**UNIVERSITY QUALITY POLICY DOCUMENT**

**(Draft)**



**DIRECTORATE OF QUALITY ASSURANCE**

**THE UNIVERSITY OF AGRICULTURE**

**PESHAWAR - PAKISTAN**

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15. **BACKGROUND**With the evolution of higher education worldwide, the emphasis on learning outcomes and clear educational objectives has gained prominence. Clearly articulated goals in teaching and learning help institutions to enhance the quality of their programs, alignment with international standards, and improvement of overall academic performance. Structured and outcome-based frameworks empower universities to monitor better and manage the intangible aspects of educational quality. It also ensures consistency and fostering a culture of excellence. The Institutional quality policy at the University of Agriculture, Peshawar aims to reflect the institution's commitment to achieve and maintain high quality standards in education, research, and community engagements. Furthermore, this policy enhances educational excellence with aligned global standards, fostering innovative research, encouraging creativity, research and knowledge generation. A comprehensive and holistic policy encompasses continuous quality improvement, meets expectations of all the stockholders and promote sustainability.
16. **SCOPE**The scope of a Quality Policy in the University of Agriculture Peshawar encompasses all aspects of academic and administrative functions, ensuring that the University delivers high-quality education, research, and services. It provides a framework for setting objectives that align with the institution’s mission and vision, covering curriculum design, teaching and learning processes, student support services, faculty development, and infrastructure management. Additionally, it extends to promoting continuous improvement, fostering innovation, and adhering to regulatory and accreditation standards. By addressing the needs of stakeholders, including students, staff, and the community, the Quality Policy serves as a cornerstone for enhancing institutional effectiveness, academic excellence, and overall organizational performance.
17. **BRIEF HISTORY OF THE UNIVERSITY**

Since its establishment in 1981, The University of Agriculture, Peshawar has been playing a vital role in imparting Agricultural Education and conducting basic and applied agricultural research throughout the province and disseminating the results of agricultural research among the farmers and public through its outreach activities.

Being one of the leading institutions in the country, the University has been enjoying the prestige of providing high quality agricultural education and research to its students. The graduates of this University are serving in public-private sectors organizations on key positions within Pakistan and abroad. They are ambassadors of this University and have been bringing in laurels to the name and prestige of this University. It has powers, inter-alia, to provide instructions, training, research and outreach; in agriculture, animal husbandry and other such disciplines of learning

The University imparts its educational and research program through 06 Faculties, 26 teaching departments, 3 institutes, 1 Centre and 1 sub campus. The University offers Bachelor, Master, MPhil, and PhD degrees in all disciplines of Agriculture, Animal Husbandry & Veterinary Sciences, Rural Development, Rural Sociology and Biotechnology, Management sciences, Information Technology and Computer Sciences. All these academic programs are run under the supervision of highly qualified teaching faculty, most of them hold PhD degrees from leading Universities of international repute.

The University of Agriculture, Peshawar being the prime institute for agricultural education and research has the obligation to provide trained manpower to all sectors of agriculture in Khyber Pakhtunkhwa. Being a high seat of learning it is also expected to engage in basic and applied research. Other than degree programs, the University has been playing a vital role in training scientists and students of the allied institutions through short-term training in different areas of agriculture and relevant disciplines. Similarly, international trainings have been a regular feature of the University manpower production program where hundreds of Afghan nationals have been trained so far. Besides curricular and co-curricular pursuits, the University has also been in the forefront in social work activities.

The management, faculty, researchers and students at the University are committed to further excellence in agricultural education and research, which will ultimately help in the development of the province and the country at large.

1. **Vision of the University**Enhanced food security and sustainable livelihood through knowledge-based economy
2. **Mission statement of the University**

To promote, enhance and maintain quality education by producing competent human resource and conducting result-oriented research to achieve food security and socio-economic development of the society through innovation and core values

1. **Core Values**
2. Excellence in learning, innovation and service
3. Supportive and healthy working environment
4. Intellectual and academic independence
5. Transparency in decision making and information sharing
6. Fiscal, academic, performance and programmatic accountability
7. Recognition of academic, scientific and personal achievements
8. Economic and environmental sustainability
9. Improved quality of life for the people and communities in Khyber Pakhtunkhwa, the nation and beyond
10. **Objectives**
11. Quality learning through quality education and innovative training programs.
12. Produce quality graduates equipped with knowledge and skills to lead a change in the agricultural network.
13. Generate knowledge via basic and applied research and disseminate through communication means and outreach programs.
14. Improve efficiency through academic and performance audit.
15. Focus on research, innovation and commercialization to offer solutions to agriculture related problems of the farming community.
16. Enhance the impact of academic and research programs through collaborative integration of allied institutions.
17. **THE DIRECTORATE OF QUALITY ASSURANCE (DQA)**
	1. **Introduction**The issue of quality has been identified as the major issue concerning the higher education sector in the Medium-Term Development Framework (MTDF). Therefore, to enhance the quality of output and efficiency of the higher education learning systems, a mechanism of establishment of QECs has been developed by the Quality Assurance Committee to improve the standards of quality of higher education in a systematic way with uniformity across country.
	2. **Quality Assurance at the University**

On the instructions of Higher Education Commission, the Quality Enhancement Cell (QEC) was established in the University in 2006. With the increase of its scope and activities, the status of QEC was upgraded as the Directorate of Quality Assurance (DQA) with the main objective to ensure the quality of education in the University to compete with the national and international Universities/HEIs. The Directorate is directly monitored by the Quality Assurance Agency (QAA) of HEC based on certain targets.
The DQA has been accomplishing numerous academic activities 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/Institutes, verification of publications/journals for the award of PhD degrees and appointment/promotion of faculty, etc.

* 1. **DQA Vision**

To be the leading center of Quality Assurance that will facilitate UAP in achieving the status of world class institutions for teaching, research and development.

* 1. **DQA Mission**

To implement Quality Assurance procedures and evaluation methods in the University to uplift the standard of education and research in the areas of Agriculture, Veterinary sciences, social sciences and associated fields.

* 1. **DQA Objectives:**
		1. To enable the University to produce quality graduates.
		2. To maintain and enhance academic standards.
		3. To ensure that the existing programs meet their objectives.
		4. To prepare the academic programs for review by the concerned councils.
		5. To eradicate cut/copy-paste culture and any act of dishonesty in academic work from the University, in order to inculcate creative thinking.
	2. **Functions of the Directorate of Quality Assurance**
1. **Accreditation of the Undergraduate Degree Programs**

The Directorate of Quality Assurance facilitates the accreditation process of the degree programs offered at the University through various Accreditation Councils including National Agriculture Education Accreditation Council (NAEAC), National Computing Education Accreditation Council (NCEAC), National Business Education Accreditation Council (NBEAC) and Pakistan Veterinary Medical Council (PMVC). Most of the programs offered by the University have been accredited by the concerned Councils.

1. **Postgraduate Program Review**

Review of postgraduate programs (PhD, MS, MSc Hons, M. Phil and equivalent) is one of the significant annual activities of the Directorate of Quality Assurance. For this purpose, a committee was constituted to thoroughly review and verify the record maintained by the Departments/Institutes in line with the prescribed rules and regulations of the University and criteria of the HEC. Presently, 31 PhD and 38 MS/Mphil and equivalent programs are offered in the University that are annually reviewed.

1. **Institutional Performance Evaluation (IPE)**

To review the University Portfolio Report (UPR) and evaluate the performance of institution against the criteria of Higher Education Commission (HEC), a Self-Institutional Performance Evaluation (Self IPE) Committee is constituted which is headed by the Director Quality Assurance and comprised of DQA team in addition to an external member. The committee holds a series of meetings with the Administrative Heads, Chairpersons of Departments/ Directors of Institutes/ HoDs, groups of Professors, Associate Professors, Assistant Professors, Lecturers and students of both genders at under and postgraduate level. The participants actively take part in the discussion and express their views about further improvement of the system. The issues, facilities and standard of education in the University are discussed in detail. The committee also visits various facilities of the University including the library, laboratories, classrooms, halls and hostels.

1. **Training Workshops**

To enhance the capacity of Focal Persons of DQA, representing various teaching Departments/Institutes, at least two training workshops and numerous orientation sessions are arranged annually.

1. **MEMBERSHIP**

The Directorate of Quality Assurance is linked with the Quality Assurance Agency of HEC, Pakistan and also has membership with international bodies/networks like Asia Pacific Quality Network (APQN) and the Talloires, USA.

1. **NATIONAL AND GLOBAL RANKING**

The University expands its global footprint by participating in different rankings. The UAP participated in 3 world renowned rankings, i. Quacquarelli Symonds (QS), ii. Times Higher Education (THE) iii. UI GreenMetric Sustainability to foster the culture of transparency and competitiveness at national and international level.

1. **INSTITUTIONAL QUALITY CIRCLE (IQC)**

Pursuant to the Pakistan Precept Standard and Guidelines PSG (2023) of the Higher Education Commission, an Institutional Quality Circle (IQC) has been established in the University with the following composition:

1. The Vice Chancellor Chairperson
2. Pro- Vice Chancellor/ Senior Dean Deputy Chairperson
3. All Deans Member
4. Director Advanced Studies & Research Member
5. Director Teaching Member
6. Controller of Examinations Member
7. Director ORIC Member
8. Director Quality Assurance Member/Secretary

IQC is a key tool for the Institutional Quality Assessment and Effectiveness in establishing a quality culture within the University with the following ToRs:

* To monitor all relevant external guidance and requirements related to quality assurance, initiating and coordinating action as appropriate.
* To develop and keep under review the University’s Academic Policy and Quality Framework, that is, the systems, policies and guidance for assuring and enhancing the quality of students’ learning experience and maintaining academic standards, and to consider and manage the outcomes of these processes.
* To have oversight of the university’s approach to assuring the completeness, accuracy, reliability and fitness for purpose of information provided for applicants and students.
* To maintain operational oversight of academic and student-related policy.
* To consider proposals for the addition, withdrawal, suspension, and exceptional amendment of programs of study of the university. This will normally be undertaken by chair’s action for regular reporting to a subsequent meeting of the committee.

Aside from ratifying the institutional self-evaluation, the IQC shall meet on quarterly basis and its role is the ultimate delegated authority for the management of quality assurance at the University.

1. **REVISED FUNCTIONS OF THE DIRECTORATE OF QUALITY ASSURANCE ALIGNED WITH THE PAKISTAN PRECEPTS, STANDARDS AND GUIDELINES FOR QUALITY ASSURANCE IN HIGHER EDUCATION (PSG-2023)**

**Principles of Quality**

***Principle 01***

**Quality is everyone’s responsibility:** That essentially includes statuary positions; that is, Vice-Chancellor, Registrar, Controller, Deans, HoDs, faculty members, staff, students and the Statutory Forums, that is, Syndicate/BOG, Academic Council, BoF, BoS, BASR, and so on. Also, QEC, ORIC and other non-statutory positions of university.

***Principle 02:***

**Quality of learning opportunities for students and other stakeholders:** All the students, faculty and staff must be provided with a high-quality opportunity of academic learning (including remedial learning), personality development and character building.

***Principle 03:***

**Quality and contribution to society:** The quality of the higher education provision is judged by how well it contributes to socio-economic development of the surrounding areas, region and national and international development.

***Principle 04:***

**Quality and good governance:** Complete compliance with the Charter/Act, and the essential elements of governance must be ensured at all levels; that is participation, rule of law, transparency, responsiveness, consensus oriented, equity and inclusiveness, effectiveness and efficiency and accountability.

***Principle 05:***

**Quality and accountability:** Having a Charter from the Parliament/Public Institutions, it is the responsibility of the university to sustain a strong commitment to accountability, transparency and public disclosure; engendering public confidence and sustaining public trust. That includes evidence of strong commitment to the requirement of accreditations councils and government regulations and other national/international quality assurance & accreditation entities, including QAA/HEC Pakistan.

***Principle 06:***

**Quality and change:** Quality higher education needs to be inclusive, flexible, creative and innovative; developing and evolving to meet students’ needs, to justify the confidence of society and to maintain diversity.

1. **PROGRAM REVIEW FOR EFFECTIVENESS AND ENHANCEMENT (PREE)**

Program Review for Effectiveness and Enhancement (PREE) is the Quality Assurance Agency’s (QAA) principal review method for reviewing the quality of programs at Levels 5-8 in Pakistan. PREE is conducted by institutions for internal quality assurance of programs at Levels 5-8 and by QAA for external quality assurance of programs at Levels 7 and 8, to inform students and the wider public as to whether the programs of study set and maintain the standards of academic awards at the required level and whether the quality of the student learning experience is being safeguarded and continually improved. Thus, PREE serves the twin purposes of providing accountability to students, employers and others with an interest in higher education, while at the same time encouraging improvement.

**Standard 1: Program mission, objectives and outcomes**

***Expectation:*** Each program must have a mission, measurable objectives and expected outcomes for graduates. Outcomes include competency and tasks graduates are expected to perform after completing the program. A strategic plan must be in place to achieve the program objectives. The extent to which these objectives are achieved through continuous assessment and improvements must be demonstrated.

**Standard 2: Curriculum design and organization**

***Expectation:*** The curriculum must be designed and organized to achieve the program’s objectives and outcomes. Also, module objectives must be in line with program outcomes. The breakdown of the curriculum must satisfy the standards specified in this section. Curriculum standards are specified in terms of credit hours of study.

**Standard 3: Subject-specific facilities**

***Expectation:*** Subject-specific facilities must be adequately available and accessible to faculty members and students to support teaching and research activities.

**Standard 4: Student advising and counselling**

***Expectation:*** Students must have adequate support to complete the program in a timely manner and must have ample opportunity to interact with their instructors and receive timely advice about program requirements and career alternatives.

**Standard 5: Teaching faculty/staff**

***Expectation:*** Teaching faculty/staff must be current and active in their discipline and have the necessary technical depth and breadth to support the program. There must be enough department members to provide continuity and stability, to cover the curriculum adequately and effectively, and to allow for scholarly activities.

**Standard 6: Institutional policies and process control**

***Expectation:*** The processes by which major functions are delivered must be in place, controlled, periodically reviewed, evaluated and continuously improved.

**Standard 7: Institutional support and facilities**

***Expectation:*** The institution’s support and the financial resources for the program must be sufficient to provide an environment in which the program can achieve its objectives and retain its strength. Also, the institutional facilities, including library, classrooms and offices, must be adequate to support the objective of the program. To satisfy this criterion a number of standards must be met.

**Standard 8: Institutional general requirements**

***Expectation:*** The institution ensures that research degrees are awarded in a research environment that provides secure academic precepts, standards and international best practices for doing research and learning about research approaches, methods, procedures and protocols, and which takes account of social and industrial needs. This environment offers students quality opportunities and the support they need to achieve successful academic, personal and professional outcomes from their research degrees.

1. **REVIEW OF INSTITUTIONAL PERFORMANCE AND ENHANCEMENT (RIPE)**

Review of Institutional Performance and Enhancement (RIPE) is the Quality Assurance Agency’s (QAA) principal review method for reviewing the quality of universities and affiliated colleges in Pakistan. RIPE is conducted by institutions for internal quality assurance (including their affiliated colleges/institutions) and by QAA for external quality assurance, to inform students and the wider public as to whether a university and its affiliated colleges set and maintain academic standards and plan effectively to enhance the quality of higher education provision for higher education qualifications. Thus, RIPE serves the twin purposes of providing accountability to students, employers and others with an interest in higher education, while at the same time encouraging improvement and enhancement at the institutional level.

**Strategic Development**

**Standard 1: Vision, mission, goals and strategic planning**

***Expectation:*** 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.

**Standard 2: Governance, leadership and organization**

***Expectation:*** 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 requirement of the Charter, rules, policies and regulations, with strong institutional mechanisms, practices and shared values, and is ultimately led by the Vice-Chancellor, ensuring meaningful contributions by all the statutory authorities.

**Standard 3: Institutional resources and planning**

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

**Standard 4: Audit and finance**

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

**Standard 5: Affiliated colleges/institutions**

***Expectation:*** 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.

**Standard 6: Internationalization of higher education and global engagement**

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

**Academic Development**

**Standard 7: Faculty recruitment, development and support services**

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

**Standard 8: Academic programs and curricula**

***Expectation:*** In order to secure academic standards, and to safeguard students’ interest, 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.

**Standard 9: Admission, progression, assessment and certification**

***Expectation:*** Institutions consistently apply predefined and published regulations covering all phases of the student ‘life cycle’. Higher education institutions operate equitable, valid and reliable processes of assessment, which enable every student to demonstrate the extent to which they have achieved the intended learning outcomes for the credit or qualification being sought.

**Standard 10: Student support services**

***Expectation:*** 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 students’ physical and mental health.

**Standard 11: Impactful teaching and learning and community engagement**

***Expectation:*** The institution has a teaching and learning framework that creates a shared understanding of good teaching practices that enable 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.

**Standard 12: Research, innovation, entrepreneurship and industrial linkage**

***Expectation:*** The institution ensures promotion of a culture of research, innovation, entrepreneurship and industrial linkage in the institution through encouraging faculty and research students to make tangible contributions in resolving issues of industry and society. Also, it ensures research degrees are awarded in a research environment that provides quality learning opportunities for doing research and learning about approaches, methods, procedures and protocols, for innovation and entrepreneurship which takes account of social and industrial needs. This environment offers faculty and students quality opportunities and the support they need to achieve successful academic, personal and professional outcomes. Institutional Development

**Standard 13: Fairness and integrity**

***Expectation:*** 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 12 issues, complaints and appeals which are accessible to all students, faculty and administration.

**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.

**Standard 15: Institutional effectiveness, quality assurance and enhancement**

***Expectation:*** 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, promote continuous improvement, and realizing its institutional mission and achieving its institutional goals.

**Standard 16: CQI and cyclical external quality assurance**

***Expectation:*** The institution is 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, the institution should strengthen the internal quality assurance processes and prepare itself for external review.

1. **GRADUATE EDUCATION POLICY, 2023**

Over a period of two decades, the Higher Education Commission (HEC) introduced various policies to enhance the quality of graduate programs in Pakistan. More or less, these policies were focused on program-level minimum criteria, such as qualification, entry test, CGPA, CH, coursework, publication, dissertation, supervisory load and criteria, and faculty requirements. Meanwhile, HEC also issued several supplementary notifications elaborating on the given criteria in pieces. Despite this, the worth of graduate education has always been a matter of concern. Lastly, HEC issued its policy on PhD Program in 2021; however, it received little support from academia across the country due to disagreement with several aspects of the policy. Many felt that the policy was too focused on coursework and not on research. Despite extensive discussions at the institutional level, various VC forums, and technical experts' committees, a consensus could not be developed. Learning through the experience, the Chairman HEC decided to review the policy afresh through feedback from the entire academia. As a result, the HEC introduced the revised Graduate Education Policy-2023 (GEP-2023) available at the following link:

<https://www.hec.gov.pk/english/policies/Pages/GEP.aspx>

The University of Agriculture Peshawar has adopted the HEC Graduate Education Policy-2023 (GEP-2023) through its statutory bodies. i.e. Academic Council and Syndicate and implemented w.e.f. Fall 2023.

1. **ANTI-PLAGIARISM POLICY, 2023 (REVISED)**

​​​​​​​​​​​Plagiarism Chambers Dictionary defines a plagiarist as a kind of thief "one who steals the thoughts or writings of others and gives them out as his [sic] own". When this is also used for gain in the University to gain credits for a module or ​modules then an additional dimension of dishonesty is added. Anti-Plagiarism Policy (Version 2.0) is available at the following link:

<https://www.hec.gov.pk/english/policies/Pages/Plagiarism.aspx>

The University of Agriculture Peshawar has adopted the HEC Anti-Plagiarism Policy, 2023 (Revised) through its statutory bodies. i.e. Academic Council and Syndicate and implemented strictly.

1. **CONFLICT OF INTEREST POLICY OF THE UNIVERSITY OF AGRICULTURE, PESHAWAR**

The purpose of this policy is to safeguard the interests of the University of Agriculture, Peshawar (UAP), ensuring integrity in all university operations by promoting honest and transparent decision-making processes and task execution.

This policy applies across all campuses, constituent colleges, and affiliated institutions of the university. All individuals, committees, departments, and third parties as outlined in the scope must protect the University's interests. A conflict of interest arises when the roles or responsibilities held by any employee or associated person with the University conflict, or may potentially conflict, with personal, financial, or other benefits. This includes but is not limited to situations where:

* Decisions, tasks, or actions favor personal interests over the university's interests.
* The University's goodwill or reputation is compromised.
* Ethical codes or standards of the University are breached.
* Societal, moral, or ethical values are violated.

Employees and associated persons are therefore required to make impartial decisions and act solely in the University's best interest. Conflicts of interest may be classified as financial or non-financial:

1. **Financial Conflicts**: Personal financial gain or financial benefit extended to a close individual or relative.
2. **Non-financial Conflicts**: Personal gain or benefit extended to a close individual or relative, such as career enhancement, gifts, privileges, or other non-monetary forms of benefit.

The University of Agriculture, Peshawar, is committed to fostering an environment of honesty and transparency. All stakeholders, including students, faculty members, officers, researchers, staff, and third-party collaborators, are encouraged to disclose any conflicts of interest. This ensures adherence to the University's Vision and Mission and compliance with its statutes and governing framework.

The above Conflict of Interest Policy of The University of Agriculture, Peshawar has been approved by the Syndicate in its ---meeting held on ---- and is available on the following link:

**14. RESEARCH PUBLICATIONS AND JOURNAL POLICY**

The University is following the HEC Publications and Journal Policy updated from time to time and available on HEC’s Official Website on the following link: <https://www.hec.gov.pk/english/services/faculty/journals/Pages/default.aspx>

 (Prepared by)

Dr. Muhammad Bilal

Director Quality Assurance

The University of Agriculture, Peshawar