversity and inclusion is embedded in all the institution's policies and procedures	FATA University is committed to promoting equality, diversity, and inclusion (EDI) as fundamental values that guide its academic, administrative, and social functions. These principles are integrated across institutional policies and procedures, ensuring a	

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		fair, respectful, and inclusive environment for all members of the University community.	
4	The institution should have a transparent approach to all communication, including academic integrity and complaints	FU ensures that students and faculty are fully aware of the importance of academic honesty through published policies on plagiarism, cheating, and research misconduct. These are communicated via the Student Handbook, course outlines, orientation sessions, and departmental notices. The University has established clear procedures for lodging complaints and appeals. Dedicated grievance committees exist for both students and staff, and outcomes are processed in a time-bound, impartial, and transparent manner.	https://www.fu.edu.pk/Office/DownloadOffice Antiplagiarism Policy UFM Policy E&D Statutes Grievance Committee for staff Grievance Committee for students Harassment Committee
5	The institution should ensure availability of fair and transparent procedures for handling complaints, issues and appeals which are accessible to all students, faculty, and administration; accordingly, there must be a robust mechanism for online complaints and feedback on the main page of the website, duly supported with clear and well-defined institutional mechanism to address such complaints/feedback within a specific timeframe with timely response on resolution back to the complainant (students/parents, faculty and staff)	FU has established formal procedures for handling complaints, grievances, and appeals, applicable to both academic and administrative matters. The grievance redressal procedures are equally accessible to students, faculty and staff. The University has designated focal persons for Citizen portal and CM Complaint portal. These portals allow stakeholders to submit complaints, feedback, or suggestions digitally in a secure and confidential manner. Each complaint received—whether online or in-person—is processed through focal persons with clearly defined timelines forwith clearly defined timelines for resolution. The concerned complainant is provided with a formal response and resolution status within the specified timeframe.	**Annexure 13-2** Focal person notification

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6	The institution should have the necessary policies in place to instil the element of integrity and fairness in its institutional system of teaching, learning, assessment, research and publications.	FATA University places a high priority on integrity and fairness as core principles guiding its teaching, learning, assessment, research, and publication practices. To uphold these values, the University has adopted and continues to develop a set of comprehensive policies and procedures designed to ensure ethical conduct, academic honesty, and equitable practices across all academic and scholarly activities. Teaching and Learning Integrity: Faculty are expected to adhere to professional codes of conduct and ensure that teaching practices are inclusive, unbiased, and pedagogically sound. Students are sensitized to academic ethics through orientation sessions, course outlines, and institutional policies. Fair Assessment Systems: The University follows standardized assessment policies approved by relevant academic bodies. Assessment tools and grading criteria are transparent, consistent, and regularly reviewed to ensure fairness across departments and programs. Plagiarism Policy: FU strictly enforces the Higher Education Commission (HEC) plagiarism policy, ensuring that all research work and publications—by faculty or students—are screened using plagiarism detection software before submission, defense, or publication. Research Ethics and Oversight: The University has established a Research Ethics Committee (REC) to review research involving human participants and to promote ethical research practices. All funded or high-impact research proposals must comply with ethical guidelines before approval. Publication Integrity: Faculty and scholars are encouraged to publish in peer-reviewed, reputable journals, and are guided on proper referencing, authorship norms, and conflict of interest disclosures. Through these policies and practices, UAP seeks to create an academic environment rooted in trust, fairness, transparency, and scholarly responsibility, thereby fostering excellence and ethical leadership among its graduates and faculty.	

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CHAPTER-14

Standard 14:

Public information and transparency

Background

The institution generates and provides complete, accurate, accessible and adequate information to its students, prospective students, regulatory bodies, other stakeholders and intended audiences to help them in making informed decisions regarding higher education.

The institution should ensure the availability of a very transparent mechanism where all the stakeholders, particularly students and faculty, have access to not only decisions made but also to the processes and procedures of decision making

