

Virtual University of Pakistan

Assessment Team Report

Department: Psychology

Program Title: BS Psychology

Assessment Cycle: Cycle-IV

Assessment Year: 2024-25

Criteria Referenced Evaluation

#	Standards' Title	Weightage	Approved	Approved with Recommendations	Approved with Conditions	Not Approved	Score
Standard-1	Programme Mission, Objectives & Outcomes	15%		✓			10.67
Standard-2	Curriculum Design & Organization	20%		✓			16.00
Standard-3	Subject-Specific Facilities	15%		✓			10.80
Standard-4	Student Support & Advising	10%		✓			8.67
Standard-5	Teaching Faculty/Staff	20%		✓			14.50
Standard-6	Institutional Policies & Process Control	10%		✓			8.31
Standard-7	Institutional Support & Facilities	5%					0.00
Standard-8	Institutional General Requirements	5%					NA

Signature of Assessment Team Lead:

Name : Dr. Mahira Ahmad

Designation : Assistant Professor



Signature of DQE Coordinator:

Name | Syed Naveed Anwer

Designation | Officer Quality Assurance



Standard-1 Programme Mission, Objectives & Outcomes						Weight = 0.15	
Factors Score		NA	5	4	3	2	1
1	Institution and department mission statements are documented and aligned with the Programme Educational Objectives (PEOs).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	PEOs define expected graduate achievements a few years after graduation, supported by a strategic plan outlining necessary actions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Every PEO includes evidence of its alignment with institutional mission, assessment strategies and timelines, along with documentation of implemented improvements.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Programme Learning Outcomes (PLOs) are aligned with the PEOs and use of action verbs support their attainment.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	The extent to which graduates achieve PLOs is assessed using defined methods such as alumni, graduating student, and employer surveys.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Survey data are collected systematically, analyzed, and presented in the report, with documented use of results for timely program improvements.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Accreditation outcomes and feedback are documented, with corresponding actions taken and planned improvements clearly described.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	The program's strengths, weaknesses, and major future development plans are identified and supported by evidence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	The department conducts periodic performance reviews using quantifiable measures to inform strategic decisions and continuous improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Students are actively engaged in program evaluation, with documented evidence of their participation and feedback impact.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total Encircled Value (TV)		1	0	20	12	0	0
Score 1 (S1) = [TV/(No. of Questions *5)] *100 *Weight =		10.67					

Standard-1 Programme Mission, Objectives & Outcomes

Comments/Observations/Key Findings:			Recommendations/Conditions
1		1	
2	A strategic plan with clearly defined timelines is needed to assess each PEO	2	
3		3	
4		4	
5	To ensure program effectiveness, graduate performance may be reviewed using employer survey results.	5	
6		6	
7		7	
8		8	
9		9	
10		10	

Standard-2 Curriculum Design & Organization				Weight = 0.20			
Factors Score		NA	5	4	3	2	1
1	The curriculum is consistent and support the programme's documented objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Theoretical background, problem analysis and solution are stressed within the programme's core material.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	The curriculum satisfies the core requirements for the programme, as specified by the respective accreditation body and HEC curricula.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	The curriculum satisfies the major requirements for the programme as specified by HEC and the respective accreditation body/councils.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	The curriculum satisfies general education, arts, and discipline requirements for the programme, as specified by the respective accreditation body/council.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Information technology components of the curriculum is integrated throughout the programme.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Oral and written communication skills of the student are developed and applied in the programme.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Different feedback surveys conducted each semester for each course from students and faculty.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total Encircled Value (TV)		0	0	32	0	0	0
Score 2 (S2) = [TV/(No. of Questions *5)] *100 *Weight =		16.00					

Standard-2 Curriculum Design & Organization

Comments/Observations/Key Findings:

Recommendations/Conditions

1

1

2

2

3

3

4

4

5

5

6

6

7

7

8

8

9

9

10

10

Standard-3 Subject-Specific Facilities		Weight = 0.15					
Factors Score		NA	5	4	3	2	1
1	Laboratory and computing facilities supporting the program are documented, including their adequacy, accessibility, and alignment with program requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Students and faculty have timely access to up-to-date manuals, instructions, and safety documentation, with evidence of availability and use.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Each laboratory includes details on technical support personnel, the level and nature of instructional support, and resource availability.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
4	Computing infrastructure (hardware, software, and networks) is sufficient to meet the program's teaching and learning needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Laboratory and computing facilities are regularly assessed against similar programs at top HEIs, with deficiencies and improvements documented.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Total Encircled Value (TV)		0	0	12	6	0	0
Score 3 (S3) = [TV/(No. of Questions *5)] *100 *Weight =		10.80					

