



IPR FOR SELF RIPE

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**THE UNIVERSITY OF
AGRICULTURE, PESHAWAR**



**DIRECTORATE OF QUALITY
ASSURANCE UAP**



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RIPE STANDARDS

Strategic Development:

1. Vision, Mission, Goals, and Strategic Planning:
2. Governance, Leadership, and Organization:
3. Institutional Resources and Planning:
4. Audit and Finance:
5. Affiliated Colleges/Institutions:
6. Internationalization of Higher Education and Global Engagement:

Academic Excellence:

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

Quality Assurance:

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

INTRODUCTION

Agricultural education was introduced into the curriculum of Islamia College in 1933. After the establishment of Peshawar University in 1950, College of Agriculture was set up in 1957-58 with B.Sc. Agriculture Degree Program. The old four years degree program, after matriculation, was discontinued and a revised curriculum was started in 1958. In this program, students with a secondary school certificate (SSC) were admitted and awarded B.Sc. (Honors) degree in agriculture on successful completion of two years education of pre and three years education of agriculture disciplines. In 1963, College of Agriculture was shifted to a new building and in the same year, M.Sc. (Honors) agriculture classes were also started in seven disciplines of the agriculture. In 1974, the College of Agriculture was upgraded to the status of a Faculty of Agriculture, University of Peshawar. Agriculture education got a further boost when on February 4, 1981 the “University of Agriculture, Peshawar Ordinance, 1981” was promulgated by the Governor of Khyber Pakhtunkhwa, raising the status of the Faculty of Agriculture to University of Agriculture, Peshawar. With creation of this University, a spirit of enthusiasm, dedication and commitment was infused among the faculty and students. By then, the University has launched a multidisciplinary four year bachelor degree program for the students having minimum qualification of F.Sc. The University has started PhD degree program in 1996-97. At present, the university has a significant number of B.Sc (H), M.Sc (H), M. Phil and Ph.D. enrolments.

The University of Agriculture, Peshawar has evolved into a premier institution of higher learning in the country. This success rests on the high teaching and research standards maintained by the University over the years. The Higher Education Commission (HEC) recognizes all degree programs offered by UAP. In September 2007, the HEC awarded “W” category to the University, placing it among the few select universities in the country in this category. UAP is also among those universities that are eligible for grants under the National Research Program for Universities (NRPU) by the HEC.

The University imparts its educational and research programs through 06 Faculties, 26 departments, 4 institutes and a college i.e. College of Veterinary Sciences. The University offers Bachelor, Master,

MPhil and PhD degrees in all disciplines of Agriculture, Animal Husbandry and Veterinary Sciences, Rural Development, Rural Sociology, Bio-technology, Management Sciences and Computer Sciences. Since the start of the PhD. program in 1997 more than 180 PhDs have been produced. All these academic programs are run under the supervision of 376 highly qualified faculty members, out of which 190 hold PhD degrees from leading Universities of international repute.

The Academic Programs of the University are evaluated regularly through Internal and External Quality Assurance System. In 2011, all agricultural degree programs offered by the University were accredited by National Agriculture Education Accreditation Council (NAEAC) of HEC. The programs offered by Faculty of Animal Husbandry and Veterinary Sciences are accredited by Pakistan Veterinary and Medical Council (PVMC). The programs offered by Institute of Business and Management Sciences (IBMS) are registered with National Business Education Accreditation Council (NBEAC) and Institute of Computer Science and Information Technology (ICS/IT) are registered with National Computing Education Accreditation Council (NCEAC) and the Accreditation of BSCS and BSIT has been conducted in 2019. In 2013, the performance of the University of Agriculture Peshawar was evaluated by IPE panel of the HEC.

ABOUT THE UNIVERSITY

Since its establishment in 1981, the University has been playing a vital role in imparting agricultural education and conducting basic and applied agricultural research throughout the Province and disseminating the research findings among the farmers and general public through various initiatives. The graduates are serving in public and private sector organizations on key positions within Pakistan and abroad.

The University has six (06) Faculties, Twenty Three (23) teaching Departments, four (04) Institutes, One (01) Centre and a College of Veterinary Sciences. The University has a sub campus which offers Bachelor, Master, M.Phil. and PhD degrees in all disciplines of Agriculture, Animal Husbandry & Veterinary Sciences, Rural Development, Rural Sociology, Biotechnology, Management Sciences, Information Technology and Computer Sciences. All these academic programs are run under the supervision of 340 highly qualified faculty members out of which 202 hold Ph.D. degrees from leading Universities of international repute. Names of the Faculties, Departments, Institutes, Sub-Campus and Centre are given below:

Faculty of Crop Production Sciences

- Department of Agronomy
- Department of Horticulture
- Department of Soil & Environmental Sciences
- Department of Agric. Mechanization & Renewable Energy Technologies
- Department of Water Resources Management
- Department of Plant Breeding & Genetics
- Institute of Biotechnology & Genetic Engineering
- Climate Change Sciences (CCS)

Faculty of Crop Protection Sciences

- Department of Plant Pathology
- Department of Plant Protection
- Department of Entomology
- Department of Weed Science & Botany

Faculty of Nutrition Sciences

- Department of Food Science & Technology
- Department of Agricultural Chemistry & Biochemistry
- Department of Human Nutrition

Faculty of Animal Husbandry & Veterinary Sciences

- Department of Poultry Science
- Department of Animal Nutrition
- Department of Livestock Management & Animal Breeding
- College of Veterinary Sciences

Faculty of Rural Social Sciences

- Department of Maths, Statistics, & Computer Science
- Department of Islamic & Pakistan Studies
- Department of Agricultural Extension Education & Communication
- Department of Agricultural & Applied Economics
- Department of Rural Sociology
- Department of English
- Institute of Development Studies

Faculty of Management & Computer Sciences

- Institute of Business & Management Sciences
- Institute of Information Technology & Computer Sciences
- Agricultural University Peshawar, Amir Muhammad Khan (AMK) Campus, Mardan

The University has two research Journals i.e. Sarhad Journal of Agriculture and Al-Azhar in which valuable research outcomes are shared with wider scientific community across the globe.

Research publications are considered hallmark of any R&D institution. The faculty has published research on different aspects of the agriculture, livestock, water and social sciences related issues in a variety of nationally and internationally recognized research journals.

CHAPTER-1

Standard 1:

Vision, mission, goals and strategic planning

Background

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

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

The vision and mission were first reviewed and revised during preparation of Strategic Plan-2020 of the University in 2015. The University vision and mission were reviewed and revised in 2020 through a committee of key stakeholders, including Registrar, Deans, Treasurer, Director IBMS, Director P&D, Deputy Director QA, and Deputy Registrar. The Strategic Plan 2020 was approved by the syndicate in its 106th meeting held on December 24, 2020. The vision and mission of the University has been reviewed while developing the Strategic Plan 2030 of the University which is under development and consultation stage and the first draft is pending before the Syndicate for approval.