University Progress against Standard 14 Public information and transparency

EVIDENCE TABLE MATRIX

S.no	Question	Answer	Evidence
1	I have a user-friendly and mobile responsive website with: i) information of the BOG/Syndicate members including name, designation, working email and contact information (mobile/office number) ii) detailed contact information (working email and mobile/office number) of the statutory offices, including Vice Chancellor, Dean, Registrar, Controller of Exams, student affairs, Director of QEC/ORIC iii) information about the faculty members with their brief personal profile along with working email and	FATA University website is user friendly and responsive and has all the necessary information regarding the statutory offices i.e office contact numbers, emails including VC office, Registrar including Vice Chancellor, Dean, Registrar, Controller of Exams, student affairs, Director of QEC/ORIC. The contact information and brief personal profile of the faculty members are also available on UAP website. i) Complete information of approved policies, SOPs, statutes, rules and regulations. ii) Information of the programs curricula, learning outcomes and clear admission requirements, including fees, scholarship, and so on. iii) strategically located search box iv) location with map v) evaluation/review reports by external QA bodies (QAA and	https://www.fu.edu.pk/Office/DownloadOfficeS

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	contact information against their respective faculty/department iv) complete information of the programmes' curricula, learning outcomes and clear admission requirements, including fees, scholarship, and so on v) complete information of approved policies, SOPs, statutes, rules and regulations vi) strategically located search box vii) location with map viii) strategically located box for complaints/feedback with a robust institutional mechanism for resolution and redressal ix) outcomes of external audit and examination outcomes x) evaluation/review reports by external QA bodies (QAA and accreditation councils) on both institutional and programme reviews xi) graduate employment information (for example, information regarding what most graduates from the programme do after graduation) that is clear, accurate, objective, up to date and readily accessible xii) alumni information and engagement opportunity	accreditation councils) on both institutional and program reviews.	
2	The institution should have a policy and institutional mechanism for the systematic evaluation of its public information to ensure its	FATA University ensures transparency and accuracy in its public communication through a dedicated Public Information Office, which serves as the central point for disseminating	

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	accuracy	institutional information to students, faculty, staff, and external stakeholders. Centralized Access: Most academic and administrative information—such as program details, admission criteria, examination schedules, notifications, and faculty directories—is made readily available to students and faculty via the university website, notice boards, and official portals. Public Information Office (PIO): For any additional or specific information not directly accessible online or in printed form, stakeholders can formally request it through the Public Information Office, in accordance with the Right of Access to Information Act and institutional protocols.	
3	The institution should ensure the availability of a transparent mechanism where all the stakeholders, particularly students and faculty, have access to not only decisions made (minutes of the meetings) but also to the processes and procedures of decision making (agenda/working paper, forums' members information, and so on)	The FU has Public Information office. Most information are accessible to student and faculty, however if any additional information are required they can get it through public information office.	
4	The institution should have necessary policies in place to instil the element of integrity and fairness in its institutional systems of teaching, learning, assessment, research and publications	The university has adopted Graduate Education policy, Undergraduate education policy of HEC. There is grievance redressal mechanism to instill the element of integrity and fairness. The university has also adopted conflict of interest policy. University has also adopted HEC publication policy as well as Anti-plagiarism Policy of HEC.	https://www.fu.edu.pk/Office/DownloadOfficek
5	The institution should ensure availability of fair and transparent procedures for handling issues, complaints and appeals which are accessible to all students, faculty and administration.	The university has grievance redressal mechanism and a committee is constituted for students, faculty and administrative officers. The committee ensure the fairness and transparency and try to handle complaint and appeals of the relevant stack holders.	

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CHAPTER-15

Standard 15:

Institutional Effectiveness, Quality Assurance and Enhancement

Background

The institution has a robust system for monitoring and evaluating institutional effectiveness, quality assurance and enhancement that is made public and forms part of its strategic management. Internal quality assurance procedures should help in evaluating its effectiveness and promote continuous improvement and realising its institutional mission and achieving its institutional goals.

University Progress against Standard 15 Institutional effectiveness, quality assurance and enhancement

Directorate of QEC has the mandate to regularly monitor various academic programs and also to collaborate with external quality assurance agency i.e. Quality Assurance Agency (QAA) of HEC and various accreditation Council. The QEC ensures that national standard develop for each program are regularly monitored and observed in various program.

The Quality Enhancement Cell (QEC) at FATA University was established in the University in 2016 on the directives of Higher Education Commission (HEC). With the increase of its scope and activities. To achieve its objectives QEC conducts several academic activities to promote the quality culture in the university i.e. Self-Assessment process, Faculty and Course evaluation, implementation of anti-plagiarism policy, Institutional Performance Evaluation (IPE), accreditation process, Postgraduate Program Review, organizing training workshops for its Focal Persons at the Departments. University has also constituted Institutional Quality Circle (IQC) chaired by Vice Chancellor for the promotion and improvement of quality of academic programs.

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EVIDENCE TABLE MATRIX

S.no	Question	Answer	Evidence
1	The institution should have a well-defined quality policy and mechanisms in place to ensure continuous institutional improvement through its rules and regulations and activities related to faculty teaching, student learning, educational programs, and administrative and educational support services, with an ultimate outcome of providing students with a high-quality learning experience and attaining nationally/internationally comparable qualifications and awards	The University has well defined quality policy developed under the PSG-2023 available at FU website. The University management is committed to ensure continuous improvement through its rules and regulation related to faculty, student learning educational programs and students with high quality learning experience to attain the internationally compatible/comparable qualifications.	https://www.fu.edu.pk/Office/DownloadOffice
2	The institution should ensure that every faculty/department and program reflects on its performance and collects, analyses, and uses relevant qualitative and quantitative information for the effective management and continuous improvement of its program and other activities	The Internal Quality Committee (IQC) has been established to develop and implement a robust mechanism for monitoring and evaluation, institutional effectiveness, and internal quality assurance. The University is currently in the process of formulating a comprehensive framework that will systematically assess the performance of academic departments, faculty members, and academic programs. This framework will incorporate both quantitative and qualitative indicators to provide an evidence-based analysis of performance outcomes. The insights derived from this analysis will be utilized not only to evaluate institutional effectiveness but also to inform strategic planning, promote accountability, and drive continuous quality improvement across all levels of the University. Active engagement of all stakeholders will be ensured to foster a culture of quality, transparency, and excellence in teaching, learning, and governance.	**Annexure 15-1** IQC committee Notification

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3	The institution should have robust institutional mechanisms to create and sustain an environment in which students and other stakeholders participate in internal quality assurance processes	There is a system in place to involve all the stack holder like student, faculty, alumni, employer through various surveys to ensure that their feedback is considered to create and sustain environment to participate in IQA process. However a robust system for complete implementation of their feedback needs to be adopted.	
4	The institution should make sure that the quality assurance procedure is compliant with external assessment and quality assurance precepts both at national and international levels	A system is already in place to engage all key stakeholders—students, faculty, alumni, and employers—through various surveys to ensure their feedback is considered in creating and sustaining a participatory environment for the Internal Quality Assurance (IQA) process. These feedback mechanisms play a vital role in identifying strengths, areas for improvement, and opportunities for innovation. However, there is a need to develop and adopt a more robust and structured system to ensure the effective implementation, follow-up, and integration of stakeholder feedback into institutional planning, decision-making, and continuous quality enhancement efforts.	
5	The institution should ensure that internal quality assurance procedures and resulting action plans from cyclical program reviews are monitored for effective implementation	The FATA University is committed to maintaining and enhancing the quality of its academic programs through systematic internal quality assurance (IQA) mechanisms. These mechanisms include cyclical program reviews, the outcomes of which lead to action plans that are monitored for effective implementation. Self-Assessment Reports (SARs): Academic departments conduct regular self-assessment exercises in line with the Higher Education Commission (HEC) guidelines, focusing on curriculum relevance, learning outcomes, faculty	

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		qualifications, student support, and infrastructure. Program Review and Action Plans: Based on the findings of SARs and cyclical program reviews, departments develop action plans to address identified gaps. These plans are submitted to the Quality Enhancement Cell (QEC) for review and follow-up. Monitoring and Follow-Up: The QEC maintains a structured tracking system to monitor the implementation status of action plans. Departments are required to submit compliance or progress. Reports, which are evaluated for adequacy and timeliness. Stakeholder Involvement: Inputs from students, alumni, faculty, and employers are taken into account during reviews, ensuring that the corrective actions and enhancements are responsive to stakeholder needs. Reporting to Statutory Bodies: Summary reports and implementation progress need to be presented to statutory bodies such as the Academic Council and Syndicate, reinforcing institutional accountability and policy alignment.	
	The institution should ensure all the policies are made through engagement of stakeholders for shared governance and collective wisdom that include adoption of HEC and other government policies; for instance, no HEC or other governments' minimum guideline/criteria should be adopted just as a formality without debating its institutional mechanisms and processes for effective implementation and possible outcomes in the statutory forums. In fact, such policies, at times, may be required to be made more stringent to match the institution's culture	The FATA University adheres to the principle of shared governance by ensuring that all institutional policies are developed, reviewed, and implemented through active engagement of relevant stakeholders. This includes the adoption and contextualization of policies issued by the Higher Education Commission (HEC) and other government bodies. Policies related to academic governance, quality assurance, faculty promotion, admissions, assessment, research, and student affairs are discussed and debated in academic and administrative forums, including Faculty Boards, Boards of Studies, Academic Council, Syndicate, and Senate. Inputs from	

