

Institutional Performance Enhancement Report (IPER)

2025-2026



Shaheed Benazir Bhutto University
Shaheed Benazirabad
KNOWLEDGE - COMMITMENT - LEADERSHIP

Institutional Performance Enhancement Report (IPER)

Year 2025-26

Quality Enhancement Cell-SBBU SBA

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Standard 1: Vision, mission, goals and strategic planning

Expectation The institution's vision, mission, and subsequent goals define its purpose and drives institutional activities through strategic planning within the context of national higher education priorities, regional and local requirements and the needs of students and the wider group of stakeholders.				
S. No.	Expectation Outcome Indicator (EOI)	University Response	Possible Documentary Evidence	Annexure No.
1	Ensure that the institution's vision and mission are conceived and developed in consultation with broader stakeholders.	For that purpose a committee was constituted for development of VISION and MISSION. Committee recommended the revised Vision and Mission. Later on the same approved by Academic Council and Notified.	- Committee Notification attached. - Minutes of Meeting of Academic Council - Notification	Annexure 1.1
2	Ensure that the institution's vision, mission and goals are consistent with the provisions in the charter including territorial and academic jurisdictions.	SBBU, SBA Vision, Mission, and Goals are fully aligned with the scope, territorial jurisdiction, and academic mandate defined in its Charter.	- University Charter - Notification of Vision & Mission attached.	Annexure 1.2 Annex 1.2.1 Annex 1.2.2
3	Ensure that the institution's mission and goals serve as the foundation for all its activities.	All institutional policies, planning, program objectives, and departmental activities at SBBU, SBA are aligned with its mission and goals. Thus Strategic Plan has been prepared in this regard.	- Committee recommended the Strategic Plan. Notification attached.	Annexure 1.3 Annex 1.3.1 Annex 1.3.2

			- Strategic Plan attached.	
4	Have strategic planning to drive all the activities and guide future plans, including resource allocation priorities and develop a relevant, effective and coherent ecosystem for excellence.	SBBU, SBA follows a structured Strategic Plan that drives resource allocation, development activities, and institutional progress across all departments.	-Strategic Plan is already provided	Annexure 1.4
5	Maintain a well-documented strategic plan linking institutional vision and mission to faculty/departmental levels, ensuring effective implementation through defined SMART goals and key performance indicators (KPIs).	Departmental strategic plans at SBBU, SBA are designed in alignment with the institutional vision and include SMART goals and KPIs for monitoring performance.	Related to QEC - Institutional Strategic Plan- Strategic Plans - Departments Vision & mission may be visited at SBBU-SBA website	Annexure 1.5 Website: https://sbbusba.edu.pk/
6	Practice an effective approach to planning and evaluation, managing academic resources per stakeholder/student needs and its wider group of stakeholders	SBBU, SBA ensures timely academic planning, optimal use of academic resources, and engages stakeholders. The academic calendar has been followed properly.	Prospectus, Timetable and Record of Admission announcement advertisement are attached.	Annexure 1.6 https://www.sbbusba.edu.pk/files/admission/Prospectus-2026-Batch-v-SBBU-SBA-final.pdf Annex 1.6.1
7	Convey importance of systematic evaluation of mission, goals, and strategic planning to inform decision making by ensuring stakeholders are well informed.	SBBU, SBA conducts regular reviews of its strategic plan and evaluates institutional goals. Therefore, revised Mission and Vision have been notified recently.	Minutes of Meeting Of Strategic plan committee	Annexure 1.7 Annex 1.7.1

