

Virtual University of Pakistan

Assessment Team Report

Department: Management Science

Program Title: BS in Business Administration

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%	✓				13.71
Standard-2	Curriculum Design & Organization	20%	✓				19.50
Standard-3	Subject-Specific Facilities	15%		✓			12.00
Standard-4	Student Support & Advising	10%		✓			9.00
Standard-5	Teaching Faculty/Staff	20%		✓			18.00
Standard-6	Institutional Policies & Process Control	10%		✓			8.77
Standard-7	Institutional Support & Facilities	5%					NA
Standard-8	Institutional General Requirements	5%					NA

Signature of Assessment Team Lead:

Name | Dr Rub Nwaz Lodhi.

Designation | Associate Professor



Signagure of DQE Coordinator:

Name | Irfana Aslam Ghouri

Designation | Manager 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 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 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 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 checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total Encircled Value (TV)		3	25	4	3	0	0
Score 1 (S1) = [TV/(No. of Questions *5)] *100 *Weight =		13.71					

Standard-1 Programme Mission, Objectives & Outcomes

Comments/Observations/Key Findings:			Recommendations/Conditions
1	The strategic plan for department and program is a missing link between program mission, learning objectives and outcomes.	1	It is highly recommended to devise and add strategic plan for department and program of BSBA
2	The program mission/description needs to be added	2	There must be a clear, actionable, achievable, and measurable program mission/description in this report if already developed. In case of non-availability, it must be added to the report with the reflection of industry-academia linkage.
3	The measurability of program outcomes is not reflected in the report. Provided instruments and survey are not good measures to measure CLOs.	3	Program learning outcomes need to be measured. Department or DQE, whosoever is responsible to develop the instrument need to work on it immediately for the next cycle.
4	What are coping strategies to overcome the gaps highlighted by the students. How survey results are improving the quality of program. It is not mentioned.	4	The measure taken by the department to improve the quality of BSBA program, and how the graduating survey results are strategized into action need to be added in upcoming cycle.
5	The graphs of data incorporated might be required by HEC.	5	The graphs needs to be incorporated
6	The program BSBA and industry linkages details are missing. How students are getting practical exposure?	6	A detailed description of BSBA program and industry linkages need to be developed. The strategic plan for academia-industry linkage must be the part of this program. The employer or industry survey need to be conducted periodically.
7	For students' engagement, and student-as-partner approach, the mentioned events are not reflecting the core of engagement and partnership.	7	The BSBA program should have detailed plan for engaging students as partners in curriculum and academia-industry linkages.
8		8	
9		9	

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 checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total Encircled Value (TV)		0	35	4	0	0	0
Score 2 (S2) = [TV/(No. of Questions *5)] *100 *Weight =		19.50					

Standard-2 Curriculum Design & Organization

Comments/Observations/Key Findings:			Recommendations/Conditions
1	The department lacks content review committee.	1	There must be a content review committee that should review the need for updating the content in a report each semester.
2	The faculty feedback survey on the course content is lacking	2	Enhance the end-of-semester instructor course evaluation process by implementing a structured, data-informed Student Performance Diagnostic Report that converts learning outcome attainment and content quality analytics into focused curriculum and teaching enhancements.
3	This part of the report is the most well prepared and meets all the standard.	3	Enhance the current student course evaluation survey by incorporating CLO-aligned and concept-specific questions that yield detailed, actionable insights into outcome achievement and concept understanding, supporting evidence-based improvements to course content.
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 checked="" type="checkbox"/>	<input 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 type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total Encircled Value (TV)		1	0	16	0	0	0
Score 3 (S3) = [TV/(No. of Questions *5)] *100 *Weight =		12.00					

Standard-3 Subject-Specific Facilities			
Comments/Observations/Key Findings:			Recommendations/Conditions
1	The Computing Infrastructure for students and faculty is commendable	1	Implement regular feedback collection from students/faculty on computing services at institutional level. • Integrate emerging technologies in LMS —particularly generative AI—to enhance pedagogical methods for improved learning outcomes.
2		2	
3		3	
4		4	
5		5	
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 type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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"/>
Total Encircled Value (TV)		0	15	12	0	0	0
Score 4 (S4) = [TV/(No. of Questions *5)] *100 *Weight =		9.00					

Standard-4 Student Support & Advising

Comments/Observations/Key Findings:			Recommendations/Conditions
1	Page 40. 4.3. (II) There is no supporting evidence for the existence of a dedicated student counseling interface on VULMS.	1	A formal counseling unit comprising trained professionals should be established to offer both emotional and academic support to students across the university.
2	Page 40. 4.3 Opportunities for students to engage with practitioners and participate in technical and professional societies are not mentioned	2	Introduce formal assessment tools (e.g., survey) to evaluate academic advising effectiveness.
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 checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total Encircled Value (TV)		0	20	16	0	0	0
Score 5 (S5) = [TV/(No. of Questions *5)] *100 *Weight =		18.00					

Standard-5 Teaching Faculty/Staff

Comments/Observations/Key Findings:			Recommendations/Conditions
1	The number of PhD techers in the department is commendable.	1	
2	The faucly developemtn is equated with reserch publications. Whereas staff development is a different area.	2	The department should prepare a traning and developemnt plan for faculty developemnet including external trainings and projects by annually.
3	How department is promoting the research culture among faculty?	3	There must be a strategic plan from the department to promote the reserch culture within the department and engage students in the research work.
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 checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input 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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input 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 type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input 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	30	24	3	0	0
Score 6 (S6) = [TV/(No. of Questions *5)] *100 *Weight =		8.77					

Standard-6 Institutional Policies & Process Control			
Comments/Observations/Key Findings:			Recommendations/Conditions
1	Admission and credit transfer policies are transparent, inclusive, and consistently applied.	1	Develop a university-wide data-analytics strategy that transforms the information captured by digitised processes into key performance indicators, interactive dashboards, and feedback loops—enabling evidence-driven decisions and sustained continuous
2	Student registration and academic monitoring leverage a centralized LMS system that enables smooth processing and intervention.	2	
3	Students receive detailed academic records post-graduation, with rechecking options available.	3	
4	The faculty hiring process is rigorous, incorporating merit-based criteria, technology skills, and mission alignment.	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"/>
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"/>
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"/>
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"/>
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"/>
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"/>
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"/>
Total Encircled Value (TV)		7	0	0	0	0	0
Score 7 (S7) = [TV/(No. of Questions *5)] *100 *Weight =		Not Applicable					

Standard-7 Institutional Support & Facilities

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-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
= 13.7 + 19.50 + 12.00 + 9.00 + 18.00 + 8.77 + NA + NA
= 80.98 / 90 (89.98%)

Note: Score Normalized as '02' Standard(s) is (are) 'Not Applicable'.

OVERALL JUDGEMENT = **Approved with Recommendations**

Overall Comments by Assessment Team:

All figures must be clearly numbered and captioned for easy reference and clarity. Captions should be descriptive and placed appropriately below each figure.

A Table of Contents must be included at the beginning of the report to enhance navigability. It should reflect all major sections, subsections, and annexures.

Hyperlinks or cross-references to annexures should be provided within the main text to facilitate seamless access to supporting documentation.

Page numbers for all annexures should be clearly indicated in both the Table of Contents and at the point of reference in the main body of the report.

Comments by DQE Coordinator: