Mohammad Ali Jinnah University (MAJU)
Quality Assurance Policy

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Quality Enhancement Cell

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Contents

1. Preamble

Establishment of quality assurance system in higher education is a global concern. There is a growing demand for Quality Assurance (QA) mechanisms at national, regional and global levels. Over the years, it is observed that there is an increase in the number of Higher Education Institutions (HEIs) and increased involvement of external stakeholders through changes in governance structures. The HEIs around the world have been introduced to quality assurance system internally with formal institutional approach and documentation. This has been done with the establishment of quality assurance agencies like accreditation bodies at the national level. Policy guidelines by these agencies help align the HEIs' quality policy with national and international standards and best practices.

1.1 QEC Vision

To be recognized as the leading educational institution, instilling and pursuing the highest quality assurance practices, as recognized nationally and internationally. *

1.2 QEC Mission

Incorporating Continuous Quality Improvement (CQI) in teaching, student learning, and administrative support mechanism.

1.3 QEC Aims

1. QUALITY PROMOTION

The development of a program of activities to institutionalize a quality culture in higher education and a commitment to continuous quality improvement

2. CAPACITY DEVELOPMENT

The development and implementation of initiatives to build and strengthen the capacity for high quality provision at institutional, learning program and individual levels.

3. FACULTY ASSESSMENT

Measurement of the expected outcome/performance from individual faculty member through standard internationally evaluated and tested procedures after having provided the requisite teaching and research infrastructure and facilities.

4. DEPARTMENTAL REVIEWS

Measurement of the performance of each Academic Department/Institute/Center through conducting annual review based on the standard parameters set for this purpose.

5. ACCREDITATION

Regular assessment and review of the MOHAMMAD ALI JINNAH UNIVERSITY in order to assure the quality of the teaching staff and the teaching and training provisions provided to the students.

1.4 QEC Strategy

Quality Enhancement Cell (QEC) at Mohammad Ali Jinnah University (MAJU) uses various strategies to achieve its aims. Few strategies implemented at MAJU are mentioned below:

- Student Course Feedback
- PLOs Assessment
- Student Exit Survey
- Employers' Feedback
- CLOs Assessment
- Quality Assurance Committee
- Alumni Survey
- CQI Cycle
- New Program Approvals *
- Faculty Exit Survey
- Faculty Satisfaction

1.5 QEC Values

We, at Mohammad Ali Jinnah University (MAJU) give prime importance to our values, and believe that these values play an important role in achievement of our goals. Our values include:

a) Teacher efficacy
b) Facilitation in student learning
c) Professional and caring administration
d) Transparency in operations
e) Individual, departmental, and organizational accountability

1.6 Functions of QEC

Recognizing the role that it has to play in higher education sector, Mohammad Ali Jinnah University (MAJU) has established a Quality Enhancement Cell. This cell has the responsibility to ensure that the university's quality assurance procedures are compatible with international standards and are designed to improve the quality of higher education. Quality Enhancement Cell (QEC) at Mohammad Ali Jinnah University (MAJU) is taking deliberate steps to bring about continual improvement in the effectiveness of the learning experience of students. In (QEC), there is greater emphasis on internal quality assurance and the encouragement of an institutional **"Quality Culture".** MAJU has always been in the forefront for accepting and adapting best practices in the field of Education.

At Mohammad Ali Jinnah University (MAJU), we believe that quality enhancement and assurance is a collective responsibility. It is the professionalism and creativity of staff, individually, that makes the most vital contribution to the enhancement of provision. This is made possible through their attention to their students' experience as learners, to the development of their disciplines, and their engagement with their teaching practice. Functions of QEC at MAJU include:

1. The Quality Enhancement Cell (QEC) is headed by a Director reporting directly to President (MAJU). He is to be correspondent with the outside bodies.

2. QEC is responsible for promoting public confidence that the quality and standards of the award of degrees are enhanced and safeguarded.

3. QEC is responsible for the review of quality standards and the quality of teaching and learning in each subject area.

4. QEC is responsible for the review of academic affiliations with other institutions in terms of effective management of standards and quality of program.

5. QEC is responsible for defining clear and explicit standards as points of reference to the reviews to be carried out. It should also help the employees to know as to what they could expect from candidates.

6. QEC is responsible to develop qualifications framework by setting out the attributes and abilities that can be expected from the holder of a qualification, i.e. Master's, M. Phil., Doctoral.

7. QEC is responsible to develop program specifications. These are standard set of information clarifying what knowledge, understanding, skills and other attributes a student will have developed on successfully completing a specific program.