Vision:

“Enhanced food security and sustainable livelihood through knowledge-based economy”

Mission:

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

EVIDENCE TABLE MATRIX

S.no	EOIs	Indicative Evidence	Response along with Annex
1	The Institution should ensure that the institution's vision and mission are conceived and developed in consultation with the broader stakeholders	The vision and mission were first reviewed and revised during preparation of Strategic Plan-2020 of the University in 2015. The University vision and mission were reviewed and revised in 2020 through a committee of key stakeholders, including Registrar, Deans, Treasurer, Director IBMS, Director P&D, Deputy Director QA, and Deputy Registrar. The Strategic Plan-2020 was approved by the Syndicate in its 106 th meeting held on December 24, 2020. The vision and mission of the University has been reviewed while developing the Strategic Plan 2030 of the University which is pending before the Syndicate for approval.	Committee notification, minutes and draft strategic plan 2030 are attached as Annex-1
2	The Institution should ensure that the institution's vision, mission and goals are consistent with the provisions in the charter, including territorial and academic jurisdictions.	The University ensures that its vision and mission are aligned with its charter, considering territorial and academic jurisdictions through various statutory bodies.	University statutes and Act
3	The Institution should ensure that the institution's mission and goals serve as the foundation for all its activities	The University has developed the Strategic Plan 2030 by involving all stakeholders, wherein all the activities are aligned with the mission and goals of the University and serve as a foundation for all its activities.	Vision 2030 document of UAP
4	The Institution should have strategic planning to drive all the activities of the institution and provide directions for future plans of the HEI, including resource allocation priorities, and develop a relevant, effective and coherent ecosystem for excellence	The University has constituted a committee for developing University's Strategic Plan 2030. The committee holds meetings by getting feedback from all stakeholders. The committee discusses current issues at the national, provincial, and University level regarding status of agriculture sector and higher education. The committee also reviews and consults the previous Strategic Plans, Sustainable Development Goals (SDG's), Vision 2025 of Pakistan and other policy document at national and provincial level already framed for the said purpose.	
5	The Institution should maintain a well-documented strategic plan linking	The university has a well-documented strategic plan which connects the institutional vision and mission with the mission and vision at the	

	institutional vision and mission to that of faculty and departmental level, ensuring effective implementation through defined SMART goals and key performance indicators (KPIs).	faculty and department level. This alignment ensures coherence and consistency across all levels of the institution. The plan includes SMART goals and well-defined key performance indicators (KPIs) to monitor progress and ensure effective implementation, promote accountability, and achieve measurable results at all levels.	
6	The Institution should practice an effective approach to the planning and evaluation of its provision, including the management of its academic resources appropriate to the needs of its students and its wider group of stakeholders	The University strives to incorporate the feedback of the employers, industry, farmers, students, and alumni during the planning of Strategic Plan to overcome the specific needs of the students and other wider group of stakeholders. The ORIC is also fully functional and get the feedback from various stakeholders.	
7	The Institution should convey the importance of the systematic evaluations of mission, goals and strategic planning to inform decision making by ensuring stakeholders are well informed.	The University of Agriculture Peshawar regularly conducts Strategic Plan Committee meetings to discuss the progress of the University. Regular reviews of the University's vision, mission, and goals can help to rest assured that the University's objectives align with the needs of students, faculty and society. In this way, the stakeholders such as students, faculty, policy makers, and farmers are well-informed about the progress, strategies, and decisions of the University.	Notification of Strategic Plan committee meetings

Standard 2:

CHAPTER-2

Governance, leadership, and organization

Background:

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

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

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

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

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

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

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

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

EVIDENCE TABLE MATRIX

S.no	Question	Answer	Evidence
1	The institution should ensure that the system of organization and governance in the university is responsive to the present and future needs of the organization	The University of Agriculture Peshawar governance system is based on Senate, Syndicate, Academic Council, Finance & Planning, and Board of Faculty etc. All these statutory bodies collectively supervise decision-making, resource allocation and academic policies. In addition, adapting strategies to align with emerging challenges and opportunities in agriculture, climate change, food security, soil and water conservation etc. are the core responsibilities of these statutory bodies. This system ensures the university remains responsive to both present and future needs.	Recent meetings minutes of Statutory bodies where there is decision/discussion on future need of Organization
2	The institution should ensure that the system of organization and governance is consistent with the power and functions and other requirements given in the charter and statutes, rules, regulations and policies	The organization and governance system at University of Agriculture is consistent with the power and functions and according to the requirement of charter, statutes, rules, regulation and policies.	Charter/ Statutes/ Act of UAP
3	The institution should ensure that the system of organization and governance exercises prudence in policy development and decision-making processes in the best interests of all the stakeholders in general, and that of students in particular	The University of Agriculture Peshawar has a robust system of organization and governance and its main pillars are Senate, Syndicate, Academic Council, Board of Faculty, Selection Board etc. Students are considered the key stakeholders at the University and the Students' interests remain a central focus, evident in policy decisions regarding academic quality, financial aid, career support, and campus welfare. Recently Student Placement and Human Resource Development office is established for the placement of University graduates. Youth Development Office is also established for their skills enhancement. The University also support the students by announcing the scholarships from University endowment fund.	
4	The institution should ensure that the system of organization and governance	The University of Agriculture Peshawar ensures good governance through a structured and principled approach	

	has elements of good governance such as rule of law, accountability, effectiveness and efficiency, transparency, equity, and inclusion	(Rule of Law). The university operates under the University Act and statutory bodies such as the Senate, Syndicate, and Academic Council. All policies and decisions strictly follow these legal frameworks to maintain institutional integrity. (Accountability) Regular internal and external audits, performance evaluations of departments, and faculty appraisals help ensure responsible use of resources. (Effectiveness and Efficiency) The university applies strategic planning and data-driven decision-making to achieve its goals effectively. Meeting minutes, policy changes, financial reports, and academic decisions are shared with relevant stakeholders through official notifications, websites, and academic portals. Grievance mechanisms also support transparent communication. (Equity) Policies on student admissions, scholarships, promotions, and recruitment are based on merit and fairness. Special attention is given to support students from marginalized or underprivileged backgrounds through targeted financial aid Department.	
5	The institution should create and sustain an environment which enables teaching, learning and scholarship that promotes high-quality teaching and learning and promotes genuine, impactful research culture	UAP sustain an environment that aligns with both the surrounding industry and the aspirations of students through a combination of strategic planning, collaboration, and adaptability. The University signed MoUs and Partnerships with local and national businesses, pesticide and seed companies, industries, and professional bodies. Internships, placements, and co-op programs provide students with real-world experience. The HEC revise the curriculum regularly to ensure alignment with current and future job market needs. Introduce Flexible and modular courses to allow specialization and adaptation to emerging trends. The University through student counselling and Human Resource development center support Career services and counseling that support student aspirations with personalized guidance.	
6	The institution should create and sustain an environment which promotes provision that is appropriate to the surrounding industry and the aspirations of its students	The University of Agriculture Peshawar is committed to creating and sustaining an academic environment that supports excellence in teaching, learning, and research. Faculty members are encouraged to adopt student-centered teaching approaches and outcome-based education (OBE) models. Peer reviews and student feedback are used to	

		enhance teaching quality. Regular professional development programs, workshops, and training sessions are conducted to improve pedagogy and the use of technology in teaching.	
7	The institution should create and sustain an environment which enables the effective functioning of all programs, and enables students to progress and achieve their learning objectives	<p>In order to create and sustain an environment that enables the effective functioning of all programs and enables students to progress and achieve their learning objectives. The university of Agriculture adopts a holistic and integrated approach by strong Academic governance system having Clear policies and procedures for curriculum development, quality assurance, and program review.</p> <p>Curriculum is revised periodically where Learning outcomes clearly defined for each course and aligned with program and goals and Institutional Vision and Mission. UAP has foreign qualified and well-trained faculty with subject expertise. Comprehensive Student Support Services academic advising and guidance to help students plan and progress. The University has up-to-date libraries, labs, and digital platforms to support teaching and research.</p> <p>Learning Management Systems (LMS) for accessible, flexible, and organized delivery. Wi-Fi-enabled, accessible classrooms with multimedia capabilities.</p>	
8	The institution should create and sustain an environment in which students and other stakeholders participate in the governance system	Currently, students at UAP are not formally engaged in the institutional governance system. However, the university is actively considering mechanisms to ensure meaningful student participation in the decision-making process and governance structures. The plan under review aims to create appropriate platforms and representation opportunities that will enable students to contribute effectively to institutional policies, academic affairs, and quality enhancement initiatives.	
9	The institution should have leadership that focuses on improving faculty's subject and pedagogical knowledge to enhance the teaching of the curriculum and the appropriate use of assessment; the practice and subject knowledge of staff are built up and improve over	The University leadership has developed a strategic plan for 2025-30 and set clear institutional goals for teaching excellence and continuous professional development. Establish Continuous Professional Development (CPD) Programs. Regular workshops and seminars on: Innovative teaching methods (active learning, blended learning, etc.) Encourage staff to: Engage in subject-specific research	

