



# NEWPORTS INSTITUTE OF COMMUNICATIONS & ECONOMICS



## Policy for Enhancing the Quality Function of Education Deliverance (Based on QAA HEC Pakistan)



NEWPORTS INSTITUTE OF COMMUNICATIONS AND ECONOMICS,  
KARACH



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## **CONTENTS**



# NEWPORTS INSTITUTE OF COMMUNICATIONS & ECONOMICS

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## 1. Introduction

Delivering education that satisfies the quality requirements and conforms to both national and international benchmarks is a priority for Newports Institute of Communications and Economics (NICE). The Higher Education Commission (HEC) of Pakistan and the Quality Assurance Agency (QAA) have produced rules that serve as the foundation for this policy's framework to improve the quality function of education delivery.

## 2. Purpose

- This policy's objectives are to guarantee that NICE:
- Offers education that is outcome-oriented and student-centered.
- Upholds a strong framework for quality assurance.
- Enables teaching, learning, and governance to continuously improve.
- Aligns institutional procedures with HEC and QAA requirements.

## 3. Scope

All academic programs, professors, staff, and other stakeholders engaged in NICE's educational delivery are covered by this policy.

## 4. Framework for Quality Assurance

**4.1.** Principles, Guidelines, and Standards the QAA's Precepts, Standards, and Guidelines will be adopted by NICE to:

- Guarantee conformity with both domestic and global quality standards.
- Create uniform standards for the creation, implementation, and assessment of programs.
- Clearly define criteria for internal and external quality assurance procedures.

**4.2.** Connected Procedures The following procedures will be incorporated into the quality assurance framework:

- Evaluating the Performance of QA and Accreditation Organizations: To guarantee adherence to accreditation requirements, conduct regular evaluations of institutional procedures.
- External QA: To verify quality processes, participate in external assessments at the program and institutional levels.
- Internal QA: Boost internal systems for institutional and program self-evaluation and enhancement.

## 3. Strategies for Implementation

### 5.1. Leadership and Governance

- Create a Quality Assurance Committee (QAC) to supervise the use of QA procedures.
- To connect instructional approaches with QA requirements, professors and staff should receive training.

### 5.2. Curriculum Development:

- Make sure that all academic programs are created with the Pakistan National Qualifications Framework's (PNQF) Levels 5-8 in mind, with clearly stated learning objectives.
- When developing programs, consider input from stakeholders, such as companies, alumni, and students.

### 3.3. Instruction and Education



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- Encourage the use of experiential and active learning strategies.
- To improve student engagement, promote the use of cutting-edge instructional resources and technology.

### 3.4. Evaluation and Assessment

- Create fair and open evaluation standards that represent the learning objectives of the program.
- Regularly assess student satisfaction and instructor performance.

### 3.5. Policy Interventions:

- Using data-driven insights from QA procedures, QAC will suggest changes to policies.
- Provide procedures for filling in the gaps found by internal and external reviews.

## 4. Observation and Documentation

Two essential elements of the Institutional Quality Assurance and Enhancement (IQAE) system are observation and documentation. To guarantee openness, responsibility, and well-informed decision-making, this procedure entails methodically obtaining and documenting facts pertaining to academic, administrative, and support activities. The Internal Quality Assurance Cell (IQAC) finds areas for improvement, gaps, and strengths by closely observing program delivery, instructional methods, and institutional processes. Maintaining institutional memory, monitoring advancement, and assisting with adherence to Higher Education Commission (HEC) and Quality Assurance Agency (QAA) requirements are all made possible by documentation. In addition to making program evaluations and audits easier, accurate and consistent documentation of assessments, performance reviews, feedback, and improvement plans promotes institutional excellence and a culture of continuous improvement.

## 5. Functioning of IQAE and IQC

At Newport Institute, the Internal Quality Committee (IQC) and Institutional Quality Assurance and Enhancement (IQAE) seek to foster a culture of ongoing development in research, academic, and administrative operations. Through methodical planning, monitoring, and improvement projects, the IQAE and IQC will guarantee adherence to Higher Education Commission (HEC) and Quality Assurance Agency (QAA) standards.

- **Important Roles of Workshops and Seminars:**

To raise professors, staff, and students' understanding of quality assurance procedures, schedule frequent workshops and seminars.

Educate people on national and international quality frameworks, such as self-assessment procedures and outcome-based education (OBE).

- **Meetings:**

Organize conferences both domestically and abroad to foster cooperation and information sharing on raising the standard of higher education.



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In order to participate in and gain knowledge from international quality assurance best practices, encourage teachers and staff to attend foreign conferences.

- Contribution and Participation:

Engage in active participation in national and worldwide networks and forums for quality assurance. To add to the worldwide academic conversation, support research papers and lectures on quality assurance subjects.

- **Budgeting Procedure of the IQAE Department**

The purpose of the budgeting process for Newports Institute of Communication and Economics' (NICE) Institutional Quality Assurance and Enhancement (IQAE) department is to guarantee the efficient distribution and application of funds to support quality assurance programs. Every year, the IQAE department creates a budget proposal that details the funding needed for scheduled events such as conferences, workshops, seminars, training courses, program evaluations, and institutional audits. The Internal Quality Committee (IQC) reviews and submits the budget.

- **Student Feedback System and Implementation**

In order to improve the caliber of academic programs, the efficacy of instruction, and institutional services, this policy creates a systematic feedback mechanism at Newports Institute to collect and use information from stakeholders, including employers, teachers, staff, students, and alumni. In order to support decision-making and encourage ongoing development, the Institutional Quality Assurance and Enhancement (IQAE) department is in charge of creating, executing, and evaluating feedback surveys.

## **Feedback Surveys**

### **1. Course Evaluation by Students**

- Conducted at the end of each semester to assess course content, delivery, and relevance.
- Focuses on curriculum quality, learning outcomes, and student engagement.

### **2. Teacher Evaluation by Students**

- Gathered mid-semester and end-semester to evaluate teaching effectiveness, pedagogical methods, and classroom management.

### **3. Faculty Course Review**

- Faculty members provide feedback on course content, instructional resources, and student performance to identify areas for curriculum improvement.

### **4. Graduating Students Survey**



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- Collected during the final semester to evaluate overall program satisfaction, skill development, and readiness for professional careers or further studies.

## 5. Alumni Feedback Survey

- Administered annually to alumni to assess the long-term impact of academic programs on career progression and professional development.

## 6. Employer Feedback Survey

- Designed to gather insights from employers regarding graduate employability, skills, and competencies in the workplace.

## 7. Staff and Faculty Satisfaction Survey

- Conducted annually to gauge job satisfaction, institutional culture, and areas for organizational improvement.

## 8. Research Survey for post graduate programs.

### 6.1. Student satisfaction ratings are one of the Key Performance Indicators (KPIs).

- The employability and advancement of graduates.
- Adherence to HEC and QAA regulations.
- Metrics for faculty growth and performance.

### 6.2. Procedures for Reporting

- The IQAE will compile and submit annual quality reports to the Academic Council and Rector.
- The results of external reviews will be shared with interested parties and used to ongoing development.

## 6. Ongoing Enhancement NICE will promote a culture of ongoing development by:

- Seeking input from external reviewers, instructors, and students.
- Making investments in institutional resources and faculty development.
- Adjusting to new developments and trends in the provision of education.

## 7. Accountability and Compliance

This policy is intended to be followed by all stakeholders, including teachers and staff. Corrective measures will be taken in response to non-compliance, as decided by the Academic Council and QEC.

8.

By putting this strategy into practice, Newports Institute of Communications and Economics (NICE) hopes to respect its dedication to academic quality, encourage student achievement, and support the larger higher education scene in Pakistan in accordance with QAA and HEC regulations.



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## 9. Quality Assurance framework

### 10.1 Evaluation of the Framework for Quality Assurance (QA):

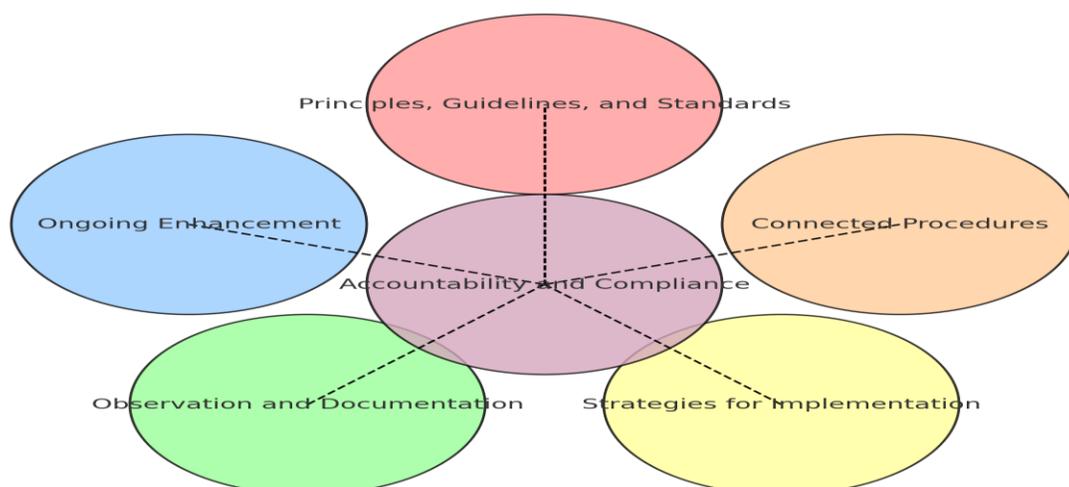
- To modernize the framework for quality assurance.
- To make the system more outcome-oriented and student-centered.

### 10.2 Updated QA Structure:

- The revised framework is now the main QEC instrument used in higher education system.
- It combines three interconnected procedures:
  1. Examining the efficacy of accredited programs.
  2. Program and institutional external quality assurance.
  3. Institutional and program-level internal quality assurance.
- **Implementation:**
  - The revised framework emphasizes Precepts, Standards, and Guidelines as central elements.
  - These standards guide QA bodies, institutions, and programs in internal and external quality reviews at Newports Institute.
- **Focus Areas:**
  - Ensures alignment with articulated standards for QA bodies, institutions, and programs.
  - Promotes a streamlined approach to institutional and program-level QA.
- **Outcome:**
  - A more cohesive, structured, and outcome-driven QA process for Pakistan's higher education sector.

diagram summarizing the key components of the Quality Assurance (QA) Framework for higher education in Pakistan. Each section represents a core focus area in the updated framework. Let me know if you'd like any adjustment

Newports Institute Quality Assurance Framework





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## Policy overview of IQAE and IQC

At Newports Institute of Communications and Economics (NICE), the Office of Institutional Quality Assessment and Effectiveness (IQAE) is in charge of putting quality assurance procedures and policies into action and keeping an eye on them throughout the organization. The IQAE's organization, duties, and operational framework are described in this policy, which guarantees conformity with the criteria of the Quality Assurance Agency (QAA) and the Higher Education Commission (HEC).

## Objectives

By upholding academic standards, encouraging ongoing development in instruction and learning, and staying in line with national and international quality assurance systems, the IQAE seeks to advance a culture of quality.

## 1. Responsibilities

At Newports Institute of Communications and Economics (NICE), the IQAE will:

- **Preserve Academic Standards:** Encourage public trust in the school's academic honors by making sure that quality is guaranteed and improved.
- **Internal Quality Assurance:** Evaluate academic standards and the caliber of instruction in every subject area in a methodical manner.
- **Facilitate external evaluations of the institution and its programs as part of external quality assurance.**  
Program Accreditation: To guarantee prompt accreditation, work with accrediting departments and councils.
- **Sub-Office Management:** Create, oversee, and support IQAE sub-offices at campuses, linked institutions, and component units.
- **Building Stakeholder Capacity:** Increase the ability of all parties involved in QA-related activities.
- **Alignment with National Frameworks:** Verify that all degree programs adhere to Pakistan's National Qualifications Framework.
- **Student Involvement:** Create protocols to include students in quality control tasks.



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## 2. Procedures for Operations

The IQAE will:

- Create and oversee policies and processes for quality assurance.
- Authorize new programs and use self-assessment tools to evaluate current ones.
- Collect and analyze feedback from students, faculty, employers, and alumni.
- Conduct annual monitoring and evaluation at programme and institutional levels.
- Ensure compliance with HEC's guidelines for quality assurance.
- Organize capacity-building workshops for faculty and administrative staff.

### Self-Assessment Procedure.

A thorough and inclusive self-assessment procedure for academic programs and institutional operations will be overseen by the IQAE. This procedure consists of:

- Actively involving students, staff, teachers, and other stakeholders is known as stakeholder involvement.
- External Reference Points: Matching the National Qualifications Framework and HEC's Precepts and Standards Guidelines with assessments.
- Reporting: Writing thorough reports to improve student learning and academic standards.  
Action Plans: Assisting in the creation of workable plans for improvement based on the results of assessments.

