



# HIGHER EDUCATION COMMISSION, PAKISTAN

*Facilitating Institutes of Higher Learning to serve as an Engine of Growth for the Socio-Economic Development of Pakistan*

## **Minimum Quality Standards (MQS) Manual for Affiliated Colleges**

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## **Section-A**

### **A.1 Introduction to TESP:**

The Higher Education Commission (HEC) was established in 2002 by the Government of Pakistan to facilitate the development of indigenous universities to become centers of excellence for education, research and development. Through facilitating this process, the HEC has played its role in spearheading the building of a knowledge-based economy in Pakistan.

With an overarching vision to improve the conditions of teaching, learning and research for enhanced access, quality and relevance of tertiary education, HEC is implementing a comprehensive Tertiary Education Support Program (TESP) w.e.f. 1<sup>st</sup> July 2011. The program is partially funded by World Bank. The World Bank will support HEC's Medium Term Development Framework-II (MTDF-II) for the year 2011-15 through TESP. Under the agreement, the success of execution will be measured through 22 Key Performance Indicators (KPIs) including 10 Disbursement Linked Indicators (DLIs).

### **A.2 DLI-4 Project (Affiliated Colleges)**

To enhance the capacity of affiliated colleges of Pakistan in order to produce high quality graduates, support innovation, and improve the overall governance and management of the higher education sector, the HEC is implementing government's agenda of reforms for which the World Bank is also extending its support. Certain portion of the bank's support will finance essential technical assistance and capacity building activities to address both policy design and implementation and capacity constraints to support the targeted changes for the higher education sector in Pakistan.

Academics Division of HEC is mandated to implement project linked with College Education i.e. DLI-4. The main objective of DLI-4 is to improve quality of affiliated colleges and align their undergraduate programs with those of the affiliating Universities. The program would also provide the baseline knowledge and skills necessary for the Principals/Administrators of the affiliated colleges to involve effectively in academic, good governance and administrative functioning of the affiliated colleges of the public sector Universities.

### **A.2.1 Background:**

The Higher Education Commission anticipates that Higher Education Institutions (HEIs) will work towards achieving excellence through continuous improvements in their quality and effectiveness. The goal has been to improve standard of affiliated colleges through quality of teaching & learning in collaboration with HEIs and provincial authorities in order to meet national and regional needs of the country. Thus, in order to ensure that university affiliated colleges work towards achieving excellence through continuous improvements in their quality and effectiveness, the HEC has taken a significant initiative of improving standard of education in colleges affiliated with Pakistani Universities/DAIs and in this regard it has developed the *Minimum Quality Standards (MQS)* to evaluate/assess the physical infrastructure and academic resources at affiliated colleges.

Under MQS, a total of nine standards are developed and each one of these articulates a specific dimension of the institutional quality. All of the nine standards are equally important to be met by the affiliated colleges in order to improve their quality and align their undergraduate programs with those of the affiliating universities. The main focus of DLI#4 Project is to carry out an objective assessment of each affiliated college in accordance with Minimum Quality Standards (MQS) developed by HEC.

### **A2.2 Original Objectives:**

- Development of Minimum Quality Standards and their implementation in accordance with the Inter-Provincial Committee and representatives of affiliating Universities. Affiliated colleges were to be assessed under these standards to identify their weaknesses and and take remedial actions to address these.
- Modernization of syllabi and the development of a major training plan for college Principals and academic staff.
- Incentivizing affiliating universities to place greater emphasis on improving the quality of teaching in affiliated colleges. All affiliating universities were to devote a section of their business plans to the improvement of their respective affiliated colleges.

## **Section-B: Minimum Quality Standards (MQS) for Affiliated Colleges**

### **B.1 MQS at a Glance:**

Minimum Quality Standards outlining major areas to be focused on for the evaluation of quality, effectiveness and future development of affiliated colleges are given below:

**Standard 1: Vision, Mission and Goals (05%)**

**Standard 2: Academic Programs and Evaluation (10%)**

**Standard 3: Student Admission and Progression (10%)**

**Standard 4: Academic Faculty and Non-Academic Staff (10%)**

**Standard 5: Physical Infrastructure, Academic Facilities and Learning Resources (20%)**

**Standard 6: Organization, Governance and Financial Management (20%)**

**Standard 7: Research (03%)**

**Standard 8: Public Disclosure and Transparency (15%)**

**Standard 9: Community Link & Outreach (07%)**

## **B.2 Details of Standards**

### **Standard 1: Vision, Mission and Goals (05%)**

A College must have a clearly spelled out statements for describing its vision, mission and goals. A vision is a clear, comprehensive ‘photograph’ of an organization at some point in the future. It provides direction because it describes what the organization needs to be like, to be successful within the future. For example: Bringing college education up to national and international competitiveness.

The college’s mission and subsequent goals define its purpose within the context of college education/higher education and indicate that to whom the college serves and what it intends to accomplish. The goals stated by the college are fit in broader aims of higher education and are consistent with its character, and implemented in conformity with the standards set by the HEC. The mission drives institutional activities conveys the importance of quality standards to be met for its effectiveness and continuous improvement.

The vision, mission and goals are developed through involvement of the college’s community, and approved by its governing body. It defines the institution, its scope, characteristics and individuality as an academic institution. The basic purpose of establishment of the college should be reflected in the vision and mission statements. Moreover the vision and mission of a college to be well translated and articulated through a set of goals to be achieved throughout the whole academic body with substantial participation of management, faculty, students and the community.

**Standard 2: Academic Programs and Evaluation (10%)**

The academic programs offered by the college are consistent with its mission, goals, need of the local, national and international community. These programs culminate in identified competencies of students and lead to degrees, diplomas or certificates in widely recognized field of study. The college should offer market oriented programs with more emphasize on science and technology based education programs. The college also works effectively to plan, provide, evaluate, assure, and improve the academic quality and integrity of its academic programs, curricula, credits and degrees awarded.

Key elements in evaluating the success if an college's academic programs are identified as consistency with college's mission, suitability to depth and breadth of student learning and level of study and provable ability of students to integrate knowledge. Primary goal of a college is teaching & learning whether at undergraduate or graduate level.

Evaluation is actually a feedback on academic program, therefore both teacher and student feedback must be systematically sought, analyzed and responded to. Teacher and students should be actively involved in planning program evaluation and in using its results for program development. In affiliated colleges, internal evaluation can be helpful for the improvement of teaching-learning process, educational resources, infrastructure and much more to provide academic help to the low achiever students. The college should have a mechanism for teacher appraisal/evaluation by students.

The pass rate of enrolled students should be improved. To monitor improvements in student performance, measures of student performance including information about average study duration, scores, pass and failure rates at examinations, success and dropout rates, student reports about conditions in their courses, as well as time spent by the students on areas of special interest, will be collected and analyzed.

Program evaluation must involve the governance and administration of the college, the academic staff and the students. A wider range of stakeholders including affiliating university faculty should have access to results of course and program evaluation and their views on the relevance and development of the curriculum should be considered.

**Standard 3: Student Admission and Progression (10%)**

The best measure of college success is the success of its students during and after enrollment in the college, as the students are the prime beneficiaries of the colleges or HEIs. The college ensures quality of admission practices for all kind of students including transfer, graduate, non-degree, part time, self-finance etc and provides additional support services to facilitate them in accomplishment of their education goals.

The criteria of admission, retention, recruitment, and academic success vary according to student needs, mission, objectives & structure of the college. College must ensure transparency in its admission process and admission must be merit-based. The size of student intake must be defined and related to the capacity of the college at all stages of education and training. The number of students admitted to a program should be compatible with college and programs' capacity in order to guarantee that admitted students complete their studies in conducive environment

A program of student support, including counseling, must be offered by the college. Counseling program should be based on monitoring of student progress and should address social and personal needs of the students, including academic support, career guidance, health problems and financial constraints.

College administration must aim at ensuring a student-teacher ratio according to the international standards: It may be: 1-20 for science disciplines and 1-25 for Arts and social sciences disciplines gradually with effort of Provincial Government.

College should have an appropriate class size (especially for science discipline) which provide opportunities for its faculty to adopt interactive teaching strategies/methodologies for effective student learning, and improving their achievement.

The college in collaboration with affiliating university must define and state the methods used for assessment of its students, including the criteria for passing examinations. This includes: examination patterns, grading criteria, specimen papers, training of college faculty regarding methodologies and assessment practices to ensure that these examination should measure students understanding in the relevant disciplines.

The frequency of examination/tests should be adjusted by integrating assessments of various curricular elements to encourage development of understanding, and reducing the element of rote learning. The college must document the pass rates of students in all disciplines and levels, and undertake efforts to improve the pass rate.

**Standard 4: Academic Faculty and Non-Academic Staff (10%)**

Faculty is primarily responsible for teaching, research, scholarship and overall students' learning, contributing substantially in developing academic, professional, research and service programs of a college corresponding to its mission and goals. Center of all activities of the faculty at each college is teaching and learning and they are committed to quality provision in all student aspects. The old traditional role of the college faculty is being replaced with responsibilities of qualified professionals, who are qualified by virtue of education, training, experience and other appropriate skills. The professional qualifications should have consistency with expected academic outcomes, standards of quality and mission of the institution. Adequate number of faculty and professionals selected through certain selection criteria is important for smooth delivery of programs and services. The selection criteria for appointment of faculty at different levels, promotion criteria and periodic/annual faculty evaluation practices should be defined clearly.

College administration in collaboration with Department of higher Education in the province ensured that 80% of the all sanctioned posts must remain filled. For each college the ratio of M.Phil/PhD to total faculty must be increased by 5% annually. The college must have a clear spelled out policy about the work load for its faculty, keeping a balance between a teaching load, research and co-curricular activities and ensure recognition of meritorious academic activities. The college will monitor the implementation of policy to oversee and improve teacher attendance and regular taking of classes.

Every college should have a formal program of professional development for its faculty in terms of short courses, participation in capacity building workshops, seminars and conferences. Each year at least 10% of the college faculty should participate in these activities for a total of 40 hours of training per teacher (annually) and these faculty development programs should involve all teachers, not only new teachers.

The non-academic have the same importance as academic staff, therefore college should ensure balance ratio in academic and non-academic staff. Recruitment/selection and promotion should be on set criteria. Formal professional and capacity building trainings should be arranged for the technical and non-technical staff.

**Standard 5: Physical Infrastructure, Academic Facilities and Learning Resources (20%)**

The human, physical, technological, learning, financial and information resources of an institution are appropriate, sufficient and accessible to realize its mission. The institution demonstrates effective and efficient utilization and continued development of these resources. Institutional management of resource acquisition, appropriate allocation and utilization is pivotal for planning, goals achievement, mission fulfillment and integrity. The effective use of internal and external resources plays significant role in institutional performance.