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		faculty, administrators, and student representatives are considered to ensure broad-based ownership and relevance. All approved policies are documented and circulated among stakeholders. Amendments are made only after deliberation in statutory forums, ensuring that transparency and institutional wisdom drive all governance processes.	
7	The institution should the institutional preparation for external quality assurance must be made through a central body such as the Institutional Quality Circle (IQC) headed by the Vice Chancellor/President and participated in by all the key statutory positions and stakeholders, including Deans, Registrar, Controller of Exams, Director of Student Affairs, ORIC, QEC, and so on, to ensure shared governance and responsibility, collective wisdom, and institutionalization of a quality culture	The FATA University has already established the IQC headed by the Vice Chancellor and has representation of all the key statutory positions like Pro- VC, HoDs, Director ORIC, Controller of Examinations and Director QEC.	Annexure 15-2
8	The institution should the Syndicate/BOG (or equivalent) has a key role and responsibility for fiduciary oversight and institutional performance; accordingly, they need to be kept informed about QA processes and outcomes through sharing reports and taking feedback for institutional improvement and enhancement.	The QEC needs to prepare and submits comprehensive QA reports, including findings from program reviews, accreditation status, student feedback analyses, and implementation of action plans, for review by the Syndicate.	

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CHAPTER-16

Standard 16:

CQI and Cyclical External Quality Assurance

Background

Institutions are required to have robust continuous quality improvement (CQI) mechanism to institutionalize a strong quality culture. Institutions should undergo external quality assurance in line with the Pakistan precepts on a cyclical basis. In order to have a successful external review, institutions should strengthen their internal quality assurance processes and prepare for external review.

University Progress against Standard 16 CQI and cyclical external quality assurance

EVIDENCE TABLE MATRIX

S.no	Question	Answer	Evidence
1	The institution should have a well-defined quality **policy**, having institutional mechanism of continuous quality improvement (CQI) such as a PDCA cycle: plan, do, check and act in all the decision-making processes	The University has well defined quality policy developed under the PSG-2023. The University is striving hard for continues quality improvement under the IQC recently constituted.	https://www.fu.edu.pk/Office/DownloadOffice
2	The institution should strengthen internal quality assurance processes by having a robust institutional mechanism of CQI including elements of collaboration, consultation and collective wisdom for finding creative solutions to the challenges and concerns relating to quality	The internal quality assurance process is overseen by the Directorate of Quality Assurance (DQA). The DQA shares its recommendations with the Internal Quality Committee (IQC), and together they work to find creative solutions to the challenges faced in the internal quality assurance process.	**Annexure 16-1** • Assessment Team Report •

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3	The institution should ensure the CQI mechanism has a robust and effective mechanism for follow-up and closing the loops	The Quality Enhancement Cell (QEC) maintains a follow-up system for all action plans generated through self-assessment reports, accreditation visits, student feedback, and external reviews. Departments are required to submit progress reports on the implementation of recommended actions. The IQC, through its subcommittees, assigns tasks to relevant personnel to develop a robust and effective mechanism for follow-up and to ensure that the tasks are completed within the specified timeframe.	Same as above
4	The institution should take part in external quality assurance in its various forms to verify the effectiveness of institutions' internal quality assurance, act as a catalyst for improvement and offer the institution new perspectives	The FATA University actively participates in external quality assurance (EQA) processes as a means to validate the effectiveness of its internal quality assurance mechanisms, gain external insights, and foster continuous institutional improvement. The findings and feedback from EQA processes are shared with the senior management and statutory bodies (e.g., Academic Council and Syndicate), contributing to informed decision-making and strategic development	• Annexure • HEC letter of Accreditation Visits
5	The institution should prepare and participate in international accreditation processes.	The University is committed to aligning its academic programs, governance practices, quality assurance systems, and research activities with internationally recognized standards. Through the Quality Enhancement Cell (QEC) efforts are being made to strengthen institutional capacity, improve academic quality, enhance research	

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		productivity, and establish international collaborations. Accordingly, participation in international accreditation processes has been identified as a future strategic objective and will be pursued in a phased and systematic manner.	

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