8. QEC is responsible to develop quality assurance processes and methods of evaluation to affirm that the quality of provision and the standard of awards are being maintained and to foster curriculum, subject and staff development, together with research and other scholarly activities.

9. QEC is responsible to ensure that the university's quality assurance procedures are designed to fit in with the arrangements in place nationally for maintaining and improving the quality of Higher Education.

10. QEC is responsible to develop procedures for the following:

- Approval of new program
- Annual Monitoring and evaluation including program monitoring, Faculty monitoring, and student perceptions
- Departmental review
- Student feedback
- Employer feedback
- Quality assurance of Master's, M. Phil and PhD degree programs
- Subject review
- Institutional assessment
- Program specifications

1.7 Functions of Quality Assurance Committee

Quality Assurance Committee (QAC) consists of members from all the departments of university. These members are involved in all QEC activities and they are the focal persons/ representatives of their departments. Due to their active involvement in QEC activities, they bridge department with the QEC. QAC meetings are regularly conducted to discuss various quality assurance activities in the university.

2. Self-Assessment

Assessment is a systematic process of gathering, reviewing and using important quantitative and qualitative data and information from multiple and diverse sources about educational programs, for the purpose of improving student learning, and evaluating whether academic and learning standards are being met. Self-Assessment is a significant tool for maintaining academic quality and then enhancing it. It also provides feedback for the decision makers to initiate action plans for improvement.

2.1 Self-Assessment Process at Mohammad Ali Jinnah University (MAJU)

SAR manual by Higher Education Commission (HEC) will be used as a guiding document for the preparation of Self-Assessment Reports (SARs) of all academic programs at MAJU. Each academic program shall undergo a self-assessment (SA)

every two years (assessment cycle). Quality Enhancement Cell (QEC) is responsible for planning, coordinating and following up on the self-assessment (SA)activities. The steps of the procedure for SA at Mohammad Ali Jinnah University (MAJU) are as follows:

a) The QEC initiates the SA one semester prior to the end of the assessment cycle through the President Office. However, if the program is undergoing the SA for the first time, the department will be given one academic year for preparation.

b) Upon receiving the initiation letter the department shall form a Program Team (PT). The PT will be responsible for preparing a Self-Assessment Report (SAR) about the program under consideration over a period of one semester. They will be the contact group during the assessment period.

c) The department shall submit the SAR to the QEC through the concerned Dean. The QEC reviews the SAR within one month to ensure that it is prepared according to the required format.

d) The President forms a program Assessment Team (AT) in consultation with the QEC recommendations within one month. The AT comprises of 2- 3 faculty members from within or outside the university. The AT must have at least one expert in the area of the assessed program.

e) The QEC plans and schedules the AT visit in coordination with the department that is offering the program.

f) The AT conducts the assessment, submits a report and presents its findings in an exit meeting that shall be attended by the QEC, Dean and PT.

g) The QEC shall submit an executive summary on the AT findings to the President.

h) The Department shall prepare and submit an implementation plan to QEC based on the AT findings. The plan must include AT findings and the corrective actions to be taken, assignment of responsibility and a time frame for such actions.

i) The QEC shall follow up on the implementation plan to ensure departments are adhering to the implementation plan. The academic department shall inform the QEC when a corrective action is implemented. QEC shall review

the implementation plan once a semester to assess the progress of implementation.

2.2 Program Team

Program Team (PT) is a team of two to three faculty members, nominated by Head of Department (HoD) that is responsible for preparation of SAR of their concerned department. HoD can nominate two or three faculty members (Lecturer or above) from the department to be members of PT.

2.3 Key Responsibilities of Program Team

Responsibilities of Program Team include:

a) Preparation of SAR as per the guidelines given in HEC SAR manual.
b) Collecting and compiling of relevant data to respond to all the criteria and standards in SAR.
c) Facilitating the Assessment Team during their visit.
d) Incorporating all the changes and recommendations suggested by Assessment Team, received through Executive Summary from QEC.

2.4 Assessment Team

Assessment Team (AT) is a group of professionals from within or outside the university, nominated by the President in consultation with QEC, to review the SAR prepared by Program Team. It is preferable to include at least one member who is expert in the filed/ subject of which the SAR is reviewed.