Institutional resources such as financial, physical, technological, equipment & supplies, research, staffing, and all kind of other resources should be an essential elements of planning, allocation and assessment at all tiers. The college priorities are reflected through respective allocation of resources among various programs, units, and individuals. The college should be capable to acquire, maintain and develop the appropriate physical and technological resources such as building, fully equipped classrooms & laboratories, grounds, materials, students, and faculty housing etc. While the information resources such as library and instructional technology should be capable to develop an atmosphere conducive to teaching, learning and research, capacity building/training of faculty, students and staff is imperative to train them for effective use of library and institutional technology.

The colleges must have sufficient physical facilities for the staff and the student population to ensure that the curriculum can be delivered adequately. Physical facilities would include lecture halls, tutorial rooms, laboratories, libraries, information technology facilities, recreations facilities etc.

In order to ensure the optimum utilization of human resources, the minimum class size should be assured for allocation of courses to teachers. The library should have setting capacity for at least 10% of the total enrolled student body. The library must be continuously improved and updated with relevant books, references and periodicals. The college must add at least 10 books/subject to its library annually. College is collaboration with affiliated universities, department of higher education and HEC should made efforts for the provision of E-library resources.

The learning environment for the students should be improved by regular updating and extension of the facilities to match developments in educational practices. The college must have appropriate rules to ensure the learning environment is safe for staff and students. The college must have a policy which addresses the evaluation and effective use of information and communication technology in the educational program. Teachers and students should have an access to information and communication

technology via a computer lab established at the college. The computer lab should include board-band internet for self-learning, accessing information, and managing teaching and learning situations.

College should provide training to its faculty for the use of internet and ICT for their professional development. The college in collaboration with affiliating university and department of higher education must have a policy on the use of educational expertise in planning of curriculum, and in development of teaching methodologies in respective fields. Educational expertise would deal with problems, possesses and practices of relevant educational disciplines and would include faculty members with research experience in relevant fields, educational psychologists and sociologists etc. it can be disciplines and would include faculty members with research experience in relevant fields, educational psychologists, etc. It can be provided by an educational unit at the institution or be acquired from another national or international institution.

**Standard 6: Organization, Governance and Financial Management (20%)**

The college has a governance system that facilitates the fulfillment of its mission, goals, annual targets, given by the higher education department of provincial ministry of education and strengthening the college effectiveness and integrity. The college creates and maintains an environment which enables teaching-learning service and scholarship that helps in developing a conducive environment. It assures provision of support adequate for the appropriate functioning of all programs across the organizational system. Governance provides the means and system through which responsibilities and authority area assigned, delegated and shared in an enabling environment to assure harmony and mutual support. Governance aims at strengthen college ability to realize its mission and goals in the most effective manner for its greater benefit and particularly those of its students. Different tiers of collegial governance such as faculty, staff, administration, students and the governing body support each other to achieve the college mission, goals or annual targets in an appropriate manner.

The college structure facilitates the optimum use of available resources, development of an enabling learning & research environment, excellence in scholarship and quality improvement. The governance structures should set out the committee structure and reflect representation form academic staff, students and other stakeholders.

The responsibilities of the academic leadership of the college for its educational programs must be clearly stated. The academic leadership should be evaluated by the Higher Education Department/Education Department/ Board of governors at defined intervals with respect to achievement of the mission and objectives of the college.

The administrative staff of the college must be appropriate to support the implementation of the college's educational program and other activities and to ensure good management and deployment of its resources. The management should include a program of quality assurance and the management should submit itself to regular review.

The college administration/governance should have sufficient expertise and independence to safeguard the integrity and quality of the college and to lead the institution towards accomplishment of annual targets. As far as the financial management is concerned, the efficiency of utilization of college financial resources is linked up with equally strong financial plan required to acquire, allocate and develop these resources. The college administration/governance also be

efficient and effective in management of money (funds) in such a manner as to accomplish the annual targets of the college. It includes how to prepare/develop the budget, purchasing skills, generating funds from college asserts and having knowledge of financial rules and regulations.

### **Standard 7: Research (03%)**

As universities are known by research & development the same culture should be in the colleges too. Because the colleges are nurseries for the universities, therefore students should be oriented with the research culture by conducting small or full projects during the programs. The research should cover a wide range of relevant local, national and international issues and the outputs should be used for the improvement of the educational programs and teaching-learning environment in the college. The findings of the research should also be disseminated or share with the concerned stakeholders at local, national and international level. The college should facilitate the students and faculty to undertake research, at the individual, group and institutional level, to promote the research culture at colleges.

**Standard 8: Public Disclosure and Transparency (15%)**

The college should provide complete, accurate, accessible and adequate information to its students, prospective students, parents, teachers, staff, affiliated universities, other stakeholders and intended audiences to help them in making informed decisions regarding education.

The importance of this standard is that the college should be more open and accessible for the public and the stakeholders. Also should be prepare or develop policies regarding public disclosure and transparency, if not yet developed or in their practice. The college should inform the public about college mission, objectives, expected learning outcomes, requirements, procedures & polices related to admission, assessment, transfer of credit, students fees, charges, refund policies, rules & regulations for students conduct, information related to attending or withdrawing from the college, academic programs, course currently offered and other available educational offerings, academic policies & procedures, and requirements for degrees or other forms of academic recognition.

The information publishes a current college catalogue/prospectus through its website, print media, and communication which is sufficient to meet the requirement of its students, prospective students, their parents and interested public members in order to make informed decisions about their education.

The set of information provided by the college for public disclosure includes list of its current faculty, indicating departmental faculty status and showing degrees held and the college granted them. The details of names and positions of administrative staff and members of the academic, governing, and legislative bodies are also included.

**Standard 9: Community Link and Outreach (07%)**

The college has link and interacts with its community to mutually support each other to develop and strengthen an equitable society. The college must plan or schedule academic, research and social activities with or for the community especially with local communities for social development, industries for internships and small research projects linked with the students' academic programs. The college develops a well thought out plan of extension projects based on social needs and educational issues on the community. The outreach programs should be conducted through informal or non-formal methodology or strategy. The programs must involve the community members in the planning and implementation of the outreach projects for acceptance and success. Members of the staff, teachers and students should be encouraged for active roles in the community development and outreach projects.

The college takes measures to assure that its treatment is fair, equitable and supportive to members of society. The college follows clearly defined policies and procedures regarding gender issues for the admission, provisions, facilities, accessibility and evaluation.

## Section-C: Key for Evaluators on Score Card DLI-4

### C.1 Score Cards for Nine Standards

#### Standard 1: Vision, Mission and Goals (05%)

Statements		Weight=%	Score Obtained
<b>01</b>	<b>College has a clearly spelled out statements for describing its vision, missions and goals.</b>	<b>1.5</b>	
K.1	The college has valid evidence clearly spelled out college vision.	0.5	
K.2	The college has valid evidence regarding vision statement.	0.5	
K.3	The college has valid evidence regarding college goals.	0.5	
<b>02</b>	<b>Vision statement reflects the short term and long term strategies to achieve the goals/objectives of National Education Policy.</b>	<b>01</b>	
K.1	The vision statement reflects ultimate goal of National Education policy.	0.5	
K.2	The college has a short and long term strategy in line with the vision statement.	0.5	
<b>03</b>	<b>The mission statement reflects the college vision in line with the ambitions of the institution, as well as national and international goals.</b>	<b>1.5</b>	
K.1	Mission statement reflects the goals in line with ambitions of the institution at regional level.	0.5	
K.2	Mission statement of the college reflects the goals in line with ambitions of the institution at the national level.	0.5	
K.3	Mission statement of the college reflects the goals in line with ambitions of the institution at the international level.	0.5	
<b>04</b>	<b>The statements of the goals are unambiguous and meet the requirements given in the mission statement.</b>	<b>01</b>	
K.1	The college has an unambiguous statement of its goals.	0.5	
K.2	The goals meet the requirement given in its mission statement.	0.5	
<b>Total Score</b>		<b>05</b>	

**Standard 2: Academic Programs and Evaluation (10%)**

<b>Statements</b>		<b>Weight=%</b>	<b>Score Obtained</b>
<b>01</b>	<b>Are the academic programs/curricula approved by the affiliated university/HEC?</b>	<b>02</b>	
K.1	HEC Notification (Provided by the affiliated university)	01	
K. 2	Copies of approved Curricula (outlines of academic programs) are available for the students and academia.	01	
<b>02</b>	<b>Qualified faculty to deliver the contents in desired manner and support the self-learning of the learners.</b>	<b>01</b>	
<b>03</b>	<b>Infrastructure, lab facilities, equipment, books are available to support the learning outcomes as required for the programs' curricula</b>	<b>01</b>	
<b>04</b>	<b>The college has introduced Mathematics/Science/Computer for Art students.(one mark for one subject)</b>	<b>03</b>	
<b>05</b>	<b>College has academic committee to select and offer the market driven and community need based educational programs for the students</b>	<b>01</b>	
<b>06</b>	<b>Program outcomes and student learning is assessed in relation with learning outcomes and objectives of the academic programs.</b>	<b>01</b>	
<b>07</b>	<b>The college has a mechanism for teacher appraisal/ evaluation by students/peers.</b>	<b>01</b>	
K. 1	The student feedback about teacher is documented, analyzed and used for improvement of faculty	0.5	
K.2	The college has academic audit mechanism by the affiliated university/Higher Education Department of the province.	0.5	
<b>Total Score</b>		<b>10</b>	

**Standard 3: Student Admission and Progression (10%)**

Statements		Weight=%	Score Obtained
<b>01</b>	<b>College follows the admission policy given/provided by the affiliated university</b>	<b>02</b>	
K.1	Yes No	02 00	
<b>02.</b>	<b>College admissions are announced in newspaper, website as per academic calendar of the college/affiliated university.</b>	<b>02</b>	
K. 1	The college advertise the admission in newspapers and website	01	
K. 2	The college advertises the admission as per academic calendar of the affiliated university	01	
<b>03.</b>	<b>Students intake is in accordance with the college capacity, i.e., faculty, labs, library facilities etc.</b>	<b>02</b>	
K. 1	The college has a mechanism to decide the intake number of new students	01	
K. 2	The intake is according to the capacity of the college	01	
<b>4</b>	<b>Pass rate of the college vis-à-vis average pass rate for affiliated university.</b>	<b>02</b>	
K. 1	The pass rate of the college is from 80 %to 100% of average =2, below 50 to 80% =1, < 50% = 0	02	
<b>5</b>	<b>Student Support Services</b>	<b>02</b>	
K. 1	Support programs and services for the low achievers to improve their efficiency in chasing their educational goals and expected learning outcomes.	01	
K. 2	Financial aid programs, scholarships and grants for deserving or needy students	01	
<b>Total Score</b>		<b>10</b>	