Standard-3 Subject-Specific Facilities

Comments/Observations/Key Findings:			Recommendations/Conditions
1	3.1 Laboratory Documentation & Access Photographic evidence	1	How it is maintained the process for justifying its inclusion needs further elaboration. It could be even uploaded on VU web site for each semester for further authentication
2	3.1 Laboratory Documentation & Access Guidelines (feel free to present the evidence in whatever format best suits your context) Show the manuals	2	Mention the details under the box as it needs elaboration for better comprehension
3	3.1 Laboratory Documentation & Access 26 3. Student Feedback At the end of each session, students complete a standardized feedback form to share their learning	3	If standardised needs citation , if not then the process about how and when updated. Statements needs to be SMART
4	3.2. Laboratory Facilities & Support Personnel Again under the EOI there is a box, general guidelines—present the evidence in any format that suits your context	4	under the box elaborate its purpose for understanding
5	3.3 Description of Computing Facilities	5	Evidence needs enhancement
6		6	
7		7	
8		8	
9		9	
10		10	

Standard-4 Student Support & Advising							Weight = 0.10
Factors Score		NA	5	4	3	2	1
1	The department has a documented strategy for course offerings, including the frequency of major, elective & allied courses offered by other departments.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Courses taught by multiple instructors have clear coordination mechanisms to ensure effective student–faculty interaction and instructional consistency.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Students are clearly informed about program requirements through accessible and timely communication channels.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	An academic advising system is in place, with mechanisms for evaluating its effectiveness.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
5	A student counselling system exists, providing access to professional support services when needed, with evidence of availability and utilization.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Students have documented opportunities to engage with practitioners and participate in technical and professional societies.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total Encircled Value (TV)		0	10	16	0	0	0
Score 4 (S4) = [TV/(No. of Questions *5)] *100 *Weight =		8.67					

Standard-4 Student Support & Advising

Comments/Observations/Key Findings:			Recommendations/Conditions
1	Student Advising and Counselling 4.1. Student Facilitation in Programme Completion Point 6 Academic-Advising–Current year academic advisor allocation statistics. Mode of interaction	1	Statement needs elaboration and evidence for strong back up.
2	4.3 Student Counselling & Professional Engagement Department of Psychology conducts four counseling sessions per semester on adobe to guide students on various problems and queries other than academics.	2	evidence for conduction of counselling workshopds need to be incorporated along with description on which type of counselling as quoted other than academics needs elaboration and evidenced based data
3		3	
4		4	
5		5	
6		6	
7		7	
8		8	
9		9	
10		10	

Standard-5 Teaching Faculty/Staff		Weight = 0.20					
Factors Score		NA	5	4	3	2	1
1	A web page shows program areas and the number of specialized teaching staff, along with faculty CVs is publically available.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Teaching staff strength is sufficient to deliver the curriculum and achieve programme objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Student feedback on teaching and assessment is collected each semester and used for instructional improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	The department has defined criteria for faculty currency in the discipline, and the percentage of faculty meeting these criteria is documented.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Mechanisms are in place to ensure full-time faculty have adequate time for scholarly and professional development.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Teaching staff development programs are available at departmental and institutional levels, with documented evidence of effectiveness.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Faculty development programs are evaluated regularly, and results are used for program enhancement.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Programs for faculty motivation and job satisfaction are implemented, with effectiveness measured through periodic faculty surveys.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total Encircled Value (TV)		0	0	20	9	0	0
Score 5 (S5) = [TV/(No. of Questions *5)] *100 *Weight =		14.50					

Standard-5 Teaching Faculty/Staff**Comments/Observations/Key Findings:****Recommendations/Conditions****1****1****2****2****3****3****4****4****5****5****6****6****7****7****8****8****9****9****10****10**

Standard-6 Institutional Policies & Process Control							Weight = 0.10
Factors Score		NA	5	4	3	2	1
1	Admission criteria are clearly defined and communicated to prospective students, and periodically evaluated for improvement.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Policies and procedures for credit transfer are documented and accessible.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Student registration processes are clearly outlined, and academic progress is systematically monitored to ensure adherence to degree requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Procedures are in place to verify that graduates meet all programme requirements, with periodic evaluations to inform improvements.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Processes for recruiting and retaining qualified teaching staff are documented, aligned with the institutional mission, and evaluated for effectiveness.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Faculty evaluation and promotion processes reflect institutional mission and are periodically reviewed for continuous improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Teaching and learning processes are designed to ensure instructional effectiveness and student-centered learning, using evaluation mechanisms for improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Academic and support information is provided to prospective and current students to support informed decision-making and successful progression.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Programme expectations and student responsibilities are clearly communicated throughout the study period.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Upon graduation, students receive a comprehensive academic record reflecting their achievements.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Programme practices align with institutional values, ethical standards, and policies on equality, diversity, inclusion, and academic integrity.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Transparent procedures exist to safeguard the rights and interests of students, faculty, and staff, including handling of complaints and appeals.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	All critical processes (admissions, teaching, student progress, evaluation) are periodically reviewed, and evaluation results are used for enhancement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total Encircled Value (TV)		0	25	20	9	0	0
Score 6 (S6) = [TV/(No. of Questions *5)] *100 *Weight =		8.31					