2.5 Key Responsibilities of Assessment Team

Responsibilities of Assessment Team are mentioned below:

a) Review SAR as per HEC SAR manual.
b) Verify the relevance of all the responses in SAR.
c) Validate the data provided in SAR.
d) Visit the department, meet students, teachers and staff, if required.
e) Compile and integrate the findings of all team members.
f) Carry out rubric evaluation of SAR.

g) Write down Assessment Team report.

3. Institutional Performance Evaluation (IPE)

Institutional Performance Evaluation (IPE) is a process to be conducted every year by HEIs to evaluate compliance against eleven standards:

- Mission Statement and Goals
- Planning and Evaluation
- Organization and Governance
- Integrity
- Faculty
- Students
- Institutional Resources
- Academic Programs and Curricula
- Public Disclosure and Transparency
- Assessment and Quality Assurance and
- Student Support Services

Once in a three year, HEC team visits university to conduct IPE, for next two years' university is allowed to conduct self-evaluation with at least one external member.

3.1 Institutional Performance Evaluation Mohammad Ali Jinnah University (MAJU))

Institutional Performance Evaluation (IPE) Mohammad Ali Jinnah University (MAJU) is conducted annually, in order to check the compliance of the university to eleven IPE standards. For IPE, University Portfolio Report (UPR) is prepared by QEC. Evidences against each standard and sub-criterion in the form of meeting minutes of various bodies, real-time data and record from the university portal, reports of different events, and financial reports will be prepared by QEC with the support of Registrar Office.

Once in a three year's period, IPE is conducted by HEC. During HEC visit, Director QEC assisted by Assistant Director QEC will be the focal person from MAJU

In case of Institutional Performance Self Evaluation, President will nominate the team with at least one member from outside the university.

During IPE, QEC will facilitate the meetings of IPE team with relevant university officers to address their queries.

4. Liaison with International Quality Assurance Organizations

QEC will liaison with various quality assurance networks and agencies on behalf of MAJU. QEC will propose higher management for membership acquisition with any national or international QA network or agency, when required. Membership fee will be catered for by QEC annual budget. All the payments for new membership or annual fee for the prevailing memberships will be made by the university manager finance, after formal approval from MAJU management.

Currently, Mohammad Ali Jinnah University (MAJU) has memberships with International Network of Quality Assurance Agency for Higher Education (INQAAHE) and Asia-Pacific Quality Network (APQN).

5. Plagiarism Policy

The university follows HEC plagiarism policy and dissertation/thesis, project reports and other technical reports shall be cleared for evaluation if its similarity index is less than 20% in total and less than 5% from a single source. Similarity from the student's own published work carried out during the PhD studies shall be excluded.

In case of any ambiguity in plagiarism assessment, the following committee shall evaluate the case and shall submit its recommendations to the BASR for decision:

a) Concerned Dean
b) Concerned HoD
c) Students' Supervisor
d) Director Graduate Studies

5.1 University Plagiarism Standing Committee

The following Plagiarism Standing Committee is constituted to conduct the investigation of plagiarism claim as per HEC Plagiarism Policy: -

- Dean Faculty of Computing (FOC)
- Dean Faculty of Business Administration & Social Sciences (FOBASS)
- Dean Faculty of Engineering (FOE)
- Dean Faculty of Life Sciences (FOLS)
- Director QEC
- HEC Nominee

As per clause-10 of HEC Plagiarism policy, the "Plagiarism Standing Committee" will submit its report with clear cut findings and recommendations to the President within a specified period not exceeding sixty days. Moreover, the report will also be submitted to the Graduate Studies Committee (GSC). The President will have the discretion to implement the recommendations after approval through the statutory process and take punitive action against the offender as per penalties prescribed under HEC plagiarism policy or to forward the report to HEC for further action if outside his purview / jurisdiction.

6. Continuous Quality Improvement (CQI)

To ensure Continual Quality Improvement (CQI) and to improve the standard of faculty, services and academic programs, multiple inputs (feedback) will be taken from students, faculty and administrative staff periodically. Similarly, feedback from alumni, employers and other stakeholders are obtained for the improvement of ongoing programs. The detail of Feedback is as follows:

a) Midterm and Final Course Feedback
b) Exit Survey
c) Alumni Survey
d) Employer Survey
e) Faculty Course Review Report
f) Research Student Feedback Form
g) Faculty Satisfaction Survey
h) Survey of Department Offering Ph.D. Programs

Analysis of feedback from various stakeholders is required for improvement of the respective programs and for making part of SARs. Office of Corporate Linkages collects data for Alumni and Employer Feedback Surveys through various social media websites, sending emails and arranging Alumni Get Together, etc.