**Standard 4: Academic Faculty and Non-Academic Staff (10%)**

Statements		Weight=%	Score Obtained
<b>1</b>	<b>Faculty members and other professionals of the college are appropriately qualified-trained and prepared to assume the assigned roles and they are adequate in numbers (student-teacher ratio) (0.5 mark for each indicator)</b>	<b>2.0</b>	
<b>2</b>	<b>Well-articulated and implemented criteria for performance evaluation of academic and non-academic staff</b>	<b>01</b>	
<b>3</b>	<b>Percentage of sanctioned posts are filled.*</b>	<b>02</b>	
K.1	100 % of the sanctioned posts are filled	02 (maximum)	
	> 80% -100% of the sanctioned posts are filled	1.5	
	> 50% - 80% of the sanctioned posts are filled	01	
	> 40-50% of the sanctioned posts are filled	0.5	
	<40% of the sanctioned posts are filled	00	
<b>02.</b>	<b>There is strict monitoring adherence to attendance rules as laid down by the Government, regular class teaching and absenteeism.</b>	<b>02</b>	
K.1	The college has a strong monitoring system to check attendance/absenteeism	01	
K.2	The percentage of the faculty remaining present in college whole time? > 50%= 1 < 50% = 0	01	
<b>03.</b>	<b>The college has a formal program of professional development for its faculty in terms of short courses, participation in capacity building workshops, seminars and conferences.</b>	<b>02</b>	
K.1	The college has a documented professional development programme for its faculty; Yes = 1 No. = 0	01	
K.2	The PDP is being followed as planned. Followed 100% = 01 Followed 50% = 0.5 Followed < 50% = 00	01	
<b>04</b>	<b>Each year at least 10% of the college faculty is exposed in training activities for a total of 40 hours (annually) and involve all teachers, not only new teachers.</b>	<b>01</b>	
K.1	If 10% faculty participates, If 8% faculty participates If 5% faculty participates	01 0.5 00	
<b>Total Score</b>		<b>10</b>	

**Standard 5: Physical Infrastructure, Academic Facilities and Learning Resources (20%)**

Statements		Weight=%	Score Obtained
01.	<b>Adequate physical facilities/infrastructure included Lecture halls, Tutorial rooms, Laboratories, Libraries, Information Technology, recreational, sports facilities and student affairs cell are available for the staff and student.</b> (Assessment is to be made based on-spot observations and score will be given on the basis of extent/percentage to which facilities meet the requirements to deliver curriculum and recreational needs).	04	
		0-4	
02.	<b>The seating capacity of the library, at least 10% of the total enrolled students.</b>	02	
K.1	10 % seating capacity of the enrollment = 02 05 % seating capacity of the enrollment = 01 03 % seating capacity of the enrollment = 0.5 < 03 % seating capacity of the enrollment = 00	02	
03.	<b>The library is being continuously improved and updated with relevant books, references and periodicals (national and international).</b>	03	
K.1	The college has annual allocation of funds for development of library	01	
K.2	The college library is updated with relevant books and periodicals	01	
K.3	The college is adding 10 books per subject to its library annually.	01	
04	<b>Adequate educational/learning resources are available.</b>	01	
05.	<b>College in collaboration with department of higher education and HEC is making efforts for the provision of E-library resources</b>	01	
K.1	<ul style="list-style-type: none"> <li>• The college is corresponding with relevant bodies for having access to e-library</li> <li>• Not started</li> </ul>	01 00	
06.	<b>The college aims to improve the learning environment for the students by regular updating and extension of the facilities to match developments in educational practices.</b> (to be assessed by the evaluator on spot)	01	
		01	
07	<b>The college has appropriate rules to ensure that the learning environment is safe for staff, and students.</b>	03	
K.1	The rules are documented The rules are followed	02 01	
08.	<b>The college has a policy which addresses the effective use of information and communication technology in the educational programs. The computer lab should include broad-band internet for self-learning, accessing information, and managing teaching and learning situations.</b>	03	

	<b>College is providing training to its faculty for use of internet and ICT for their professional development.</b>		
K.1	The college has a proper computer lab.	01	
K.2	The computer lab of the college has broadband internet facility.	01	
K.3	The college provides training to its faculty for use of internet and ICT for their professional development	01	
<b>09.</b>	<b>The college in collaboration with affiliated university and department of higher education has a policy on the use of educational expertise in curriculum planning and in development of teaching methodologies.</b>	<b>02</b>	
K.1	Trainings from experts have been planned.	01	
K.2	Trainings from experts have been arranged.	01	
<b>Total Score</b>		<b>20</b>	