Standard-6 Institutional Policies & Process Control

Comments/Observations/Key Findings:			Recommendations/Conditions
1	Documented Recruitment, Retention, and Evaluation Processes for Department Members	1	Needs back up evidence to support the details
2	Faculty Retention Strategies	2	Needs back up evidence to support the details
3	Periodic Evaluation and Improvement Faculty teaching is subject to regular assessment. Evaluations consider both student feedback and peer reviews.	3	Needs back up evidence to support the details
4		4	
5		5	
6		6	
7		7	
8		8	
9		9	
10		10	

Standard-7 Institutional Support & Facilities		Weight = 0.05					
Factors Score		NA	5	4	3	2	1
1	The programme provides a self-evaluation of its compliance with standards, identifying gaps and plans for improvement where needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Secretarial support, technical staff, and office equipment are sufficient to support programme operations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Data on graduate students, research assistants, and PhD students over the past three years are provided, along with teacher-to-graduate student ratios.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Library, laboratory, and computing resources are documented, and their adequacy assessed relative to programme needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Facilities and infrastructure supporting modern teaching and learning practices are available and evaluated for adequacy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	The library's technical collection and user support services are sufficient to meet academic and research needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Classrooms and faculty offices are adequate in number, space, and functionality to support effective teaching and learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total Encircled Value (TV)		0	0	0	0	0	0
Score 7 (S7) = [TV/(No. of Questions *5)] *100 *Weight =		0.00					

Standard-7 Institutional Support & Facilities

Comments/Observations/Key Findings:			Recommendations/Conditions
1	No Data available, so not marked	1	
2		2	
3		3	
4		4	
5		5	
6		6	
7		7	
8		8	
9		9	
10		10	

Standard-8 Institutional General Requirements							Weight = 0.05
Factors Score		NA	5	4	3	2	1
1	Postgraduate research programmes are offered only when institutional academic standards—aligned with national expectations—can be met.	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Detailed regulations on admission, registration, assessment, and awarding are documented, accessible, and open to review by the institution and department.	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Research activities align with regional, national, and international societal and industrial needs.	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Research opportunities are offered only where appropriate academic supervision, research infrastructure, and student support are available.	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Publicity materials for research programmes are clear, accurate, and detailed enough to support informed student choice.	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Admission procedures are well-defined, consistently applied, and ensure that only qualified candidates are selected through a multi-expert review process.	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Admissions processes are fair, transparent, and promote equality of opportunity.	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Research student entitlements and responsibilities are clearly defined and communicated at the start of the programme.	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	New research students are supported with orientation activities that help them understand the academic and social environment of the institution.	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	The feasibility of research projects is assessed prior to admission, for both full- and part-time students.	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Research students have access to sufficient training to develop the skills required for completing their research and preparing for future careers.	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Supervisors are qualified subject experts with the skills and experience necessary to guide, monitor, and support research students.	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Research supervision is structured to ensure consistent progress tracking and timely communication with students.	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	Research assessment processes are clearly defined, rigorous, fair, consistent, and well communicated to both students and supervisors.	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	Systems have been set up to collect and address feedback from students and supervisors about the research experience and support infrastructure.	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	Clear procedures for complaints and appeals are documented, consistently enforced, & readily available to provide support throughout the process.	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	The institution regularly reviews its effectiveness in meeting the quality standards (Precepts) of research degrees awarded in its name.	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total Encircled Value (TV)		17	0	0	0	0	0
Score 8 (S8) = [TV/(No. of Questions *5)] *100 *Weight =		Not Applicable					

Standard-8 Institutional General Requirements**Comments/Observations/Key Findings:****Recommendations/Conditions****1****1****2****2****3****3****4****4****5****5****6****6****7****7****8****8****9****9****10****10**

ASSESSMENT SCORE = S1 + S2 + S3 + S4 + S5 + S6 + S7 + S8
= 10.6 + 16.00 + 10.80 + 8.67 + 14.50 + 8.31 + 0.00 + NA
= 68.94 / 95 (72.57%)

Note: Score Normalized as '01' Standard(s) is (are) 'Not Applicable'.

OVERALL JUDGEMENT = **Approved with Conditions**

Overall Comments by Assessment Team:

Approved with conditions, we are confident the required recommendations will strengthen the program's overall quality.

Comments by DQE Coordinator: