



Pakistan Precepts, Standards & Guidelines for QA in Higher Education (PSG-2023)

Presented by
QAA Team, HEC Pakistan



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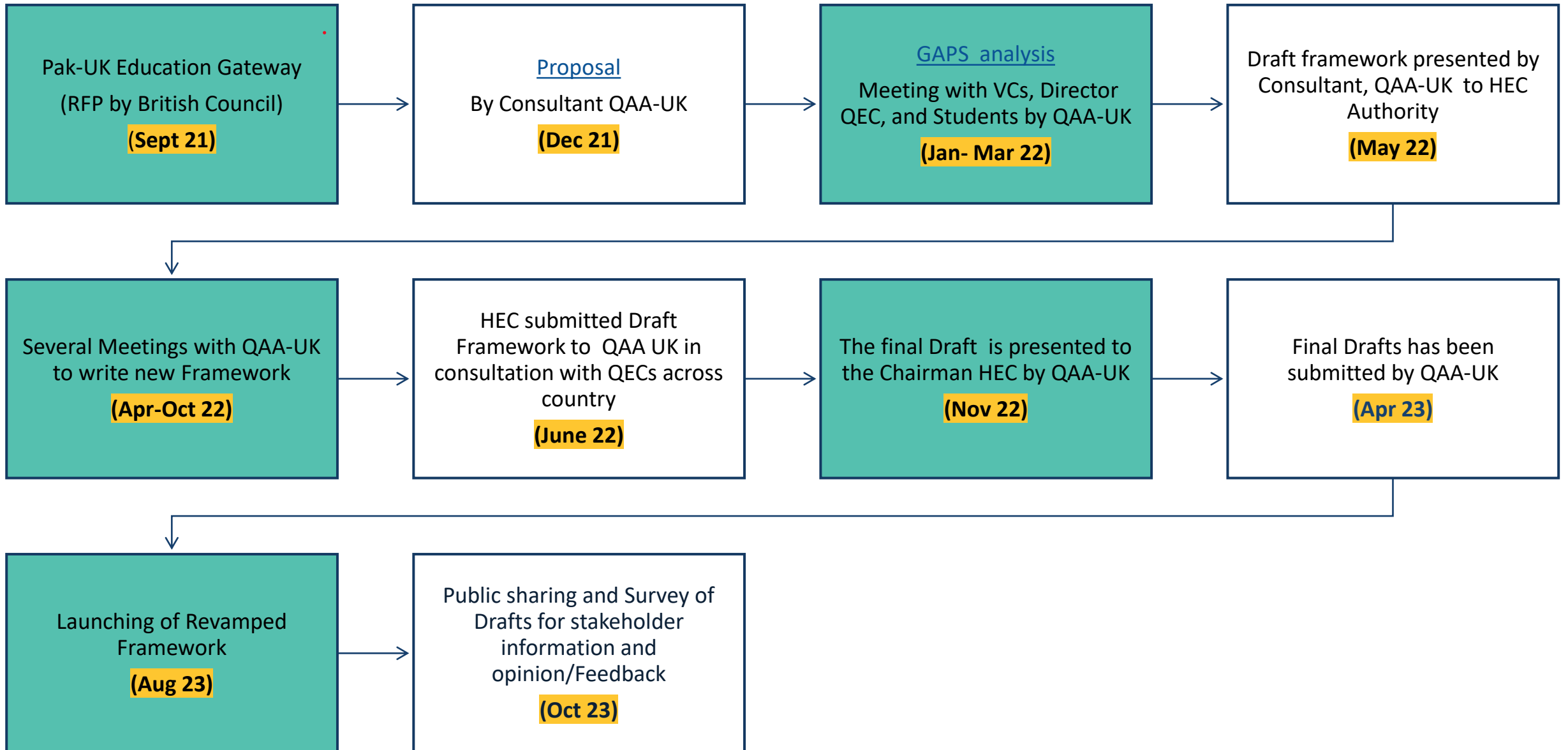
- **PSG-2023, Component & Process**
- **Outcome & Contribution**
- **Review & Judgement**
- **Challenges & Way forward**



**PSG-2023:
Component
& Process**



QA Revamping Stages (2021-2023)



GAPS Analysis

Student involvement & Engagement

- Institutional focus, rather than a student focus.
- Limited opportunities for students to take an active role in their higher education or influence the quality of programmes
- Students are not part of review teams.

Employment

- Poor collaboration with industry in the design of programmes & Lack of careers guidance
- Student vocational objectives are not fully supported by the faculties
- Recruiting teaching staff with industrial experience

Self-evaluation (IPE)

- Self-evaluation
 - is compliance based
 - does not enable continuous quality improvement and enhancement.
 - There is limited external input into self-evaluation

Quality Enhancement Cells

- QECs generally:
 - function separate to faculty , have little stakeholder involvement.
 - do not routinely involve academic staff and students and are sometimes seen as a burden.

Data

- No consistent processes to systematically collect, monitor and action information
- Data is not systematically and consistently collected.

GAPS Analysis

Admissions

- There are no processes for the recognition of non-formal and informal learning as criteria for admissions

Complaints & appeals

- Universities do not always have appropriate procedures for dealing with students' complaints and appeals

Equality & diversity

- Student well-being and welfare is not high on the agenda & Universities do not clearly take account of equality, diversity, and inclusion.
- Universities should have equal opportunities policy especially regarding female participation.
- The Standards do not explicitly encourage Universities to consider the needs of a diverse student population

Communication and engagement at all levels

- Patchy level of community and stakeholder involvement in learning and teaching and quality assurance
- Internal quality assurance processes don't promote participation across the institution
- Faculty staff tend to work in silos and academic staff and students are distanced from QEC

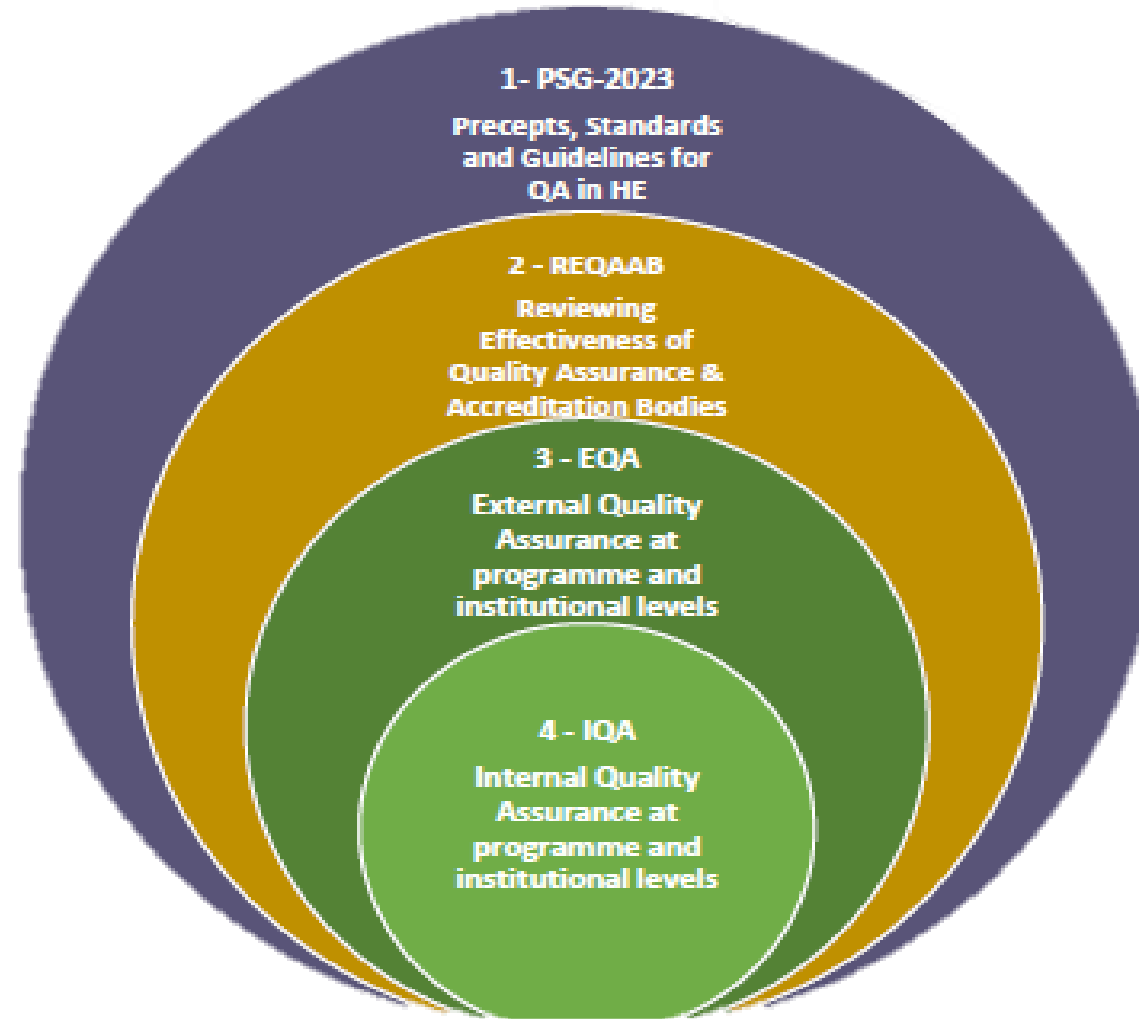
Good practice

- Good practice is not systematically shared within or across institutions to encourage innovation in teaching and the use of new technologies and other best practice

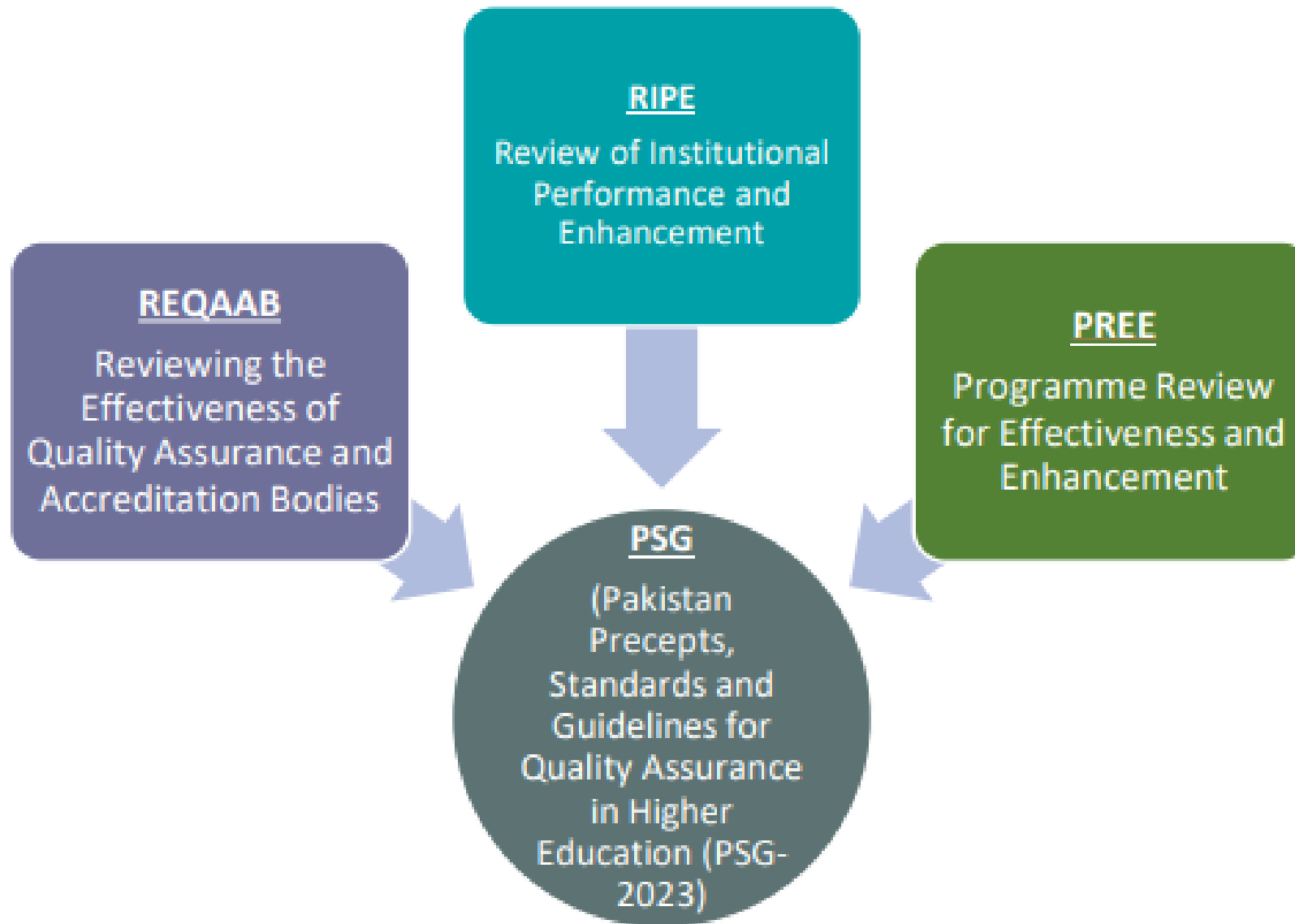
PSG-2023 - The Revised Quality Assurance Framework

Illustration of Quality Assurance Framework

Capacity Building and Institutional Support



PSG-2023 - The Revised Quality Assurance Framework



Intended Outcomes - PSG-2023

Enhanced international recognition and acceptance of Pakistani degrees and qualifications.

Greater consistency and effectiveness in quality assurance practices.

Improved transparency and accountability mechanisms.

A shift towards a student-centric approach in higher education.

Transformation from conformity-based to enhancement-driven practices.