**Standard 6: Organization, Governance and Financial Management (20%)**

<b>Statements</b>		<b>Weight=%</b>	<b>Score Obtained</b>
<b>01</b>	<b>Organization &amp; Governance</b>	<b>15</b>	
K.1	Valid evidence of college organization.	01	
K.2	Responsibilities of college governance/leadership are clearly documented.	01	
K.3	College governance/leadership is regularly evaluated with respect to achievement of objective/ mission or annual targets of the college.	01	
K.4	List of cases in which emergency power used during last two years	01	
K5	Periodic/annual assessment reports on effectiveness of the organization and its governance	01	
K6	Annual performance reports of academic and non-academic staff	01	
K7	List of college statutory bodies and their TORs: Academic Committee, Financial Committee, Discipline Committee, Internal Examination Committee and Extracurricular activities Committee (0.5 mark for each committee)	03	
K.8	Governance bodies/committees has representation from academic staff, students, parents and civil society/community (0.5 mark for each stakeholder)	02	
K.9	Copies of meetings' notification	01	
K.10	Agenda of last two meetings	01	
K.11	Minutes compliance report	01	
K.12	Minutes of last two meetings	01	
<b>02</b>	<b>Financial Management</b>	<b>05</b>	
K.1	Annual budget copy/record	01	
K.2	Copy of financial rules & regulations	01	
K.3	Maintaining financial record	01	
K.4	Information/knowledge of financial rules & regulations, receipt & payments, procurement rules, budget, internal & external audit,	01	
K.5	Qualified/trained/skilled finance related staff	01	
<b>Total Score</b>		<b>20</b>	

**Standard 7: Research (03%)**

<b>Statements</b>		<b>Weight=%</b>	<b>Score Obtained</b>
<b>01</b>	<b>Colleges are encouraged to promote an environment of applied research</b>	<b>0.5</b>	
K.1	>5% of the annual budget allocated for the research < 5% of the annual budget allocated for the research	0.5 0..25	
<b>02</b>	<b>Program's Research and Knowledge Generation Plan</b>	<b>02</b>	
K.1	Announcing funding opportunities for students and faculty	0.25	
K.2	Assisting with development of research proposals and research results	0.25	
K.3	Providing guidance with post-award compliance, budgeting, and human subject approval issues	0.25	
K.4	Facilitating faculty scholarship by developing a faculty research mentorship program	0.25	
K5	Assisting in faculty and joint faculty-student publications	0.25	
K6	Providing leadership participation and recognition at national and international research conferences/seminars/workshops/trainings	0.25	
K7	Encouraging society/community based small projects	0.25	
K8	Research projects on teaching-learning process and use of findings for the improvement of teaching and learning	0.25	
<b>03</b>	<b>Dissemination and Use of Research outputs</b>	<b>0.5</b>	
K.1	Evidence to encourage the students/faculty for publication and dissemination of ongoing or completed research/project	0.25	
K.2	Affiliated university involving and sharing the research findings and experiences with the college.	0.5	
<b>Total Score</b>		<b>03</b>	

**Standard 8: Public Disclosure and Transparency (15%)**

<b>Statements</b>		<b>Weight=%</b>	<b>Score Obtained</b>
<b>01</b>	<b>Initiatives: Public Disclosure and Transparency</b>	<b>06</b>	
K.1	Website of the college is developed, maintained and updated to meet the requirements of public.	01	
K.2	Use of electronic and print media for public disclosure and transparency.	01	
K.3	Adherence to ethics of public disclosure policy to support students and their parents for informed decision making regarding their education.	01	
K.4	Communication strategies for information of public like parents and community.	0.5	
K.5	Responsive to inquiries about college, students, teachers, staff, facilities and its programs (average response rate).	0.5	
K.6	Mechanism of integration of public/stakeholder/community feedback.	0.5	
K.7	Published information about the total cost of an academic program and availability of financial aid.	0.5	
K.8	College budget and expenditures are open/accessible for all the stakeholders	0.5	
K.9	Academic and non-academic staff strength with their qualifications at college website or in annual report.	0.5	
<b>02</b>	<b>Announcement for admission, merit lists and examination through electronic and print media</b>	<b>05</b>	
K.1	Advertisement made during last/two year for admissions.	01	
K.2	Merit lists for students' admission published during last two years.	01	
K.3	Internal and external examination results published or displayed during last two years.	01	
K.4	Internal and external examination results and assignments marks shared/ communicated with students and their parents.	02	
<b>03</b>	<b>Communication strategy developed for dissemination of regulations/rules and polices</b>	<b>04</b>	
K.1	Communication strategy/policy/documents/SOPs	01	
K.2	Notifications/List of events held during last two years/event calendar	01	
K.3	Annual progress report	01	
K.4	Open days during last three years	01	
<b>Total Score</b>		<b>15</b>	

**Standard 9: Community Link and Outreach (07%)**

<b>Statements</b>		<b>Weight=%</b>	<b>Score Obtained</b>
<b>01</b>	<b>Linkage with the Community</b>	<b>05</b>	
K.1	Well thought Outreach plan of extension projects based on social needs and educational issues of the community. (one mark for each)	02	
K.2	Participation of community members in planning and implementation of outreach programs/projects.	01	
K.3	Involvement and active roles of staff, teachers and students in community development and outreach projects.	01	
K.4	Evidence that services of students and teachers in the community are used to support and improve the academic programs.	01	
<b>02</b>	<b>Supporting an Equitable and Fair Community</b>	<b>02</b>	
K.1	Fair, equitable and supportive policies and procedures regarding gender /minorities.	01	
K.2	Community links and outreach programs/projects in a conducive, open and harmonious environment and free of discrimination.	01	
<b>Total Score</b>		<b>07</b>	

**Total Weightage: 100%**

<b>DLI 4 Rating Criteria</b>	
<b>Category</b>	<b>Scores</b>
W	80% - 100% Excellent
X	60% - 79% Good
Y	40% - 59% Satisfactory
Z	Below 40% Unsatisfactory

## Cumulative Score Sheet

S No.	Standards	Percent Weightage	Score Obtained	Remarks (if any)
1	Vision, Mission and Goals	05		
2	Academic Programs and Evaluation	10		
3	Student Admission and Progression	10		
4	Academic Faculty and Non-Academic Staff	10		
5	Physical Infrastructure, Academic facilities and Learning Resources	20		
6	Organization, Governance and Financial Management	20		
7	Research	03		
8	Public Disclosure and Transparency	15		
9	Community Link & Outreach	07		
<b>Total</b>				

Please Mention/Award DLI 4 Rating/Category on total score obtained: (W, X, Y, Z). Use DLI-4 Rating Criteria mentioned on page 24.