	time	<p>Publish and present teaching innovations or case studies Provide resources and time for faculty to attend conferences and pursue scholarly development.</p> <p>Promote the Use of Learning Technologies Offer training in Learning Management Systems (LMS) and digital tools that enhance teaching and assessment.</p> <p>Monitor Impact and Provide Feedback Evaluate teaching effectiveness through: Student feedback, Peer reviews, Assessment outcomes</p>	
10	The institution should have leadership that aims to ensure that all learners complete their programs of study; they provide the support for faculty and staff to make this possible	The Chairperson of the Department and Dean of the Faculty provide leadership that aims to ensure that all learners complete their programs of study; they provide the support for faculty and staff to make this possible. The leadership provides support in terms of infrastructure and facilities and the faculty provide guidance to student to complete their academic program within stipulated time.	
11	The institution should have leadership that engages effectively with students and wider stakeholder groups	The University has various administrative departments, like Directorate of Teaching, Directorate of Advance Studies, Student Counseling and placement Center, Directorate of QA, etc, which provide leadership that engages effectively with students and wider stakeholder groups	
12	The institution should have leadership that engages with their faculty and staff and are aware and take account of the main pressures on them; they are realistic and constructive in the way that they manage faculty and staff, including their workload	The leader is aware of the main pressure with staff and faculty. The mechanism to understand the realistic and constructive in managing faculty and staff including their workload is weak or somehow missing.	
13	The institution should have well-defined institutional mechanism to make each non-academic/service departments - including Registrar's office, library, examination department, student affairs, career counselling, IT department, transportation department, hostel management, cafeteria	There is no such well-defined institutional mechanism to get the feedback of the services from student and faculty. However, the Vice Chancellor regularly meets with students Union representatives to get feedback on university services and immediately takes necessary actions through relevant offices to address the issues and steps of improvements received from students' feedback. Similarly, teachers feedback are received through President and Cabinet of Teachers Association.	

	management - conduct well-structured surveys to get students and faculty feedback and to improve their services based on the feedback provided by the stakeholders		
14	The institution should have a well-thought-out business automation and digital transformation policy and process to increase institutional productivity and efficiency and to provide quality services to stakeholders in general, and students in particular.	At this stage the University has no well-thought-out business automation and digital transformation policy. Most of the record of the Finance, procurement and e filling is not incorporated yet and there is no such policy guidelines as of now.	

Attached the following evidence(s).

- The Khyber Pakhtunkhwa Universities Act 2012
- Statute, Statutory bodies, notification, and composition, minutes of statutory bodies of last three year.
- Conflict of interest policy and notification if any, SOPs, minutes of meeting, documents that confirm that leaders have a shared commitment to the institutions.
- Vision and mission, are committed to student success by continuous improvement of student retention, achievement and employment, are committed to developing and improving their staff and engage with industry and society.

CHAPTER-3

Standard 3:

Institutional resources and planning

Background

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

University Progress against Standard 3: Institutional resources and planning

Human Resources

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

Physical Resources

- Class rooms and Research Labs
- Research Equipments
- University Farms
- Library & Digital library
- Student & Staff Hostel
- Transport Facility
- Sport Facilities
- Medical Dispensary
- Masque
- Cafeteria

EVIDENCE TABLE MATRIX

S.no	EOI	Indicative Evidence	Response along with Annex
1	The institution should have a strong institutional mechanism to plan, develop and review the available infrastructure, and other academic or non-academic resources to ensure the availability of adequate means and arrangements to enable students to develop	Directorate of Planning & Development (P&D) is working hard to plan, develop and review the infrastructure, and other academic and non-academic resources of the University.	

	their academic, personal and professional potential		
2	The institution should have institutional policies and mechanisms for infrastructure planning, development, execution, monitoring and evaluation	The Directorate of Planning and Development along with the works directorate take cares the planning and execution and monitoring and evaluation through works directorate. Review of periodic reports of institutional planning, assessment and budget are available at P&D.	
3	The institution should have adequate and readily accessible academic and non-academic resources to provide quality learning opportunities to all students and to allow them to complete their studies	Yes, the University has accessible academic and non-academic resources to provide quality learning opportunities to students to complete their studies. The facilities includes cpasious classrooms and Lecture halls, Video conferencing room, Digital library access, Computre and Research Labs, Research farm, feed mill, Veterinary hospital etc,	
4	The institution should have adequate and readily accessible technological/virtual resources that enable students to achieve their learning objectives	The University also has technological and virtual resources to achieve the learning objectives e.g VCR, Digital library, software for research analysis, Turnitin Software for plagiarism check, LMS, Business incubation center in completion stage, Free Wifi across the Campus etc.	
5	The institution should demonstrate effective and efficient utilization and continued development of these resources to enable students to achieve their learning objectives	<ul style="list-style-type: none"> • HEC digital Library utilization report. • PERN internet utilization report • Turnitin Software utilization report • CMS/LMS reports 	
6	The institution should create and sustain an environment in which students and other stakeholders are able to give feedback about the resources used for teaching and learning	Teacher and Course Evaluation Surveys are conducted to get feedback of the Students through online Survey Software connected with Campus Management System of the University.	
7	The institution should have institutional policies with well-defined SOPs for procurement of goods and services that are consistent with the relevant rules and law of the land. Such a policy should ensure that the procurements are conducted in a fair and transparent manner, the object of	The University follow the KPPRA rules for procurement of goods and services and mechanism is in place to conduct the process in fair and transparent way.	

	procurement brings value for money and the procurement process is efficient and economical.		
8	The institution should have a well-thought-out policy to generate alternative revenue through taking advantage of local industries (if any), offering corporate training programs, micro credentials and alumni engagement, and so on.	The Directorate of Finance has developed a plan for financial sustainability and revenue generation. Similarly, Directorate of ORIC has been registered with HEC and has been actively working in developing linkages with industries and offering corporate training programs.	

CHAPTER-4

Standard 4:

Audit and Finance

Background

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

University Progress against Standard 4 Audit and Finance

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

EVIDENCE TABLE MATRIX

S.no	Question	Answer	Evidence
1	The institution should operate a financially robust plan which balances income and expenditure to create an annual surplus	What are the financial plans for financial sustainability of UAP? Provide the following linkages? Financial plans that are clearly linked to strategy. Profit and loss and balance sheets for the previous three years. cash flow forecasts for the next three years.	The University of Agriculture Peshawar Financial Plan FY 2025-26 to FY 2029-2030
2	The institution should produce robust financial forecasts based on sound strategic planning which ensures the future financial viability of the institution	cash flow forecasts for the next three years financial plans for three years showing an annual surplus.	
3	The institution should operate rigorous and independent scenario and contingency	What are the contingency plan to ensure that sustainable levels of cashflow and investment are maintained?	

	planning to ensure that sustainable levels of cashflow and investment are maintained	cash flow forecasts for the next three years	
4	The institution should operate a funding system that provides value for money and works for students	Do you have a funding system? examples of modelling different scenarios to provide value for money.	
5	The institution should have a well-thought-out policy to maintain and grow an endowment fund.	Policy document on mainlining endowment fund.	
6	The institution should provide at least 10% of students with financial support; fee exemptions and scholarships on a need's basis	How much fund is allocated toward financial support for students? Provide policy and list of scholarship report.	
7	The institution should have well-defined policies and/or institutional mechanisms for its annual accounts to be audited by competent auditors	financial auditor reports What is the mechanism for financial/account audit? Share the financial auditor reports	
8	The institution should have institutional mechanism to take all the statutory positions, including Deans, on board for necessary annual budgeting.	Is there any institutional mechanism to take all the statutory positions, including Deans, on board for necessary annual budgeting?	

CHAPTER-5

Standard 5:

Affiliated Colleges/Institutions

Background

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

University Report against Standard 5 Affiliated colleges/institutions

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

EVIDENCE TABLE MATRIX

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

	opportunities; consideration of the business case is conducted separately from approval of the academic proposal	that could impact academic standards or the quality of learning opportunities. The University operates under the Khyber Pakhtunkhwa Universities Act, which provides legal provisions for financial and academic oversight. All financial matters are regulated through the Finance and Planning Committee and the Syndicate, ensuring institutional checks and balances. The Internal Audit Cell and external auditors appointed by the Government regularly review the University's financial transactions to ensure compliance with public sector financial rules and standards.	
3.	The institution should have governance arrangements at appropriate levels for all learning opportunities which are not directly provided by the university; arrangements for learning to be delivered, or support to be provided, are developed, agreed and managed in accordance with the formally stated policies and procedures of the university	These governance mechanisms ensure that any learning opportunity not directly delivered by UAP remains under the University's academic oversight, maintaining consistency with the standards and expectations of the institution. This approach reinforces UAP's commitment to educational integrity, accountability, and quality enhancement.	
4.	The institution should assess risks of each arrangement to deliver learning opportunities with others at the outset and reviewed subsequently on a periodic basis; appropriate and proportionate safeguards to manage the risks of the various arrangements are determined and put in place	The University of Agriculture, Peshawar (UAP) recognizes the importance of safeguarding academic standards and student interests in all collaborative or externally delivered learning arrangements. Accordingly, the University has instituted a comprehensive risk assessment and management process that is applied at the initiation stage of each such arrangement and reviewed periodically thereafter. Prior to entering into any partnership or external learning arrangement (e.g., joint degree programs, internships, training by third-party providers), a structured assessment is conducted by the relevant academic and administrative units. No agreement proceeds without formal clearance by the Academic Council, Syndicate, and, where applicable, legal vetting. Based on the risk level, UAP puts in place proportionate safeguards, such as: Inclusion of termination clauses in MoUs etc.	

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

7.	The institution should retain responsibility for ensuring that students admitted to a programme who wish to complete it under their awarding authority can do so if the college withdraws from an arrangement or if the university decides to terminate an arrangement	<p>At present, the University of Agriculture, Peshawar (UAP) does not have a formal policy that explicitly outlines institutional responsibility in the event that a partner institution withdraws from an academic arrangement or if the University decides to terminate the collaboration. Consequently, there are no formal mechanisms currently in place to guarantee that students enrolled in such programs would be able to complete their studies under the University's awarding authority in such scenarios.</p> <p>However, UAP acknowledges the importance of protecting students' academic progression and is committed to strengthening its collaborative frameworks. As part of its ongoing quality enhancement efforts, the University is considering the development of appropriate policies and contingency plans to ensure student interests are safeguarded in all collaborative arrangements. This would include provisions for:</p> <ul style="list-style-type: none"> • Completion or transfer arrangements for affected students; • Academic and administrative support during transitional phases; • Clearly defined responsibilities of all parties involved in program delivery. <p>Going forward, UAP aims to embed such safeguards into all future agreements to enhance transparency, accountability, and student protection in collaborative educational arrangements.</p>	
8.	The institution should ensure that the standards of any of its awards involving learning opportunities delivered by others are equivalent to the standards set for other awards that it confers at the same level; they are also consistent with pakistani national requirements	The University of Agriculture, Peshawar (UAP) is committed to maintaining the equivalence of academic standards across all its awards, including those that involve learning opportunities delivered by external partners. The University ensures that any such arrangements are subject to the same academic scrutiny, quality assurance processes, and regulatory oversight as programs delivered directly by the University.	
9.	The institution should fulfil the requirements of any accreditation council or professional, statutory and regulatory body that has	The University of Agriculture, Peshawar (UAP) is fully committed to fulfilling the requirements of all relevant accreditation councils and professional, statutory, and regulatory bodies that have approved or	

	<p>approved or recognised the programme or award, in relation to aspects of its delivery and any associated formal agreements; the status of the programme or award in respect of accreditation council recognition is made clear to prospective students</p>	<p>recognized its academic programs and awards. This includes strict adherence to standards related to curriculum design, faculty qualifications, infrastructure, assessment practices, and delivery mechanisms, whether the program is offered directly by the University or through collaborative arrangements.</p> <p>UAP ensures that programs falling under the jurisdiction of professional councils—such as the Pakistan Veterinary Medical Council (PVMC), National Computing education Accreditation Council, and National Agriculture Education Accreditation Council (NAEAC)—are designed and delivered in full compliance with the guidelines and accreditation criteria issued by these bodies.</p> <p>Any collaborative or externally delivered learning arrangement related to an accredited program is reviewed to ensure that the terms of the agreement uphold the conditions set by the relevant accrediting body. These arrangements are subject to internal academic approval and external accreditation validation, where required.</p> <p>The accreditation status of each program is clearly communicated to prospective students through prospectuses, the University website, and admission materials. Where a program is in the process of seeking accreditation, that status is also disclosed transparently to applicants.</p> <p>UAP regularly engages with accreditation bodies during visits, program evaluations, and compliance reporting, ensuring that its programs retain their accredited status and meet evolving national and professional standards.</p> <p>By fulfilling these obligations, UAP ensures that its academic offerings remain credible, professionally relevant, and aligned with national expectations, thus enhancing the value and recognition of its qualifications for both students and employers.</p>	
10.	<p>The institution should approve module(s) and programmes delivered through an arrangement with another college through processes that are at least as rigorous, secure</p>	<p>The University of Agriculture, Peshawar (UAP) ensures that any modules or academic programs delivered through arrangements with other institutions or colleges are approved through processes that are equally rigorous, transparent, and subject to the same</p>	

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

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

CHAPTER-6

Standard 6:

Internationalization of higher education and global engagement

Background

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

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

University has cross-national visibility, visible through academic mobility, institutional collaboration, and participation in various global events i.e Seminar, Workshop, Research Collaboration. University have international liaison office and this university is one of the pioneer in the region that have global partnership/MoU for student and staff exchange in most part of the developed countries i.e. Japan, UK, Australia, Germany, USA, Canada, Italy, Turkey, Afghanistan and China. Most of the faculty member are also studied and research in these technological advance countries research institution and university that further facilitate our institution to develop strong bond. In addition, university also have number of joint research project for implementation to address the global issue of food security such Hybrid Wheat program with China and USA. (Attached MoU list as evidence)

EVIDENCE TABLE MATRIX

S.no	Question	Answer	Evidence
1	The institution should make formal institutional collaborations and agreements with similar international universities; such collaborations may include, for example, faculty, student exchange programs, staff/statutory positions experience exchange programmes, collaborative research, academic improvement, improving governance and QA	The UAP has collaborations and MoUs to highly reputable institution around the globe with technologically advanced countries Share the relevant documents, agreement with an international collaboration.	MoUs by P&D and ORIC.

	mechanisms		
2	The institution should take initiatives and support QA/QEC/IQAE to bring international best practices into the university processes through physical/virtual participation in the international relevant QA networks, seminars, workshops, training, and so on, and such learning outcomes should not only be shared with the rest of the stakeholders but also bring in practice through relevant policies	The QA has membership with the international bodies, however due to financial crisis the physical participation in international events are not in practice. The QA directorate is committed to adopt the international best practices, however the implementation of international best practices are not fully adopted due to financial constraints.	Membership of International Agencies APQN, Tallorais network
3	The institution should prepare the institution to get the programmes /institution accredited by the international accreditation agencies	The University has Quality Assurance directorate which oversee the programs and institutional accreditation from various relevant accreditation bodies and external review by HEC, Islamabad. The UAP also participated in global rankings like QS ranking, THE ranking and UI Green Metrics sustainability ranking already, however the plan for global accreditation and ISO certification needs to be developed by the IQC to get accredit the university with international accreditation agencies.	
4	The institution should encourage students and faculty in academic mobility by supporting them to apply to such international student/faculty exchange opportunities	The UAP has collaborations and MoUs with multiple well reputed global institutions. Majority of the faculty is qualified from technologically advanced countries who encourage and facilitate their students and faculty members for exchange opportunities, however there is no dedicated international relation office.	
5	The institution should have institutional mechanism to accept international students and international credit transfers in consultation with HEC and relevant authorities	International students are admitted at the University.	
6	The institution should have well-defined institutional mechanisms to encourage students to benefit from MOOCs (massive, open, online courses) in their relevant disciplines,	No such a mechanism exists	

	including giving such accomplishments due credit as per institutional policy		
7	The institution should prepare and participate in various universities' ranking initiatives.	The University participated in the reputable global rankings QS ranking, THE ranking and UI Green metric ranking and secured a reasonable rank in the subject and Asia ranking.	THE and QS ranking results.

CHAPTER-7

Standard 7:

Faculty Recruitment, Development and Support Services

Background

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

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

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

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

EVIDENCE TABLE MATRIX

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

	demonstrated with a presentation to the selection board or relevant committee	Following this, candidates appear before the interview/selection board, where their intellectual capacity, communication skills, presentation abilities, and pedagogical competencies are thoroughly evaluated.	
3	The institution should have well-defined institutional policies to provide orientation to ensure all the faculty members have mandatory advance knowledge of the university governance structure, all the provisions in the charter/act, statutes, rules and regulations, and good communication skills and pedagogical skills, for effective teaching and assessment	No such a policy exists	
4	The institution should provide necessary support and facilitation to the faculty that include mechanisms to continuously provide training and capacity building of the faculty	The UAP provides comprehensive support to newly recruited faculty members. Senior faculty play a vital role in mentoring, training, and facilitating their professional development. They are actively involved in the continuous capacity building of new faculty through guidance, collaboration, and knowledge sharing. Additionally, newly appointed faculty members are encouraged to participate in capacity-building workshops, training programs, seminars, conferences, and research activities to enhance their academic and professional competencies.	
5	The institution should have an institutional mechanism to provide necessary facilities and support to the faculty in career development and retention of quality faculty	The UAP provide necessary facilities and support for faculty career development and retention of quality faculty. The university provide opportunities for professional growth through training programs, research grants, participation in national and international conferences, and access to academic resources.	
6	The institution should assure the competence of the teachers and staff qualifications	The university regularly evaluates faculty performance through student feedback, peer reviews, and annual performance appraisals. Professional development is further supported through training workshops, seminars, and research opportunities, ensuring that faculty and staff continuously enhance their knowledge and skills.	
7	The institution should assure the relevant teaching and	ORIC of the University is dealing with the industry academia linkages.	

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

CHAPTER-8

Standard 8:

Academic programs and curricula

Background

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

University Progress against Standard 8 Academic programs and curricula

EVIDENCE TABLE MATRIX

S.no	Question	Answer	Evidence
1	The institution should establish transparent and comprehensive academic frameworks and regulations to govern how they award academic credit and qualifications	<p>The University of Agriculture, Peshawar (UAP) has established transparent, structured, and comprehensive academic frameworks and regulations to govern the awarding of academic credit and qualifications across all levels of its academic offerings.</p> <p>The University operates under well-defined academic statutes and examination regulations, approved by statutory bodies such as the Academic Council, Syndicate, and Senate. The University adopts HEC undergraduate and graduate Education policies framed from time to time through its statutory bodies. These documents guide the award of degrees, diplomas, and certificates, ensuring procedural consistency and fairness. Each program clearly defines credit hours per course, aligned with national qualification frameworks. All academic programs are designed with clearly articulated</p>	Undergraduate Education Policy 2023 and GEP 2023 along with its approvals, Examinations rules.

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

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

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

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

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

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

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

CHAPTER-9

Standard 9:

Admission, progression, assessment, and certification

Background

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.

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

EVIDENCE TABLE MATRIX

S.no	Question	Answer	Evidence
1	The institution should ensure an institutional mechanism to admit students whose aptitude, academic interests, educational goals, and abilities are potentially compatible with the institutional mission and objectives	The University of Agriculture has established a structured admission process for postgraduate programs, which includes the Graduate Assessment Test (GAT-General) and GAT-Subject tests. Candidates who qualify in the written tests are further assessed through an interview for admission into a specific discipline of Agriculture. For doctoral programs, applicants are also required to submit a research proposal at the time of admission. The Admission Committee evaluates the relevance of the candidates' previous qualifications, along with their compatibility with the chosen field, and assesses their academic potential and research aptitude during the interview. Similarly, undergraduate admissions are made under an approved regulations, criteria and processes.	Admission criteria/ rules regulations and advertisement
2	The institution should have a policy for student admission and enrolment which is transparent, reliable, valid, inclusive and underpinned by appropriate institutional	The University of Agriculture, Peshawar (UAP) follows a well-structured admission and enrollment policy that ensures transparency, reliability, validity, and inclusiveness and is in line with the HEC guidelines/policies. The UAP is committed to providing quality learning opportunities,	<ul style="list-style-type: none">• Undergraduate Prospectus• Admission policy (post graduate prospectus)• GEP 2023• U-GEP 2023

	mechanisms and welldefined processes and provide them with a quality learning opportunity and that could produce highly skilled and responsible global citizens	particularly in the field of agriculture, aimed at producing highly skilled, competent, and responsible global citizens.	
3	The institution should have a policy for progression, through which every student is enabled to develop as an independent learner, study their chosen subject(s) in depth and enhance their capacity for analytical, critical and creative thinking	The University follows a credit-based semester system, which outlines clear academic progression rules—including minimum GPA requirements, course prerequisites, and academic probation protocols—ensuring that students advance systematically through their programs. Each academic program allows for specialized course selection, enabling students to explore and engage deeply with their major area of study. Final-year research projects and discipline-specific electives further enhance subject expertise. Course delivery encourages problem-solving, critical debate, reflective analysis, and innovation. These are nurtured through active learning strategies such as presentations, group discussions, lab work, and open-ended assessments. Through these policies and practices, UAP ensures that every student is not only supported in their academic journey but is also empowered to become an independent thinker, capable of in-depth study and lifelong learning.	
4	The institution should have a policy for certification and award of credit which enables every student to demonstrate the extent to which they have achieved the intended learning outcomes for the credit or qualification being sought	The UAP had devised and approved policy for award of degree i.e. undergrad, postgrad and research. This policy is aligned with the HEC policy wherein it is ensured that student admitted is imparted with class room learning and practical knowledge required to demonstrate intended learning outcomes of specific degree program.	Post graduate prospectus/ procedure for award of degree
5	The institution should have a robust assessment/exams mechanism to ensure that credit and qualifications are awarded only where the achievement of relevant learning outcomes have been demonstrated through meaningful assessment and both	The University has adopted semester system wherein examination is being conducted twice in a semester i.e. mid and final term. Apart from examination, students are required to submit assignment/ quizzes/ presentation of specific topic assigned to them. Moreover, the students of science subjects, lab practical is conducted related to that particular subject.	Examination rules UAP/ https://www.aup.edu.pk/pages/examination-rules

	Pakistan threshold standards and their own academic standards have been satisfied; for the purpose, the controller of exams and other relevant stakeholders must be well aware of assessment best practices, trends, and tools		
6	The institution should ensure that the scheduling and frequency of assessment is consistent with an effective and appropriate measurement of the achievement by students of the intended learning outcomes and effectively supports learning	The students are assessed in entire semester through midterm, final term and practical exams (where practical exam is not applicable quizzes and assignments are conducted). The purpose of assessments is to check early comprehension and retention, evaluates cumulative understanding and skills and assess applied knowledge and competencies of the registered students.	
7	The institution should publish, and implement consistently, clear mechanism, criteria and SOP for the marking and grading of assessments	The existing marking and grading SOPs of the University is persist of examination rules, thesis and dissertation, Self-Assessment Reports and defense evaluations of the students.	
8	The institution should ensure that there are robust mechanisms for marking and for the moderation of marks that draws on the expertise of external stakeholders	The marking and grading is purely based on internal experts and the University is devising a strategy for external experts marking for fair grading system.	
9	The institution should ensure that appropriate feedback is provided to students on assessed work in a way that promotes learning and facilitates improvement	At present, the University of Agriculture, Peshawar (UAP) does not have a formal institutional policy that ensures structured feedback is consistently provided to students on their assessed work. While some faculty members may offer verbal or written comments at their discretion, there is no standardized mechanism across departments to ensure that feedback is timely, constructive, and developmental.	
10	The institution should publish a transparent procedure for academic appeals.	The Appellate Committee has already been constituted to solve students Unfair mean related issues. There is a proper mechanism for academic appeals for students.	

CHAPTER-10

Standard 10:

Student support services

Background

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

University Progress against Standard 10 Student support services

EVIDENCE TABLE MATRIX

S.no	Question	Answer	Evidence
1	The institution should have an institutional mechanism to include the voice of the students in the decision-making processes for academic improvement	Currently, the University of Agriculture Peshawar (UAP) does not have a formal mechanism to involve students in the governance system. However, feedback is regularly collected through Graduating Student Surveys, Teacher Evaluations, Course Evaluations, and similar tools. Recognizing that students are key stakeholders in the academic process, the university intends to seek approval from the Institutional Quality Circle (IQC) to formally incorporate student representation in decision-making processes aimed at academic improvement.	Teacher and course evaluation surveys.
2	The institution should have a mechanism for developmental and remedial learning opportunities, particularly in the areas that are critically relevant to their future success	The institution has recognized the importance of providing developmental and remedial learning opportunities to ensure student success. A mechanism will be developed to identify students who may require additional academic support, especially in key areas critical to their future careers. This support may include remedial classes, academic workshops, tutoring sessions, mentoring, and skill-building programs. Special attention will be given to subjects where students commonly face difficulties, and support services will be tailored to enhance competencies.	
3	The institution should have an institutional mechanism	The University has grievance redressal committee for faculty and students. The	Grievance redressal

	and defined institutional forums to resolve students' grievances in timely manners	grievances are resolved through the grievance redressal committee.	committee and its minutes.
4	The institution should have a well-defined institutional mechanism in place to ensure the availability of equal opportunity and resources for extracurricular activities for all students (males and females)	The institution recognizes the importance of extracurricular activities as an essential component of holistic student development. To support this, various clubs, societies, and student-led initiatives are functional at UAP. Sports, arts, culture, blood donor society leadership, innovation, and community service. Moreover, the university plans to strengthen the framework for organizing and evaluating extracurricular activities by involving relevant stakeholders and providing recognition to outstanding performers, thereby fostering a balanced and enriching learning environment.	Societies establishment documents
5	The institution should provide necessary basic quality services such as availability of a spacious, neat and clean cafeteria with appropriate seating arrangement, library facilities with ample book collections, and seating places, common rooms for female students, psychological counselling, first aid and ambulance facility on campus	Female students have a separate cafeteria near Weed Science Department. Cafeteria for male students is under construction near transport section. The University has a large Main Library with ample book collection of 130,000 books and journals and 700 seating capacity. The daycare center has been established recently. There is a dispensary for students and staff in the campus. A center of psychological counselling needs to be established and the university has the plan to establish it in the near future.	Site visit
6	The institution should have a well-defined policy and mechanism for developing a Student Council for Academic Learning & Enhancement (SCALE) with a written constitution to follow by the students, having well-defined rules and regulations with well-defined SOPs for student engagement in quality assurance processes and related decision-making forums such as IQC	There is no such mechanism for SCALE yet.	
7	The institution should solicit and take account of student and other stakeholder feedback in designing and	The University gets feedback from students in the form of Teacher and course evaluation, graduating student survey, alumni survey. The University will adopt the mechanism for	

	delivering student support	student support and advising services with practicable recommendation for further improvement.	
8	The institution should ensure that everyone involved in supporting student learning is appropriately qualified, supported and developed	The University has well qualified faculty and staff which are involved in supporting student learning.	
9	The institution should ensure that adequate and readily accessible learning resources (for example subject-specific resources such as studios and laboratories, and generic resources such as libraries and learning resource centres) and student support (for example, academic tutorial, student counselling, career guidance, and tutorial) are provided	The University is providing ample learning resources to their students in the form of research labs, libraries, student counselling center and guidance by the supervisors in the specific fields of interest.	Site visits
10	The institution should maintain physical, virtual and social learning environments that are safe, accessible and reliable for every student, promoting dignity, courtesy and respect in their use	The UAP is committed to maintaining physical, virtual, and social learning environments that are safe, inclusive, accessible, and respectful for all students. A clearly defined fair usage policy governs the use of institutional resources, including internet, library, labs, and digital platforms. Physical safety is ensured through campus security personnel, CCTV surveillance. Various student-led societies and awareness campaigns promote mutual respect, inclusion, and mental well-being. A confidential and responsive grievance redressal system allows students to report concerns related to safety, harassment, or discrimination, ensuring prompt action and accountability.	<ul style="list-style-type: none"> • Site visits • Grievances Committee notification • Harassment Committee notification
11	The institution should ensure that readily available social and recreational facilities are provided, including necessary student societies and clubs	The UAP has number of recreational and student societies: 1. Cultural and Dramatic Society 2. Khyber Islamic Cultural Society 3. Creative Art Society 4. Social Welfare and Awareness Society: . Academic and Professional: 5. Science Society: Photo and Video Club 6. Khyber Literary Club	

		7. Farabi Science Society 8. The Society for Theriogenology and Reproductive Medicine 9. Sports Society: 10. Adventure and Hiking Club:	
12	The institution should have an institutional policy on alumni engagement; by having a strong alumni association with a reasonable budget, keeping an up-to-date database, involving alumni in campus life, including taking their feedback for academic and institutional improvement.	The UAP has Alumni association. The feedback are taken regularly and annual gatherings are arranged. However enough budget needs to be allocated for alumni association. The Alumni Association needs to be activated.	

CHAPTER-11

Standard 11:

Impactful Teaching, Learning and Community Engagement.

Background

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

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

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

EVIDENCE TABLE MATRIX

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

2	The institution should create support systems that promote the pedagogical effectiveness of academic staff	There is not a formal system to support and promote pedagogical effectiveness of academic staff, however the senior faculty in departments are trying their best to transfer the pedagogical skills to the newly appointed faculty. A support system needs to be strengthened.	
3	The institution should create collaborative environments to enhance teaching and learning through scholarship of teaching and learning.	<p>The University of Agriculture, Peshawar (UAP) promotes a collaborative academic environment by encouraging its faculty to engage in postdoctoral research at leading international universities. Faculty members are granted paid leave to pursue these opportunities, which not only enhance their scholarly expertise but also foster research collaborations and academic linkages with global institutions.</p> <p>These international engagements often serve as a foundation for establishing Memoranda of Understanding (MoUs) between UAP and foreign universities. Such agreements open avenues for:</p> <ul style="list-style-type: none"> • Student exchange programs, • Joint research initiatives, and • Access to international scholarships and mobility opportunities for students and early-career researchers. <p>By supporting faculty in building international networks and collaborations, UAP indirectly strengthens the teaching and learning environment, aligns with the principles of the Scholarship of Teaching and Learning (SoTL), and contributes to the University's global academic footprint.</p>	
4	The institution should ensure that learning and teaching practices are informed by reflection, evaluation of professional practice, and subject-specific and educational scholarship	<p>At the University of Agriculture, Peshawar (UAP), learning and teaching practices are increasingly influenced by a culture of professional development and reflective practice, although a formalized institutional mechanism for linking teaching with subject-specific and educational scholarship is still evolving.</p> <p>Faculty members are encouraged to reflect on and improve their teaching methods through informal peer interactions, departmental meetings, and feedback obtained from students via the QEC-embedded CMS feedback system.</p> <p>Many faculty members participate in professional development activities, such as trainings, conferences, and postdoctoral research, which indirectly inform their</p>	