Proactive rather than reactive quality assurance measures.

A transition from faculty-centered to student-centered educational environments.

Encouragement of collaboration over isolation among institutions.

Emphasis on contextual relevance over fixed standards; avoid one size fits all approach.

Increased stakeholder engagement and participation.

Utilization of data for informed decision-making and continuous improvement.

Strengthened self-assessment practices.

A comprehensive and inclusive quality assurance ecosystem.

Enhanced quality and employability of graduates.

A thriving higher education sector contributing to national development.

PSG-2023 Contribution to SDGs



Quality Education (SDG 4); by improving the quality of education.



Decent Work and Economic Growth (SDG 8); through emphasizing enhancing employability and creating a skilled workforce.



Industry, Innovation, and Infrastructure (SDG 9); fostering a culture of innovation, research, and development within higher education institutions.



Reduced Inequalities (SDG 10); by emphasizing equitable access to quality education and its focus on addressing societal challenges.



Sustainable Cities and Communities (SDG 11); indirectly supports SDG 11 by equipping individuals with the necessary knowledge and skills, the framework contributes to the development of sustainable communities.



Partnerships for the Goals (SDG 17); The implementation of the framework requires collaboration and partnerships between higher education institutions, industry, government, and other stakeholders.



Process Components

PSG-2023

A transformation process, from CONFORMITY towards holistic ENHANCEMENT

PSG-2023

Review & Enhancement Plan

The QA Framework is based on two major components "Review & Judgement Plan" and "Continuous Quality Improvement Plan".

360 Degree Review

Holistic Improvement / CQI Plan

Process Component

The Review is based on set of standards & EOIs
And the CQI plan is based on a robust Self Assessment process of HEIs + Institutional Mentoring Plan and.

Standards & EOIs

Judgement Framework

Robust Self – Assessment Mechanism

Institutional Mentoring Plan (IMP)

REVIEW & JUDGMENT PLAN: REVIEW PROCESS



REQAAB - (Reviewing Effectiveness of QA and Accreditation Bodies)

S.No	Standard
Standard 1	Official status of quality assurance and accreditation bodies
Standard 2	Activities, policy and processes for quality assurance and accreditation bodies
Standard 3	Independence
Standard 4	Thematic analysis
Standard 5	Institutional resources
Standard 6	Internal quality assurance and professional conduct
Standard 7	Cyclical external review of quality assurance and accreditation bodies
Standard 8	Consideration of internal quality assurance
Standard 9	Designing methodologies fit for purpose.
Standard 10	Implementing processes.
Standard 11	Review panel/peer-review experts
Standard 12	Criteria for outcomes
Standard 13	Reporting
Standard 14	Complaints and appeals.

PREE: Programme Review for Effectiveness and Enhancement For IQA & EQA

S.No	Standard
Standard 1	Programme mission, objectives and outcomes
Standard 2	Curriculum design and organization
Standard 3	Subject-specific facilities
Standard 4	Teaching faculty/staff
Standard 5	Institutional policies and process control
Standard 6	Internationalization of higher education and global engagement
Standard 7	Institutional support and facilities
Standard 8	Institutional general requirements

RIPE-Review of Institutional Performance and Enhancement For IQA & EQA

	S.No	Standard
STRATEGIC DEVELOPMENT	Standard 1	Vision, mission, goals and strategic planning
	Standard 2	Governance, leadership and organization
	Standard 3	Institutional resources and planning
	Standard 4	Audit and finance
	Standard 5	Affiliated colleges/institutions
	Standard 6	Internationalization of higher education and global engagement
ACADEMIC DEVELOPMENT	Standard 7	Faculty recruitment, development and support services
	Standard 8	Academic programmes and curricula
	Standard 9	Admission, progression, assessment, and certification
	Standard 10	Student support services
	Standard 11	Impactful teaching and learning and community engagement
INSTITUTIONAL DEVELOPMENT	Standard 12	Research, innovation, entrepreneurship and industrial linkage
	Standard 13	Fairness and integrity
	Standard 14	Public information and transparency
	Standard 15	Institutional effectiveness, quality assurance and enhancement
	Standard 16	CQI and cyclical external quality assurance

Standard 14: Public information and transparency

Expectation

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.

PROCESS LINKAGE Example

Standard

RIPE
Standard 14:
Public information
and transparency

EOIs

Ensure the availability of a 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

Ensure availability of fair and transparent procedures for handling complaints and appeals which are accessible to all students, faculty and administration

Indicative Evidence

Communication policy, agenda/working paper, forums' members information, etc.

Complaint Redressal Policy & Portal, Examples of complaints resolved etc.

Guidelines/Best Practices

Develop Transparent Policies with well-defined Scope & Objective with engagement of stakeholders.
Centralized Information Hub with Regular Communication. Publicize Decision-Making Timelines with Feedback Mechanism Conflict of Interest Policies

User-Friendly Portal
Acknowledgment and Tracking
Timely Response
Complaint Escalation Process
Regular Reporting and Analysis
Ombudsman or External Oversight



**REVIEW &
JUDGEMENT**

Value Judgment Framework /EOIs Grading

S#	KPIs/EOIs Group	Nature of Findings /Concerns/Contribution	Score/Color	
1	Violation /Negative	Regulatory Requirements /KPIs/ EOIs	Requirement of Charter/ACT	0-1 / Grey Color
			Statutory requirements	
			Requirement of other related national/provincial regulations, policies, guidelines, etc.	
			Requirement of related national/provincial entities including minimum requirements/guidelines by HEC, QAA, accreditation councils etc.	
			Anything that may directly affect student progress; teaching & learning	
2	Violation	Mandatory Requirements /KPIs/EOIs	Anything that may indirectly affect teaching, learning, and student Progress	02/ Yellow Color
			Anything that impedes/restricts/discourage contribution to integrity and transparency.	
			Anything that impedes/restricts/discourage contribution to efficiency, productivity, and creating a paperless environment	
			Policies/practices directly and adversely affect employees other than faculty	
			Anything that may impedes/restricts/discourage contribution to faculty development & retention	
3	Contribution/Positive	Recommended Requirements /KPIs/EOIs	Cooperation and Partnership with Local, National Institutions with visible impact.	03/ Blue Color
			Contribution to service learning and community service and engagement.	
			Ethical considerations which otherwise are not covered under existing legal ambit, like avoiding even minor conflicts of interest in decision making.	
			Policies/practices affecting Quality Culture in the university	
			Anything that brings financial sustainability without transferring the extra financial burden to the students.	
			Any practice that promotes Diversification and inclusion in terms of gender, ethnicity, culture, and region.	
4	Contribution/Positive	Desirable Requirements /KPIs/EOIs	Anything that promotes industrial linkage and contributes to the national economy	04/ Green Color
			Adoption of international best practices that create an impact on the institutions	
			International collaboration (other than just membership) that creates impact	
			Internationalization of HE International Faculty/Students	
			Direct contribution to the national economy through invention and innovation	
			Participation in international rankings and improving rankings over period	
			Participation and Accreditation by prestigious International Accrediting entities	

EOIs Grading: Key elements of Review



Does an HEI have necessary elements/parameters of Policy and Implementation against the given EOIs?

1. Policy & Practice

i. Policy Document
(written)

ii. Implementation
Strategy /
Procedures/SOPs

2. Policy & Stakeholders Engagement

i. Consultation

ii. Documentation

iii. Notification

3. Effective Implementation arrangements

i. Publication (website)

ii. Having well informed
stakeholders

iii. Robust CQI Mechanisms

Review Portal; Quality Evaluation & Enhancement Matrix (QEE Matrix)

Standard# : (Quality Standard)	Do necessary elements/parameters of Policy and Implementation exist?						Review & Judgement		
Standard Title:	Policy & Practice		Policy & Stakeholders Engagement		Effective Implementation arrangements		Scoring/Rating & Validating statement (1=Poor, 2=Intermediate, 3=Progressive 4=Excellent)		
<p>EOIs Expectation Outcome Indicators (EOIs)</p>	Policy (written)	Implementation Strategy /Procedures	Consultation	Documentation	Notification	Publication (website) having well informed stakeholders	Robust CQI Mechanisms	<p>Pls Score /rate (1-4) /color. How well do you think the HEI is meeting this expectation based on available Policy Documents, elements, and effective implementation arrangements?</p>	<p>Validate your judgment with a statement stating reasons!</p>

Review Portal- EOIs & Standard categorization

EOIs Scoring and Standard Category									
Reviewer's Profile				Institution's Profile					
Name				HEI Under Review					
NIC				Date of Review					
Institution				Review Panel#					
Designation									
Standard Category									
				Grey	Yellow	Blue	Green	Total	Judgement
The overall effectiveness Score /category on the basis of EOIs Review	Standard # & Ttitle	SIR							Final category assigned to the standard
		AIR							
		LIR							
		Effective							
	Total EOIs								
		Percentage							Color
Individual Standard Reporting Format									

Review Portal- HEIs categorization

Final Review Report & Judgement							
University Profile							
Name		Establishment (charter date)					
Nature (Public/Private)		Region					
Student Strength		Date of Review					
		Review Panel #					
Judgment & Category Assinged							
Consolidated Review Score	Number of Standard in each category	Grey	Yellow	Blue	Green	Total	Judgement
							Final category assigned to the HEI
	Total						
Percentage						Color	

QUALITY EVALUATION & ENHANCEMENT MATRIX (QEE MATRIX)

Review Methods & Judgment Framework

[LINK OF QEE MATRIX](#)



Review & Categorization of Expectation Outcome Indicators (EOIs)

Through a web-based application, based on the given Parameters for Review of Expectations/EOIs (PRE) , the Evaluator will review all the details and finally will score each “Expectation Outcome Indicators” (EOI) that will automatically "categorize EOIs into Different Colors" indicating the level of improvement required.



Categorization of Standard

Based on the defined Categorization of Expectations & Standards (CES) Criteria, the "Standard gets categorized, depending how much scores/color each EOIs has got".



Classification of HEIs

Based on the defined Categorization of Expectations & Standards (CES) Criteria, the "HEI gets Classification, depending how many Standards have got different score /colors"

REVIEW & JUDGMENT PLAN: 360° QA MECHANISM

Color/ Category	EVALUATION MATRIX AND JUDGMENT FRAMEWORK				
	REVIEW OF KPIs/EOIs	CATEGORIZATION OF STANDARD	CLASSIFICATION OF HEIs	Review Cycle	CQI Plan
	Effective Improvement Retained (EIR)	EIR	EFFECTIVE	5 years	Biennial Self-assessment
	Limited Improvement Required (LIR)	LIR	PROGRESSIVE	4 years	Yearly Self-assessment
	Adequate Improvement Required (AIR)	AIR	AVERAGE / INEFFECTIVE	3 Years	Will be part of Institutional Mentoring Program (IMP) arrangements. + Biennial Self-assessment
	Significant Improvement Required (SIR)	SIR	UNCLASSIFIED/ POOR	2 Years	Will be part of Institutional Mentoring Program (IMP) arrangements. + Yearly Self-assessment

Categorization Outcomes

**Length of
External
Review Cycle**

**Length of
Internal
Review/Self-
Assessment
Cycle**

**Institutional
Mentoring
Program**

**Customized
Policy
Interventions**

**Self-
Accreditation
Status for
Effective HEIs**

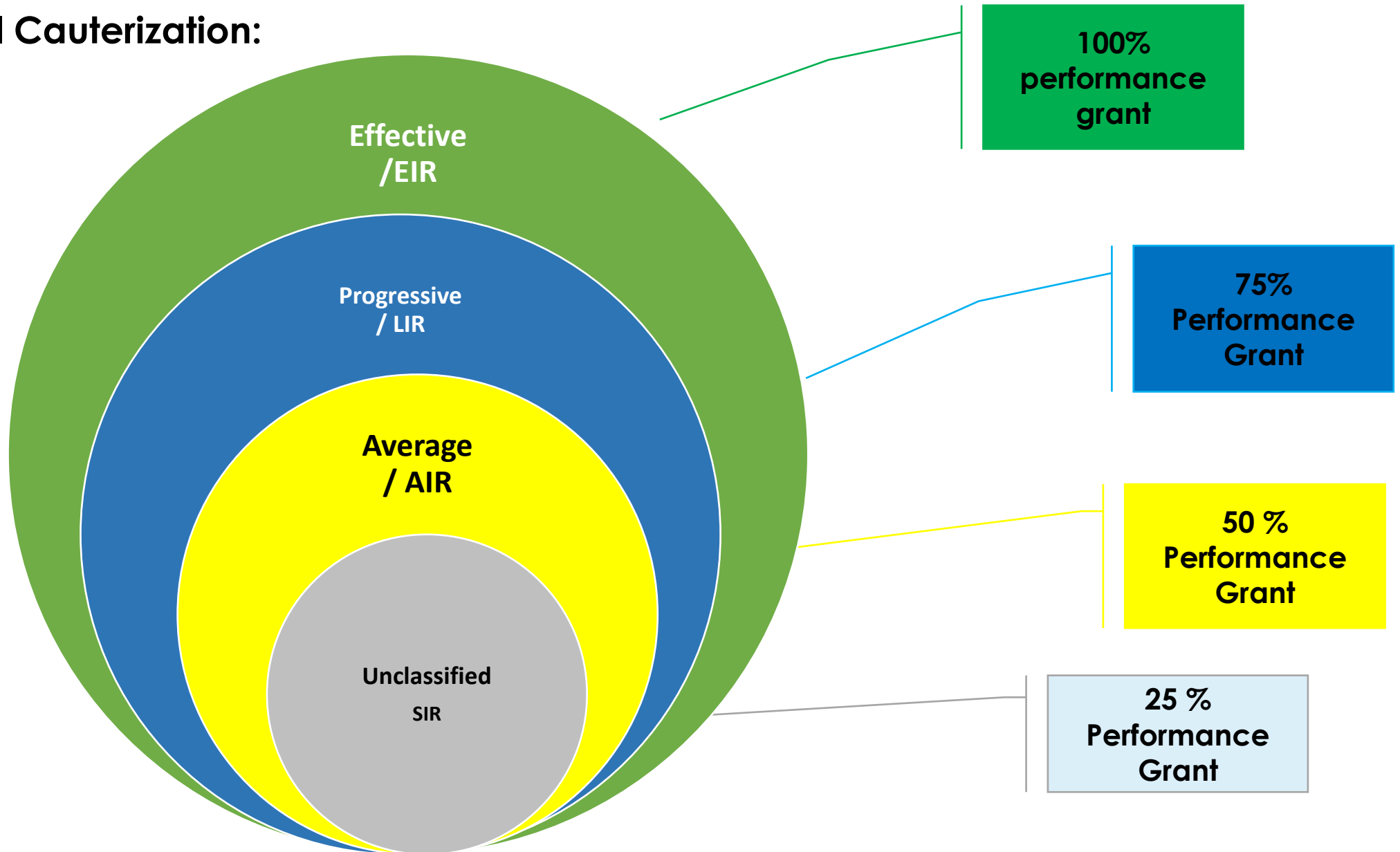
**Targeted
Research and
Innovation
Grants**

**Performance
-Based
Accreditation
Cycle**

**Performance
Grant/
Funding
Allocation**

REVIEW & JUDGMENT PLAN: 360 REVIEW & FUNDING MECHANISM

Funding Formulae can be linked with Institutional Cauterization:



**CHALLENGES
& WAY
FORWARD**



CHALLENGES & SOLUTIONS

- **CHALLENGES**

- Resource Constraints
- Data Collection and Management
- Review Judgement & categorization

Solution;
Automation & IT
Solution



- **CHALLENGES:**

- Lack of interest and ownership
- Resistance to Change
- Continuous Improvement

Solution; Focused
Group Discussions
and Engagement



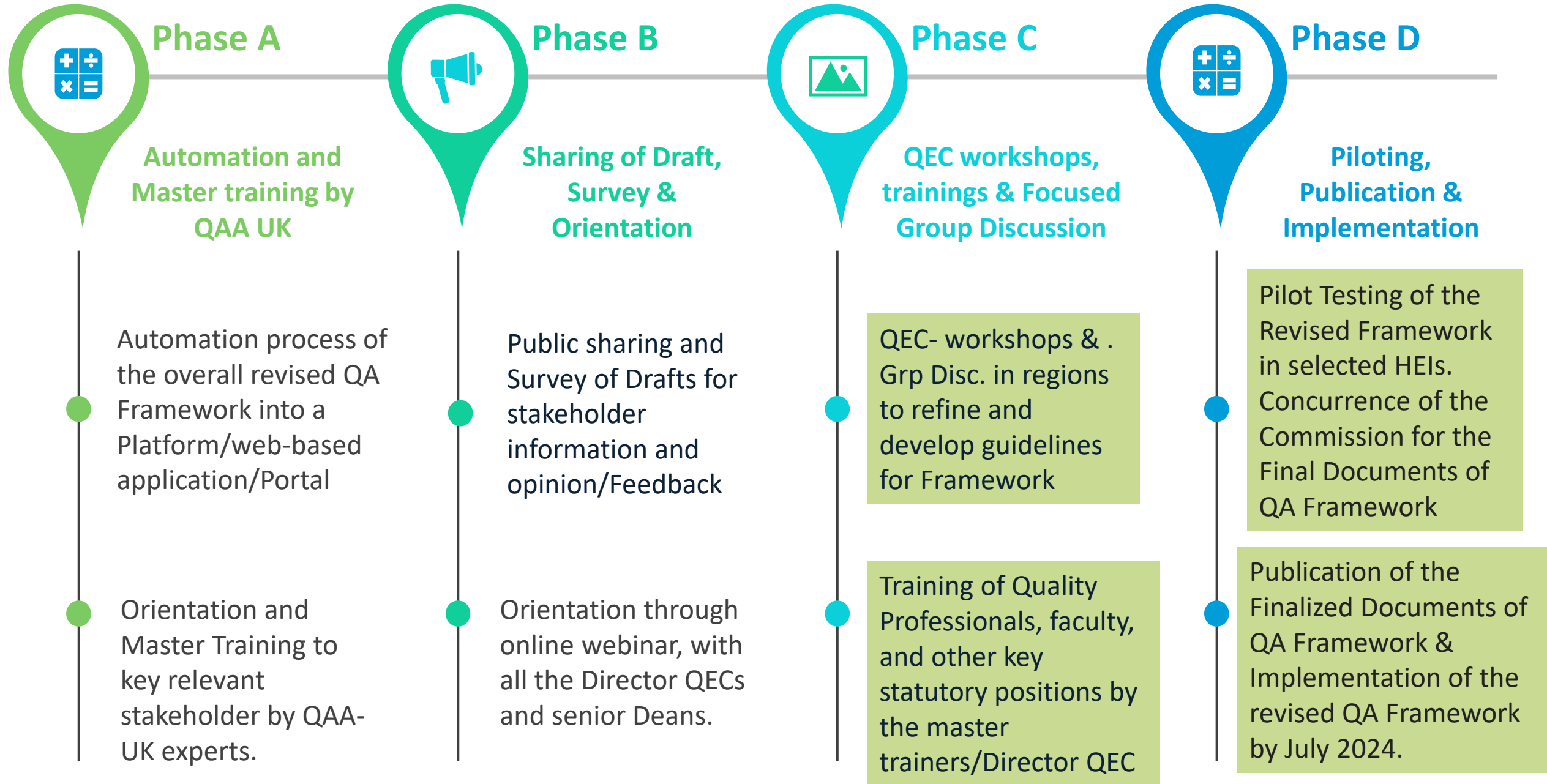
- **CHALLENGES:**

- Lack of awareness & Understanding
- Alignment with Diverse Institutions
- Lack of Master Trainers/ Reviewers

Solution; QA Reviewers
Certification Program
(QARCP)'s & Capacity
Building



Upcoming Phases of PSG-2023 Implementation



HEIs to & Effective Implementation of PSG-2023

Activities & Initiatives:

Preparation for the Transition

Understanding the PSG-2023: Conduct an in-depth study of the PSG-2023 document to comprehend its requirements and implications thoroughly.

Establishing a IQC: Form a dedicated centralized Committee, Under the leadership of VC, comprising all the statutory Positions, Deans, Registrar, Controller exam, Director Finance, HODs, and quality assurance professionals to develop QA related policies and ensure effective implementation process.

Gap Analysis and Needs Assessment: Conduct a comprehensive assessment of the existing quality assurance practices and identify the gaps that need to be addressed to align with the PSG-2023 standards.

Resource Allocation and Planning: Allocate necessary resources, including funds, technology, and human resources, to support the implementation process.

HEIs to & Effective Implementation of PSG-2023

Activities & Initiatives:

Alignment & Adoption

Develop QA Policy & Alignment and Revision: Develop/Revise institutional QA policy and procedures to ensure they are in line with the PSG-2023 standards and guidelines.

Training and Capacity Building: Conduct training sessions and workshops for faculty, staff, and administrators to familiarize them with the new standards and build their capacity for effective implementation.

Establishing Quality Assurance Mechanisms: Develop and implement internal quality assurance mechanisms to monitor and evaluate the institution's adherence to the PSG-2023 standards.

Engaging Stakeholders: Foster engagement and collaboration among various stakeholders, including students, faculty, and administrators, to create a shared understanding of the PSG-2023 and its significance for the institution.

HEIs to & Effective Implementation of PSG-2023

Activities & Initiatives:

Implementation and Monitoring

Roll-out of New Policies and Procedures: Implement the revised policies and procedures across different departments and academic units within the institution.

Continuous Monitoring and Evaluation: Regularly monitor and evaluate the effectiveness of the new quality assurance mechanisms and policies, making necessary adjustments as needed.

Documentation and Reporting: Maintain detailed documentation of the implementation process and generate periodic reports to track progress and compliance with PSG-2023 standards.

Feedback and Improvement: Encourage feedback from stakeholders and use it to continually improve the implementation process and ensure the PSG-2023's effective integration into the institution's practices.

HEIs to & Effective Implementation of PSG-2023

Activities & Initiatives:

Review and Enhancement

Periodic Reviews and Audits: Conduct regular reviews and audits to assess the institution's adherence to PSG-2023 standards and identify areas for improvement.

Promoting a Culture of Quality Assurance: Foster a culture of continuous improvement and quality assurance by recognizing and rewarding efforts that align with the PSG-2023 guidelines.

Capacity Building for Sustainability: Offer ongoing training and capacity-building programs to ensure that faculty and staff stay updated with the latest developments in quality assurance practices.

Adaptation to Changing Needs: Continuously adapt the institution's quality assurance mechanisms and policies to meet the changing needs and challenges of the higher education landscape.



**Please submit your Feedback on PSG-2023;
through the Survey Link at
www.hec.gov.pk/site/QAA by Nov. 15th
2023.**



**THANKS
Q&A PLEASE?**