Remarks Any:

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\_\_\_\_\_  
Evaluator Name & Signature

\_\_\_\_\_  
Team Leader Name & Signature

Date: \_\_\_\_\_

## **Section-D: Guidelines for External Evaluators**

### **D.1 Importance of Minimum Quality Standards for Affiliated Colleges**

College education in Pakistan falls under higher education or tertiary education. Before and after 18<sup>th</sup> amendment colleges were and are attached with the ministry of education of particular province. Quality is always critic on college education especially when affiliated with a public sector university. Although each university award affiliation on fulfilling the affiliation criteria set by the concerned university. But there is no single policy or quality standards for the affiliation of colleges in Pakistan. Number of researches and debates concluded that there should be at least minimum quality standards for the affiliation of colleges with universities. The Higher Education Commission of Pakistan once again took the initiative and offered their expertise, support and help to higher education departments of provinces in the development of minimum quality standards for affiliated colleges that quality of colleges can be maintained.

College education is very essential for active participation in the knowledge societies which in turn accelerates the national economy. Quality education is a prerequisite to gain access to knowledge which also guarantees economic development. This makes the condition of college education in Pakistan a very critical issue. Recognizing this, the quality standards for affiliated colleges of Pakistan are essential to achieve the quality education not at national level but at international level too. To achieve these standards, assessment/evaluation of quality and continuous improvement are the necessary ingredients. The minimum quality standards set by the HEC are primarily concerned with the college overall performance rather than just issues of academic programs. The HEC in-collaboration with higher education departments of all provinces has developed the minimum quality standards for the colleges affiliated with the public sector universities to maintain the quality education. Total nine standards set for overall quality check with a key/tool based on these nine standards. The minimum quality standards drafted for the affiliated colleges are comprised of nine standards i.e. 1) Vision, Mission & Goals 2) Academic Programs and Evaluation 3) Student Admission and Progression 4) Academic Faculty and Non-academic Staff 5) Physical Infrastructure, Academic Facilities and Learning Resources 6) Organization, Governance and Financial Management 7) Research 8) Public Disclosure and Transparency 9) Community Link and Outreach. The key developed for the evaluators on score card will be helpful to assess and award the status to the affiliated colleges. Both documents will also help the college administration to streamline the college matters, not for the better ranking but more to enhance or improve their academic programs. The manual drafted for the external evaluators can be revised as per feedback obtained from the evaluators and colleges in due course of time.

## **D.2 Minimum Quality Standards**

The Higher Education Commission in-collaboration with the higher education departments of provincial ministries of education suggested the following standards for the affiliated colleges. The standards are as follows:

- Standard 1: Vision, Mission and Goals (05%)
- Standard 2: Academic Programs and Evaluation (10%)
- Standard 3: Student Admission and Progression (10%)
- Standard 4: Academic Faculty and Non-Academic Staff (10%)
- Standard 5: Physical Infrastructure, Academic Facilities and Learning Resources (20%)
- Standard 6: Organization, Governance and Financial Management (20%)
- Standard 7: Research (03%)
- Standard 8: Public Disclosure and Transparency (15%)
- Standard 9: Community Link & Outreach (07%)

**Note: Each Standard is already explained in details at Section B.**

## **D.2 Key for Evaluators on Score Card DLI-4**

The evaluator will evaluate or assess each standard on Key (**Section-C**) provided by HEC. The key covered all the standards in-depth and elaborated all aspect and dimension of the concerned standard. The key consists of total 100 points/scores to rate or categories the affiliated college with W, X, Y and Z.

The Standard 1 is about the ‘Vision, Mission and Goals and 5% weightage is given to this standard. The standard divided into four statements and each statement further divided into sub-statements to get in-depth information.

Standard 2 ‘Academic Programs and Evaluation’ divided into 7 statements and further divided into 04 sub-statements. Total 10% weightage is given to this standard.

Standard 3 ‘Student Admission and Progression’ covered the admission policy, student intake, students support services sports and pass rate. The key reflects 10% weightage for this standard. The standard divided into 5 statements and further divided into 8 sub-statements.

The standard 4 ‘Academic Faculty and Non-Academic Staff’ is about the qualifications of academic staff, staff policy on strict monitoring of absenteeism and professional development program(s). It is divided into 4 statements and further 6 sub-statements with 10% weightage.

Physical Infrastructure, Academic Facilities and Learning Resources is Standard 5 that covered the physical facilities, information technology, learning environment and educational resources with 20% weightage. The standard is very comprehensive divided into 9 statements and further into 11 sub-statements.

‘Organization, Governance and Financial Management’ is Standard 6 that covered Organization, Governance and Financial Management. Total 20% weightage is given to the Standard and divided into 2 statements and further divided into 17 sub-statements.

Standard 7 ‘Research’ covering research area with three statements and 11 sub-statements, total 03% weightage is given to the standard.

Standard 8 ‘Public Disclosure and Transparency’ covered initiatives taken by the affiliated colleges on the standard. The Standard consists of 3 statements and 17 sub-statements.

Standard 9 ‘Community Link and Outreach’ covered areas like linkage with the community and a support for equitable and fair community. To assess the standard, 2 statements with 6 sub-statements are given in the key.

### **D.3 Objectives of the External Evaluation Visit**

The external evaluator is an important component to evaluate the MQS of affiliated colleges and award the status. The visit of the evaluator is a formal, official, systematic and planned visit to conduct an objective i.e. collection of data with the purpose of evaluate the status of affiliated college in relation to minimum quality standards. The major objectives need to be met by the conclusion(s) of the external evaluation visit are:

1. Gather relevant data for an independent and objective assessment on various standards.
2. Provide opportunities to the internal members of the colleges to be part of assessment process.
3. Provide opportunity to all the stakeholders to converse and consult with the external evaluators about the quality standards and assessment process.

## D.4 Participants of the External Evaluation Visit

Three types of participants are involved in the External Visit.

- a) The External Evaluation Team: The team will be comprised of two/three evaluators approved and appointed by HEC as External Evaluators. But numbers of evaluators can be changed according to need and situation.
- b) The Institution/College & Other Stakeholders: These are the members of the institution/college appointed or authorized to assist the external evaluators. Their responsibility will be to prepare or provide the reliable and truthful information to the External Evaluators, necessary for the assessment of quality standards.
- c) The External Stakeholders: All of those who can provide the information connected with the standards e.g. Librarian, Students, Principals, In-charge Admission, Examination and Director Planning etc.

These three groups of stakeholders will participate in the External Evaluation visit. The success of the evaluation/assessment exercise depends upon their coordination and cooperation.

### D.4.1 Responsibilities of the External Evaluation Team/Member:

- **The External Evaluation Team**

The External Evaluation Team is made up of two-three members approved or appointed by HEC.

- **Responsibilities of External Evaluator:**

The general responsibility of the team member is to make an objective, efficient and professional collection of relevant data and information to assess the standards. Each member must follow specific role described below:

- **Team Leader:**

1. Overall coordination of the evaluation activities and its schedule.
2. Coordination all logistics arrangements for the administration of key/tool with the college to be assessed/evaluated.
3. Medicate all the meetings.
4. Received all documents, information, materials and tool/key from HEC on the behalf of Evaluation Team.
5. Collect, collate and return all documents, materials and tools to HEC as representative of the team.
6. Represent HEC while conducting External Evaluation in the college.
7. Consolidate a joint opinion of the team on recommendations for awarding the status to the college.
8. Resolve conflicts and answer questions.
9. Assist the Co-Evaluators in administrating tool/key according to the HEC instruction/directions.

10. Submit to HEC all data, tool/key, documents and reports gathered during External Evaluation.

- **Team Members:**

The major responsibility of the team members is securing and conducting the tool/key agreed among the team in the initial team meeting. Other responsibilities include:

1. Coordinate, arrange and schedule with the Team Leader and the Principal of the location/concerned college, time and permission to administer the tool/key.
2. Administer tool/key according to requirements of the standards and following ethical principles.
3. Assist other Evaluation Team Members in their tasks, if necessary.

## **D.5 Attitudes and Work-Ethics for the External Evaluators**

All the External Evaluators will behave with:

1. Objectives and impartiality.
2. Respect for individuals.
3. Handling of information with confidentiality and discretion.
4. Openness to mutual collaboration, teamwork and maintaining good relations with fellow Evaluators and other stakeholders.
5. Courtesy towards all participants.
6. Sensitivity and care in handling delicate matters.
7. Confidence.
8. Clarity to seek clarifications without any preconceived notions.
9. Self-Awareness.
10. Consciousness of the value of other people's time reflected in punctuality.
11. Openness/Proneness to acknowledge the help, information and assistance offered by others.

Once in the field, the External Evaluators must avoid the following.

1. Engaging in any form of argument or debate with representatives of the institution/college.
2. Comparing their own institution with the institution under evaluation.
3. Rejecting other perspectives other than personal.
4. Maligning any member of the External Evaluation Team, stakeholder or institution.
5. Being influenced by any forms of exceptional hospitality accorded by the host institution, the provision of goods, services or other direct or indirect attempts to exert influence.
6. Engaging in socially unacceptable behaviors while representing HEC.
7. Sacrificing the quality of work in order to reduce the time required in the institution.

## **D.6 Procedures of the External Evaluation (What, Who, When, Where and How)**

Procedure 1: Checking Requisites for the External Evaluation

Procedure 2: Dispatch and Reception of Materials

Procedure 3: Task Distribution among Evaluation Team members

Procedure 4: Introductory Meetings

Procedure 5: Administration of Evaluation Tool/Key

Procedure 6: Preparation of Individual Evaluator's Report

Procedure 7: Preparation of Consolidated Visit Report

Procedure 8: Closing the Program and Exit Conference

Procedure 9: Returning Tools to HEC

### **References**

HEC. (2004). Quality Assurance Manual for Higher Education in Pakistan. Islamabad: Higher Education Commission.

NACTE. (2009). Manual for External Evaluators. Lahore: National Accreditation Teacher Education Pakistan.