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

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

		interact with faculty, and utilize university resources to enhance their learning outcomes. Prospectus is issued to the students at the time of admission to understand their responsibility to engage with the learning opportunities.	
8	The institution should ensure that every student is enabled to monitor their progress and further their academic development through the provision of regular opportunities to reflect on feedback and engage in dialogue with staff	<p>The University of Agriculture, Peshawar (UAP) acknowledges the importance of enabling students to monitor their academic progress and further their development through reflection and dialogue. While there are some informal practices in place, the University is in the process of enhancing its systems to ensure regular, structured opportunities for students to receive feedback and engage meaningfully with faculty.</p> <p>Students can monitor their academic performance, attendance, grades, and progression status via the Campus Management System (CMS), which provides real-time access to examination results and course-related information.</p> <p>Students are encouraged to engage with faculty members during and outside of class hours to seek clarification, guidance, and academic advice. However, such interactions vary by department and are not yet governed by a standardized institutional policy.</p>	
9	The institution should ensure institutional efforts/activities are directed towards making contribution to the community through the relevant SDGs and creating an impact in the surrounding society and communities; for the purpose, research and teaching priorities are targeted towards addressing the pressing local and global issues and challenges	<p>The University of Agriculture, Peshawar (UAP) is committed to fulfilling its social responsibility by ensuring that institutional efforts—particularly in teaching, research, and outreach—contribute meaningfully to the community, address pressing local and global challenges, and align with the relevant United Nations Sustainable Development Goals (SDGs).</p> <p>Key initiatives include:</p> <ul style="list-style-type: none"> • Community-Oriented Research • Extension and Outreach Services • Student Involvement in Social Projects <p>UAP continues to refine its institutional strategy to ensure that teaching and research priorities are targeted toward addressing urgent local and global challenges, fostering a culture of responsible citizenship, sustainability, and inclusive development.</p>	
10	The institution should have institutional mechanism to	The University of Agriculture, Peshawar (UAP) acknowledges the critical role of higher	

	<p>make students learn about SDGs and make contributions through active community engagement practices.</p>	<p>education in advancing the United Nations Sustainable Development Goals (SDGs) and is progressively working to sensitize students about these goals while encouraging their active participation in community engagement practices.</p> <p>Current institutional efforts:</p> <p>Awareness through Curriculum and Co-curricular Activities: While SDGs are not yet formally embedded across all academic curricula, several departments integrate sustainability-related topics—such as climate change, food security, poverty alleviation, environmental conservation, and gender equity—within relevant courses, seminars, and student-led discussions.</p> <p>Community Service and Outreach: Through its Directorate of Outreach, Students’ Societies, and Faculty Initiatives, UAP facilitates student participation in community-based projects like tree plantation drives, agricultural extension programs, awareness campaigns on nutrition and water use, and rural development initiatives, which are directly aligned with various SDGs (e.g., SDG 2, 3, 6, 13).</p> <p>Student Engagement in Research and Internships: Students are encouraged to undertake research projects or internships focused on local socio-economic and environmental issues, enabling them to contribute evidence-based solutions that align with global sustainability targets.</p> <p>Workshops and Awareness Campaigns: UAP, through collaborations with NGOs, government departments, and international partners, hosts seminars and workshops that raise awareness among students and faculty about the relevance of SDGs and the university’s role in advancing them.</p>	
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CHAPTER-12

Standard 12:

Research, Innovation, Entrepreneurship and Industrial Linkage

Background

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 contribution 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 student's quality opportunities and the support they need to achieve successful academic, personal and professional outcomes.

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

EVIDENCE TABLE MATRIX

S.no	Question	Answer	Evidence
1	The institution should have a well-thought-out policy on research, innovation and entrepreneurship	UAP has a comprehensive Research Policy available on the ORIC webpage, which guides research priorities, proposal submission, funding mechanisms, and faculty incentives.	https://aup.edu.pk/downloads/policies/ORICs%20Policy%202021.pdf
2	The institution should have a well-thought-out policy on intellectual property rights	ORIC has an approved IP and commercialization policy. The university has filed multiple patents in the last three years and is supporting local patent filing fee for faculty.	
3	The institution should have institutional initiatives and platforms for promotion of innovation and	UAP has approved a plan for Business Incubation Center (BIC). Whereas Youth Development center (YDC) is working towards the uplift of students capacities and their	

	entrepreneurship, such as offices of research, innovation, and commercialisation (ORIC) and business incubation centres (BICs)	carrer development activities.	
4	The institution should only offer postgraduate research programmes where students can be expected to meet the academic standards the institution has set for itself, which should reflect national expectations (the National Qualifications Framework)	All MPhil and PhD programs are offered by departments with sufficient faculty, infrastructure, and ongoing research. ORIC verifies compliance with HEC standards.	
5	The institution should have clearly defined policies and regulations, made readily available and be sufficiently comprehensive to cover the progression of research students from admission and registration through to final examination and award	The UAP has clear rules & Regulations which are readily available in Post graduate prospectus and university website.	Post graduate rule and regulation 2017 onwards/ GEP and UGP have been approved.
6	The institution should regularly review regulations in this connection, at local and institutional level	The University conducts periodic reviews of academic statutes, policies, and outreach mechanisms through its statutory bodies such as the Academic Council, Board of Studies, and Syndicate, where evolving national priorities and global standards—including those related to sustainability—are considered. Policies related to research, curriculum development, and community outreach are reviewed in light of local socio-economic needs, emerging environmental challenges, and national	

		regulatory frameworks.	
7	The institution should have an institutional research policy that takes account of regional, national and international social and industrial needs	How does institutional research policy that takes account of regional, national and international social and industrial needs? institutional policy and regulations.	
8	The institution should have a Research Ethics Committee (REC) with a mandate to reviewing research involving human participants to ensure that their dignity, rights and welfare are protected	The University of Agriculture, Peshawar (UAP) recognizes the ethical obligations associated with research, particularly studies involving human participants, and is committed to ensuring that such research upholds the highest standards of dignity, rights, and welfare. To this end, UAP has established a Research Ethics Committee.	Notification of Research Ethics Committee
9	The institution should have an Advanced Studies & Research Board (ASRB) or Board of Advanced Study and Research (BASR) or relevant body with clearly defined institutional mechanism and SOPs for timely and fair conduct of its business	The UAP has (ASRB) board with clearly defined institutional mechanism and SOPs for timely and fair conduct of its business.	ASRB recent meetings minutes
10	The institution should offer research, innovation and entrepreneurship opportunities where students can be trained and supported in an environment which is supportive and fit for purpose	The ORIC office is fully functional at UAP and providing research, innovation and entrepreneurship opportunities to students and faculty. The Business incubation center will be established in near future whose plan is ready which will support and train the students according to the need of market and fit for purpose.	ORIC and BIC documents.
11	The institution should make sure that students have access to training sufficient to gain the	The University of Agriculture, Peshawar (UAP) is committed to equipping students with the necessary skills in research,	

	skills they need regarding research, innovation and entrepreneurship and to help prepare themselves for their subsequent career	innovation, and entrepreneurship to prepare them for successful careers and societal contribution. The institution ensures that students across academic programs are provided with training and experiential learning opportunities that foster creativity, critical thinking, and professional readiness.	
12	The institution should ensure that institutional policy of entrepreneurship and establishment of BICs adhere to international best practice and HEC guidelines	As part of its strategic vision, UAP has developed a comprehensive plan for the establishment of a Business Incubation Center (BIC). The BIC framework is already prepared and aligns with the Higher Education Commission (HEC) guidelines and international best practices. The center, once operational, will provide: Market-driven training and mentoring to students, Infrastructure and technical support for startups, Opportunities for commercialization of research, and Capacity building tailored to industry needs and national development priorities. The future BIC is designed to equip students with the skills, mindset, and resources necessary to launch innovative, fit-for-purpose solutions for real-world problems—especially in the fields of agriculture, food security, and rural development.	
13	The institution should have a well-thought-out institutional policy for industry engagement that include having MOUs with the surrounding	The University of Agriculture, Peshawar (UAP) recognizes the importance of strategic industry engagement as a means to strengthen its academic relevance, promote applied research, and enhance	

	<p>industry and other similar government/private institutions dealing with trade and commerce, such as a chamber of commerce, the Securities and Exchange Commission of Pakistan (SECP), and the regional chapter of IPO Pakistan.</p>	<p>graduate employability. In line with this, the University is in the process of developing a comprehensive institutional policy on industry linkages that emphasizes collaborative partnerships with industry, trade bodies, and regulatory institutions.</p>	
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CHAPTER-13

Standard 13:

Fairness and integrity

Background

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

University Progress against Standard 13 Fairness and integrity

EVIDENCE TABLE MATRIX

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

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

		fair, respectful, and inclusive environment for all members of the University community.	
4	The institution should have a transparent approach to all communication, including academic integrity and complaints	<p>UAP ensures that students and faculty are fully aware of the importance of academic honesty through published policies on plagiarism, cheating, and research misconduct. These are communicated via the Student Handbook, course outlines, orientation sessions, and departmental notices.</p> <p>The University has established clear procedures for lodging complaints and appeals. Dedicated grievance committees exist for both students and staff, and outcomes are processed in a time-bound, impartial, and transparent manner.</p>	<p>Antiplagiarism Policy</p> <p>UFM Policy</p> <p>E&D Statutes</p> <p>Grievance Committee for staff</p> <p>Grievance Committee for students</p> <p>Harassment Committee</p>
5	The institution should ensure availability of fair and transparent procedures for handling complaints, issues and appeals which are accessible to all students, faculty, and administration; accordingly, there must be a robust mechanism for online complaints and feedback on the main page of the website, duly supported with clear and well-defined institutional mechanism to address such complaints/feedback within a specific timeframe with timely response on resolution back to the complainant (students/parents, faculty and staff)	<p>UAP has established formal procedures for handling complaints, grievances, and appeals, applicable to both academic and administrative matters. The grievance redressal procedures are equally accessible to students, faculty and staff. The University has designated focal persons for Citizen portal and CM Complaint portal. These portals allow stakeholders to submit complaints, feedback, or suggestions digitally in a secure and confidential manner.</p> <p>Each complaint received—whether online or in-person—is processed through focal persons with clearly defined timelines for with clearly defined timelines for resolution. The concerned complainant is provided with a formal response and resolution status within the specified timeframe.</p>	
6	The institution should have the necessary policies in place to instil the element of integrity and fairness in its institutional system of teaching, learning, assessment, research and publications.	<p>The University of Agriculture, Peshawar (UAP) places a high priority on integrity and fairness as core principles guiding its teaching, learning, assessment, research, and publication practices. To uphold these values, the University has adopted and continues to develop a set of comprehensive policies and procedures designed to ensure ethical conduct, academic honesty, and equitable practices across all academic and scholarly activities.</p> <p>Teaching and Learning Integrity: Faculty are</p>	

		<p>expected to adhere to professional codes of conduct and ensure that teaching practices are inclusive, unbiased, and pedagogically sound. Students are sensitized to academic ethics through orientation sessions, course outlines, and institutional policies.</p> <p>Fair Assessment Systems: The University follows standardized assessment policies approved by relevant academic bodies. Assessment tools and grading criteria are transparent, consistent, and regularly reviewed to ensure fairness across departments and programs.</p> <p>Plagiarism Policy: UAP strictly enforces the Higher Education Commission (HEC) plagiarism policy, ensuring that all research work and publications—by faculty or students—are screened using plagiarism detection software before submission, defense, or publication.</p> <p>Research Ethics and Oversight: The University has established a Research Ethics Committee (REC) to review research involving human participants and to promote ethical research practices. All funded or high-impact research proposals must comply with ethical guidelines before approval.</p> <p>Publication Integrity: Faculty and scholars are encouraged to publish in peer-reviewed, reputable journals, and are guided on proper referencing, authorship norms, and conflict of interest disclosures.</p> <p>Through these policies and practices, UAP seeks to create an academic environment rooted in trust, fairness, transparency, and scholarly responsibility, thereby fostering excellence and ethical leadership among its graduates and faculty.</p>	
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CHAPTER-14

Standard 14:

Public information and transparency

Background

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

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

University Progress against Standard 14 Public information and transparency

EVIDENCE TABLE MATRIX

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

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

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

CHAPTER-15

Standard 15:

Institutional Effectiveness, Quality Assurance and Enhancement

Background

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

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

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

The Quality Enhancement Cell (QEC) at the University of Agriculture Peshawar was established in the University in 2006 on the directives of Higher Education Commission (HEC). With the increase of its scope and activities, the status of QEC was upgraded as the Directorate of Quality Assurance (DQA). To achieve its objectives DQA conducts several academic activities to promote the quality culture in the university i.e. Self-Assessment process, Faculty and Course evaluation, implementation of anti-plagiarism policy, Institutional Performance Evaluation (IPE), accreditation process, Postgraduate Program Review, organizing training workshops for its Focal Persons at the Departments/Institutes, verification of publications/journals for the award of PhD degrees and appointment/promotion of faculty, etc. University has also constituted Institutional Quality Circle (IQC) chaired by Vice Chancellor for the promotion and improvement of quality of academic programs.

EVIDENCE TABLE MATRIX

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

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

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

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

CHAPTER-16

Standard 16:

CQI and Cyclical External Quality Assurance

Background

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

University Progress against Standard 16 CQI and cyclical external quality assurance

EVIDENCE TABLE MATRIX

S.no	Question	Answer	Evidence
1	The institution should have a well-defined quality policy , having institutional mechanism of continuous quality improvement (CQI) such as a PDCA cycle: plan, do, check and act in all the decision-making processes	The University has well defined quality policy developed under the PSG-2023. The University is striving hard for continues quality improvement under the IQC recently constituted.	https://qec.aup.edu.pk/quality-policy.php
2	The institution should strengthen internal quality assurance processes by having a robust institutional mechanism of CQI including elements of collaboration, consultation and collective wisdom for finding creative solutions to the challenges and concerns relating to quality	The internal quality assurance process is overseen by the Directorate of Quality Assurance (DQA). The DQA shares its recommendations with the Internal Quality Committee (IQC), and together they work to find creative solutions to the challenges faced in the internal quality assurance process.	<ul style="list-style-type: none">• Self RIPE report• Self PGPR report• Assessment Team Report

3	The institution should ensure the CQI mechanism has a robust and effective mechanism for follow-up and closing the loops	<p>The Quality Enhancement Cell (QEC) maintains a follow-up system for all action plans generated through self-assessment reports, accreditation visits, student feedback, and external reviews. Departments are required to submit progress reports on the implementation of recommended actions.</p> <p>The IQC, through its subcommittees, assigns tasks to relevant personnel to develop a robust and effective mechanism for follow-up and to ensure that the tasks are completed within the specified timeframe.</p>	Same as above
4	The institution should take part in external quality assurance in its various forms to verify the effectiveness of institutions' internal quality assurance, act as a catalyst for improvement and offer the institution new perspectives	The University of Agriculture, Peshawar (UAP) actively participates in external quality assurance (EQA) processes as a means to validate the effectiveness of its internal quality assurance mechanisms, gain external insights, and foster continuous institutional improvement. UAP regularly undergoes Institutional Performance Evaluation (IPE) and Program Self-Assessment Reviews conducted by the Higher Education Commission (HEC) and various Professional Accreditation Councils (e.g., NAEAC, NCEAC, PEC), ensuring alignment with national quality standards. The findings and feedback from EQA processes are shared with the senior management and statutory bodies (e.g., Academic Council and Syndicate), contributing to informed decision-making and strategic development	<ul style="list-style-type: none"> • HEC PGPR visit • Accreditation Visits
5	The institution should prepare and participate in international accreditation processes.	The GPR panel of the HEC has recently conducted Post Graduate Program review at UAP. Previously, the HEC IPE panel visited this University for performance evaluation in 2013. The University also participates in International Rankings Like QS Ranking, THE Ranking and UI Green Metric sustainability and is also striving to take part in other External Quality Assurance processes.	