## 3. Institutional Quality Circle (IQC)

### Function and Accountability

The Rector chairs the IQC, which acts as a governance mechanism to institutionalize a culture of excellence. It serves as NICE's highest delegated authority for overseeing quality assurance. The IQC will:

- Keep an eye on external quality assurance guidelines and criteria.
- Examine the Quality Framework and Academic Policy.
- Verify the information supplied to applicants and students is accurate and trustworthy.
- Oversee the policies pertaining to students and academics.
- Accept suggestions for new programs or changes to current ones.
- Determine areas where the institution may be improved.

### Participation

The IQC consists of:

- Rector as Chair.
- Dean Faculty
- The IQAE's head
- Department Heads
- Two Representatives of the Student Council



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### 3. Frequency of Meetings.

To assess progress and make sure it is in line with institutional quality goals, the IQC will meet two times a year.

The IQAE and IQC will cooperate in order to:

- Improve the caliber of educational programs.
- Bolster governance frameworks and institutional policies.
- Encourage a long-lasting culture of quality at NICE.
- Sync institutional procedures with global and national norms.

Newports Institute of Communications and Economics (NICE) 's commitment to maintaining academic standards, encouraging a culture of continuous growth, and giving its students an exceptional learning experience is guaranteed by the IQAE Policy. NICE hopes to become a leader in higher education quality assurance using this approach.



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## Review of Institutional Performance and Enhancement (RIPE) framework at Newports Institute of Communication and Economics (NICE).

### 1. The goal of the policy

A methodical strategy to preserve and improving the caliber of academic programs, research, governance, and administrative tasks is established by the IQAE policy. Its foundation is the Review of Institutional Performance and Enhancement (RIPE) framework, which consists of 16 fundamental criteria supplied by the Higher Education Commission (HEC) and Quality Assurance Agency (QAA).

### 2. Objectives.

- To put in place a methodical procedure for evaluating and enhancing institutional performance.
- Must adhere to international and national standards for quality assurance.
- To incorporate the 16 RIPE criteria for long-term excellence into institutional operations.
- To guarantee stakeholder satisfaction by continuously enhancing services, research, and instruction.

### 3. The Sixteen (16) RIPE Standards Integrated into IQAE

#### 1. Governance and Leadership

- Establish clear governance structures that ensure accountability and strategic alignment with institutional goals.
- Develop leadership capacity to foster innovation and responsiveness to change.

#### 2. Mission, Vision, and Strategic Planning

- Define and communicate the mission and vision in alignment with national priorities and societal needs.
- Implement a robust strategic planning process to guide institutional growth.

#### 3. Curriculum Design and Review

- Ensure curriculum is aligned with **Pakistan National Qualifications Framework (PNQF)** and addresses market and societal needs.
- Periodically review and update curricula with input from stakeholders.

#### 4. Teaching and Learning

- Promote effective teaching strategies, including **Outcome-Based Education (OBE)** methodologies.
- Monitor student performance through transparent evaluation mechanisms.

#### 5. Student Admission, Progression, and Achievement

- Implement fair, transparent admission policies that promote diversity and merit.
- Track student progression and implement measures to improve retention and success rates.

#### 6. Faculty Appointment, Development, and Evaluation

- Recruit qualified faculty based on merit and expertise.
- Provide professional development programs and conduct annual evaluations.

#### 7. Infrastructure and Learning Resources



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- Maintain adequate physical and digital infrastructure to support academic and research activities.
  - Ensure availability of up-to-date learning resources, including libraries and laboratories.
- 8. Research and Innovation**
- Promote a research culture aligned with national priorities and institutional strengths.
  - Facilitate ethical, high-impact research and collaborations with industry and academia.
- 9. Community Engagement and Outreach**
- Foster partnerships with local, regional, and international stakeholders.
  - Encourage faculty and student participation in community service and development initiatives.
- 10. Student Support and Guidance**
- Provide comprehensive academic advising, counseling, and career development services.
  - Ensure mechanisms for addressing student grievances and feedback.
- 11. Assessment and Evaluation**
- Adopt fair, transparent, and consistent assessment practices.
  - Use data from assessments to inform teaching and curriculum improvements.
- 12. Quality of Academic Programs**
- Conduct **Self-Assessment Reports (SARs)** for all programs as per HEC guidelines.
  - Evaluate program relevance and alignment with national and global standards.
- 13. Financial Management and Sustainability**
- Maintain transparent and efficient financial management practices.
  - Ensure sustainability through resource optimization and diversified funding.
- 14. Institutional Integrity**
- Uphold ethical practices in governance, academics, and research.
  - Ensure compliance with policies on plagiarism, academic honesty, and professional conduct.
- 15. Collaborations and Linkages**
- Build strategic alliances with national and international institutions.
  - Facilitate student and faculty exchange programs to promote global engagement.
- 16. Monitoring, Evaluation, and Continuous Improvement**
- Establish **Key Performance Indicators (KPIs)** to assess institutional performance.
  - Implement a feedback loop for continuous improvement based on stakeholder input.



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## Programme Review for Effectiveness and Enhancement (PREE) framework.

### 1. The goal of the policy

The IQAE policy provides a methodical framework for evaluating, improving, and preserving the caliber and efficacy of Newports Institute's academic offerings. The Quality Assurance Agency (QAA) and the Higher Education Commission (HEC) created the Programme Review for Effectiveness and Enhancement (PREE) framework, which is in line with this policy.

### 2. The Goals.

- To give academic programs a structure for routine evaluation in order to guarantee their quality, relevance, and compatibility with institutional objectives.
- Incorporating the eight PREE Standards into program evaluation procedures in order to promote ongoing development.
- To encourage the use of evidence in decision-making when improving programs. To guarantee adherence to international and national quality assurance standards.

### 3. Scope

This policy is applicable to all of Newports Institute's undergraduate, graduate, and postgraduate academic programs.

## 4. The PREE Standards Integrated into IQAE Policy

### 1. Programme Design and Approval

- Ensure programs are designed to meet the academic and professional needs of students and align with the Pakistan National Qualifications Framework (PNQF).
- Approve new programs through a rigorous internal and external review process, considering stakeholder feedback.

### 2. Curriculum Content and Delivery

- Develop a curriculum that is current, coherent, and reflective of advancements in the field.
- Employ innovative and effective teaching methods, including Outcome-Based Education (OBE) and experiential learning techniques.

### 3. Learning Outcomes and Assessment

- Define measurable learning outcomes for all programs that align with institutional goals and PNQF levels.
- Establish fair, transparent, and consistent assessment methods to evaluate student learning.

### 4. Student Learning Experience



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- Foster an inclusive and supportive learning environment that promotes student engagement and success.
- Provide access to modern learning resources, digital tools, and co-curricular opportunities to enhance the overall learning experience.

## **5. Faculty and Teaching Quality**

- Ensure faculty possess the required qualifications, skills, and experience to deliver high-quality education.
- Conduct regular training, performance evaluations, and peer reviews to maintain teaching excellence.

## **6. Graduate Attributes and Employability**

- Align program outcomes with industry demands and graduate employability requirements.
- Develop key graduate attributes such as critical thinking, problem-solving, and communication skills through the curriculum.
- Facilitate internships, career services, and alumni networking for job market readiness.

## **7. Programme Monitoring and Review**

- Conduct regular Self-Assessment Reports (SARs) for all programs, as per HEC guidelines, to evaluate their effectiveness and alignment with institutional objectives.
- Use student feedback, faculty input, and graduate surveys to inform program revisions and enhancements.

## **8. Stakeholder Engagement**

- Engage with internal and external stakeholders, including students, alumni, employers, and industry experts, to gather feedback on program relevance and effectiveness.
- Incorporate stakeholder insights into program design, review, and enhancement processes.

## **Postgraduate Program Review (PGPR)**

### **Newports Institute of Communication and Economics (NICE)**

All postgraduate academic programs provided by NICE, including but not limited to Master's, M.Phil., and Ph.D. programs, are covered by this policy.

### **Objectives of PGPR Process**

- To guarantee that postgraduate courses are created and taught in compliance with the most exacting professional and academic requirements.



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- To routinely evaluate postgraduate programs' efficacy, relevance, and quality in light of input from employers, alumni, instructors, and students.
- To improve the employability, societal impact, and research output of postgraduate students.
- To offer a methodical strategy for faculty development and curriculum enhancement based on program evaluations.

## PGPR Process

### 1. Program Review Schedule

- Postgraduate programs will undergo a formal review every 3 to 5 years to assess their alignment with institutional goals and the needs of the industry and society.
- Reviews will be conducted more frequently if significant changes in academic policies, industry requirements, or accreditation standards occur.

### 2. Data Collection

- Data for the review will be collected through various channels, including:
  - **Feedback Surveys** from students, alumni, and employers
  - **Self-Assessment Reports (SAR)** prepared by program coordinators and faculty
  - **Academic Performance Data** such as graduation rates, research publications, and employment outcomes
  - **Faculty and Staff Feedback** to assess program delivery, resources, and teaching methods

### 3. Review Panel Formation

- A multidisciplinary review panel will be formed, including internal and external experts to provide an objective and comprehensive evaluation of the program.
- The panel will assess the program's alignment with national and international standards, its impact on student development, and its contribution to research and professional practice.

### 4. Evaluation Criteria

The review panel will evaluate the following aspects of each program:

- **Curriculum Design and Delivery:** Relevance, rigor, and alignment with industry and academic standards.



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- **Learning Outcomes:** Clarity, measurability, and alignment with graduate skills and competencies.
- **Teaching and Learning Methods:** Appropriateness, effectiveness, and innovation.
- **Research Opportunities and Output:** Quality and quantity of student and faculty research.
- **Employability:** Alignment with market needs and employability outcomes for graduates.
- **Student Support and Resources:** Adequacy of academic, administrative, and career development support.

## 5. Action Plan and Implementation

- Based on the findings from the review process, an **Action Plan** will be developed that includes specific recommendations for program improvements.
- The action plan will be shared with the relevant departments and faculty for implementation within a set timeframe (usually within one academic year).
- The IQAE department will monitor the implementation of recommendations and ensure that progress is reported in subsequent reviews.

### Implementation and Development of Yearly Progress Report (YPR).

All NICE academic, administrative, and support departments that gather, examine, and submit data for the YPR are subject to this policy. The report will include the university's performance in a number of important areas, such as research activities, faculty development, student outcomes, curriculum delivery, and institutional enhancements.

## Data Collection and Analysis

### 1. Data Collection

- Data will be collected throughout the academic year from various sources, including:
  - Student Portal for enrollment, academic performance, and graduation rates.
  - Campus Management Systems (CMS) for course delivery, assessments, and student engagement.



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- Faculty and Staff Records for professional development and performance.
- Surveys and Feedback Forms for course evaluation, teacher evaluation, student satisfaction, and employer feedback.
- Research and Publications Databases for research output and collaborations.

## **2. Data Analysis**

- The IQAE department will lead the analysis of collected data to identify trends, gaps, and areas for improvement.
- Analysis will be based on benchmarks and key performance indicators (KPIs) established in collaboration with academic departments, administrative units, and senior leadership.
- Special attention will be given to ensuring the data meets QAA/HEC standards for accuracy and completeness.

## **6. Report Development and Review Process**

### **1. Report Development**

- The IQAE department will compile the data into a comprehensive report, structured around the key areas outlined in Section 4.
- The report will include quantitative data, qualitative analysis, and recommendations for future improvements based on the findings.

### **2. Review and Approval**

- The draft YPR will be reviewed by the Senior Leadership Team (SLT), including Deans, Heads of Departments, and key administrative units.
- Feedback from the SLT will be incorporated into the final report.
- The final YPR will be approved by the Rector or designated authority.

## **Submission to QAA/HEC**

### **1. Timely Submission**

- The finalized YPR will be submitted to the Quality Assurance Agency (QAA) and Higher Education Commission (HEC) within the prescribed timeframe, usually at the end of the academic year or as mandated.
- The report will be accompanied by any required documentation, such as supporting evidence, action plans, or accreditation status updates.

### **2. Communication to Stakeholders**



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- A summarized version of the YPR will be shared with internal stakeholders (faculty, staff, students) through official communication channels such as the institution's website, newsletters, and annual reports.
- Key findings and recommendations will be discussed with faculty and staff in meetings, workshops, and forums to ensure institutional alignment and commitment to continuous improvement.

## **Monitoring and Continuous Improvement**

- The IQAE department will monitor the implementation of actions and improvements identified in the YPR and track progress throughout the next academic year.
- A feedback loop will be established to ensure that lessons learned and recommendations from the YPR are used to drive institutional planning and policy development.

## **Review and Revision**

This policy will be reviewed annually to ensure it remains in alignment with evolving QAA/HEC requirements and institutional priorities. Revisions will be made based on feedback from stakeholders and changes in higher education regulations.