Standard 2: Governance, leadership and organization

Expectation The institution has an inclusive governance system that facilitates the fulfilment of its mission and goals and strengthens institutional effectiveness and integrity. Leaders have a clear and ambitious vision for providing high-quality, inclusive education and training to all. This is 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.				
Sr. No	Expectation outcome indicators (EOIs)	University Remarks	Indicative evidence	Annexure No
1	Ensure that the system of organisation and governance in the university is responsive to the present and future needs of the organization.	SBBU, SBA regularly reviews its governance structure to ensure smooth flow of work in the University.	Updated organizational chart.	Annex 2.1
2	Ensure that the system of organisation and governance is consistent with the power and functions and other requirements given in the charter and statutes, rules, regulations and policies	SBBU, SBA governance operates within the framework of its charter and statutes, ensuring compliance and integrity in all functions.	Charter document, University's Act-University code	Annex 2.2
3	Ensure that the system of organisation and governance exercises prudence in policy development and decision-making processes in the best	Policies are developed through inclusive consultation in statutory bodies and implemented after proper approval from the relevant statutory body.	Notifications of statutory bodies	Annex 2.3 Annex 2.3.1-University approved logo Annex 2.3.2-FPC meeting Annex 2.3.3-Senate Meeting Annex 2.3.4- Syndicate notification Annex-2.3.5-Academic Council notification

	interests of all the stakeholders in general, and that of students in particular.			
4	Ensure that the system of organisation and governance has elements of good governance such as rule of law, accountability, effectiveness and efficiency, transparency, equity, and inclusion	SBBU, SBA follows principles of transparency and accountability in this proper mechanism is existed such committees, rules and polices.	Grievance redressal Committee Notifications are attached.	Annex 2.4
5	Create and sustain an environment which enables teaching, learning and scholarship that promotes high-quality teaching and learning and promotes genuine, impactful research culture.	SBBU, SBA fosters a supportive academic environment through investment in faculty development.	Faculty development schedules are attached.	Annex 2.5
6	Create and sustain an environment which promotes provision that is appropriate to the surrounding industry and the aspirations of its students.	Curriculum is designed with industry collaboration and student aspirations in mind, incorporating practical training. SBBU, SBA is collaboration with industry for job creation for the University's students.	In this regard various seminars have been organized to link the industry with the students	Annex 2.6

7	Create and sustain an environment which enables the effective functioning of all programmes, and enables students to progress and achieve their learning objectives	Programme outcomes are regularly assessed and improved through feedback, ensuring student success and progression. In this regard QEC organized surveys of various types.	Students participation have been made through different nominations in the Societies and Committees, so they can participate and learn.	Annex 2.7
8	Create and sustain an environment in which students and other stakeholders participate in the governance system.	SBBU, SBA held the Statutory Bodies meeting as per Act to ensure good governance. Students are also part of decision making at some stage.	Statutory Committee members lists attached.	Annex 2.8
9	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 time.	Frequently various types of the Faculty Training have been organized for the University faculty, so they can learn pedagogical knowledge and deliver knowledge in proper way.	Various trainings have been arranged for the faculty and administrative staff. Faculty members have also completed PhD under the Faculty Development Program supported by the Sindh HEC and HEC, Islamabad.	Annex 2.9
10	Have leadership that aims to ensure that all learners complete their programmes of study; they provide the support	SBBU, SBA leadership provides student support services and academic advising to help ensure timely programme completion.	A proper time table and annual calendar has been followed for completion of degree timely.	Annex 2.10

	for faculty and staff to make this possible			
11	Have leadership that engages effectively with students and wider stakeholder groups.	Regular meetings of statutory bodies are held as per schedule to discuss the effectiveness of steps taken by the University's Leadership.	Related to student affairs office Stakeholder meeting schedules, feedback surveys, partnership reports	Annex 2.11
12	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.	SBBU, SBA leaders actively engage with staff through open forums, workload reviews, and wellness programs. A proper online leave system is also available for faculty and staff facility.	HR Related HR policies, workload distribution reports, staff satisfaction surveys.	Annex 2.12
13	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 management - conduct well-structured surveys to	Structured surveys are conducted to evaluate and improve non-academic services based on stakeholder input.	N/A Surveys are present in the office of the QEC.	Annex 2.13

	get students and faculty feedback and to improve their services based on the feedback provided by the stakeholders			
14	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.	SBBU, SBA has implemented a comprehensive digital strategy to improve administrative efficiency and service quality.	IT Related Digital transformation policy, ERP system implementation report, IT helpdesk data	Annex 2.14 https://app.sbbusba.edu.pk/qec_surveys/index.php

Standard 3: Institutional resources and planning

Expectation

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

Sr. No	Expectation outcome indicators (EOIs)	University Remarks	Indicative evidence	Annexure No
1	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 their academic, personal and professional potential	SBBU-SBA has established a dedicated Works & Services Department to ensure the efficient maintenance, development, and oversight of campus infrastructure. The department is headed by an Executive Engineer and is supported by a qualified team comprising one Assistant Civil Engineer , two Sub-Engineers (Civil) , one Electrical Engineer , one Sub-Engineer (Electrical) , along with the necessary technical and supporting staff . This unit is responsible for the supervision, and execution of all civil and electrical works, ensuring that university facilities are effectively maintained and upgraded to support academic excellence and student development.	Joining reports of Works & Services Department personnel, Completion report of development plans by own resources, review meeting minutes,	Annex 3.1
2	Have institutional policies and mechanisms for infrastructure planning, development,	SBBU-SBA has established a dedicated Planning and Development (P&D) Department to facilitate and oversee the initiation and execution of development	Joining report of P&D personnel, Letter for submission of	Annex 3.2

	execution, monitoring and evaluation	projects. The P&D Department is responsible for formulating and submitting project proposals for funding through the Annual Development Programme (ADP), Public Sector Development Programme (PSDP), or University's Own Resources (through UDWP), subject to approval by the competent authority. Upon project approval, the department ensures compliance with all procedural and administrative requirements, including the formation of the Project Steering Committee, Appointment of Consultants and the establishment of a Project Management Unit (PMU), when necessary. The PMU/ Engineering Wing of the Works & Services Department along with P&D is tasked with the physical execution of development projects. To ensure effective implementation, a Technical Committee is made to provides strategic guidance to the PMU, ensuring that all activities are aligned with institutional objectives and academic priorities. Additionally, an Internal Monitoring Committee regularly reviews project progress and quality of work to maintain adherence to timelines and standards. Smaller-scale development initiatives funded through ADP, PSDP, or University's Own Resources through University Development Working Party (UDWP) are executed by the Works & Services Department along with P&D Department, ensuring efficient and timely completion of the Projects.	Development Projects for ADP & PSDP, Joining Reports PMU/ Consultant, Establishment of Project Steering Committee, Technical Committee & Internal Monitoring Committee along with project monitoring reports, monthly progress reports of the ongoing Projects funded through ADP/PSDP, letters & minutes of review meetings. Now a days notification of Technical Committee & Steering Committee is a part of PC-1.	
3	Have adequate and readily accessible academic and non-academic resources to provide	SBBU-SBA is committed to ensuring equitable access to academic and support facilities for all students across various faculties by providing dedicated building as Student Facilitation Center, Modern classrooms with	Pictures of available infrastructures, Library	Annex 3.3

	quality learning opportunities to all students and to allow them to complete their studies	advanced teaching technologies includes HD Multimedia, Smart Board and Sound System with Air Condition facility, 9 Computer labs, Video Conference Room, Central Library. Multipurpose & Auditorium Hall equipped with state-of-the-art audio-visual technology, including projectors, sound systems, and lighting, to enhance presentations and performances, etc, to promotes interactive and engaging learning experiences. Sport Complex, 2 active Students Hostels (for 200 boys and 200 girls) while 2 newly constructed students hotels has been handover and allotment start in August 2026 (hopefully), Dispensary, Transport Services to approximately 80% of enrolled students. This is achieved through a fleet comprising 15 university-owned buses/coasters/Vans and 26 buses operated under contractual arrangements , ensuring safe and reliable transportation from various locations to the campus.	log book, Transport Schedule	
4	Have adequate and readily accessible technological / virtual resources that enable students to achieve their learning objectives	SBBU-SBA is equipped with advanced academic infrastructure, • Power Edge Servers • HR Management System and Backup Server • QEC Evolution Server • Computer Based Entry Test Server • Library Koha Server • Router for PERN connectivity • Firewall Cisco ASA and Sang for	IT resources presentation.	Annex 3.4

		● Cisco WLC for Cisco AP's management ● Cisco Core Switch ● Cisco 3850 Switch for Fiber connectivity between various buildings within Campus ● SG 300/200 Switches at various locations		
5	Demonstrate effective and efficient utilization and continued development of these resources to enable students to achieve their learning objectives	SBBU-SBA has systematically utilization system for the available resources. IT personnel update them as per requirement. The detail is as under ➤ Student Attendance Management System ➤ QEC Evolution Management ➤ Online Admission System (OAS) ➤ SBBU Computerize Testing Service (STS) ➤ SBBU CertiQR ➤ Student ID Cards & Enrolment Card Generation System ➤ Online Student Hostel Allotment ➤ Hostel Exit Management System ➤ OJS Base Journals ➤ Faculty Research Profile ➤ Digital Library ➤ E-Book Management (Calibre) ➤ CCTV Surveillance System	IT resources presentation.	Annex 3.5

		➤ Internet Access Management System ➤ Internet Facility ➤ Video Conference Room ➤ Smart Class Rooms ➤ Turnitin Facility ➤ Employees Biometric Attendance and Leave Management System ➤ Microsoft 365 licenses ➤ SBBU FM 96.6 Radio ➤ Walkie Talkie Furthermore SBBU-SBA evaluates and reviews its teaching and learning resources to ensure alignment with curriculum requirements and the evolving needs of students. Based on these assessments, necessary upgrades, reallocation, or development proposals are initiated to enhance resource efficiency.		
6	Create and sustain an environment in which students and other stakeholders are able to give feedback about the resources used for teaching and learning	SBBU-SBA create a mechanism in which each department nominate one student as batch mate as representative of students. Each department get his feedback. Furthermore each year SBBU-SBA get students feedback as Teachers Evaluation Report.	Notification of HoDs for nomination of Batchmate and Teachers Evaluation Report.	Annex 3.6
7	Have institutional policies with well-defined SOPs for procurement of goods and services that are consistent	The Procurement Department at SBBU-SBA, is a robust entity, headed by a Director of Procurement and an Assistant Director of Procurement. The department's operations are guided by PPRA/SPARA rules.	Joining Report of Procurement personnel, tender documents, bid evaluation reports.	Annex 3.7

	with the relevant rules and law of the land. Such a policy should ensure that the procurement is conducted in a fair and transparent manner, the object of procurement brings value for money and the procurement process is efficient and economical.			
8	Have a well-thought-out policy to generate alternative revenue through taking advantage of local industries (if any), offering corporate training programme, micro credentials and alumni engagement, and so on.	SBBU-SBA, located in a rural area of Sindh with limited industrial presence, faces challenges in diversifying its revenue streams. The university's revenue generation is currently reliant on affiliation fees from its 41 affiliated colleges in which 35913 are enrolled (17004 in Part-1 and 18909 in Part II), as it has not yet developed significant partnerships with the corporate sector or established a strong alumni engagement program. As a relatively new institution, SBBU-SBA is working to expand its revenue base and explore new opportunities for growth and development.	List of affiliated colleges along with enrolled students in 2024 and 2025.	Annex 3.8

Standard 4: Audit and Finance

S/No	Question	Final Answer Summary	Supporting Budget Figures (Rs. in Million)	Documented Evidence
1	Does the institution have a sound financial plan that strikes a balance between revenue and expenses in order to generate an annual surplus?	Yes. Annual budgets are planned, reviewed by the Finance & Planning Committee and Syndicate. Financial resources and expenditures are regularly monitored to maintain institutional financial sustainability in FY 2025-26.	Opening Balance FY 2025-26: Rs. 94.599 Total Available Resources FY 2025-26: Rs. 1,176.378 Deficit FY 2025-26: Rs. (29.053)	Approved Budget Book FY 2025-26 Annexure – 4.1
2	Have any reliable financial projections that guarantee the institution's continued financial stability and are based on strong strategic planning?	Yes. Revenue sources include Sindh HEC, Federal HEC, Provincial Government Grants, Own Resources (Main Campus, Noushero Feroz & Sanghar Campuses Income of SBBU, Affiliated Colleges income, hostels, tuition fees, and interest income).	Total Projected Receipts 2025-26: Rs. 1,176.378	Budget Summary Annexure – 4.1
3	Does the institution have backup plans in place to make sure that investment and cash flow levels are sustained?	Yes. Investment Committee monitors and plans investment/cash flow sustainability. Additionally, Reserve Fund and Pension Fund frameworks have also been developed for long-term financial sustainability.	Transfer to Investment Funds FY 2024-25: Rs. 165.000 Investment Committee Notification Attached	Annexure – 4.2

4	Is there a well-planned strategy for growing and preserving an endowment fund?	The Endowment Fund Policy has been developed for long-term financial sustainability and preservation of institutional resources. The registration process under the Sindh Trust Act has been initiated through RA & Co. Consultants, a Chartered Accountancy firm. The annexures attached for reference include Pension Fund Rules 2023, Reserve Fund Rules 2023, and related work orders.	Endowment Policy, Pension Fund Rules, Reserve Fund Rules & Related Work Order Annexure - 3	Annexure – 4.3
5	Information about the financial assistance program for students; at least 10% of students should receive financial support; waivers from fees and scholarships based on merit or need.	The University provides financial assistance through multiple forms, i.e. need- and merit-based scholarships. In FY 2022-23, 703 students received scholarships, 342 students in FY 2023-24, 517 students in FY 2024-25, and 534 students in FY 2025-26. The scholarship process for FY 2025-26 is currently in progress. A Scholarship Summary/List is attached for reference.	Scholarship Beneficiaries FY 2022-23: 703 FY 2023-24: 342 FY 2024-25: 517 FY 2025-26: 534 (Ongoing)	Annex – 4.4
6	Are there clear procedures and/or institutional frameworks ensuring that qualified auditors audit its annual accounts?	Yes, as per Section 39, Chapter VIII (University Fund) of the Shaheed Benazir Bhutto University Act, 2009, the University's accounts are audited annually by the Auditor-General of Pakistan (AGP). Additionally, a Resident Auditor is appointed to pre-audit all payments, thereby ensuring proper financial oversight and compliance. In addition to the statutory annual audits conducted by the AGP, external audit assignments have also been carried out by 3rd Party Audit Firms i.e. Riaz Ahmad & Co., Chartered Accountants, to enhance financial transparency and accountability.	Audit Reports Available FY 2020-21, 2021-22, 2022-23 & 2023-24 Attachment Page no: 30 of the Shaheed Benazir Bhutto University Act, 2009 - Chapter VIII (University Fund) & Audit copy of Riaz Ahmad & Co.	Annexure – 4.5

7	Do you have an institutional process to include Deans and all other statutory posts in the required yearly budgeting?	Yes, The Shaheed Benazir Bhutto University Act, 2009, provides the framework for including statutory posts in the annual budgeting process. The Syndicate and Financial Planning Committee, which include Deans. This ensures that the financial needs of all academic and administrative units are addressed. During budget preparation, Budget Call Letters are also sent to all statutory heads, including Deans and Directors, to collect their inputs and estimates.		Attachment Page no: 41 of the Shaheed Benazir Bhutto University Act, 2009. And, Budget Circulars & Submissions Annexure – 4.6
8	Provide previous financial plans that display the last three years' balance sheets, profit and loss statements, and annual surplus?	Yes, RA & Co., a Chartered Accountancy firm, has been engaged to prepare the official financial statements, including the balance sheets, profit and loss statements, and annual surplus reports for previous financial years. The work order is attached, and the preparation/review of these documents is currently in progress.	Financial Statements FY 2023-24 Available	Attached Annexure - 7
9	Is there a policy statement that outlines the primary endowment fund (a private sector entity)?	Yes, Endowment Fund Policy in place, which includes the constitution of a Board of Trustees comprising both internal and external members. Additionally, Pension Fund Rules 2023 and Reserve Fund Rules 2023 have also been developed for institutional financial sustainability.	Total Institutional Funds FY 2025-26: Rs. 1,533.892	Annexure – 4.8 Annex 4.8.1
10	Provide the financial auditor reports from the last years.	Yes. Audit reports from FY 2020-21, 2021-22, 2022-23 and 2023-24 are available and submitted. External audit engagement for FY 2024-25 has been confirmed through the appointment of Riaz Ahmad & Company, Chartered Accountants.	Annual Audit Reports FY 2020-21, 2021-22, 2022-23 & 2023-24	Annual Audit Reports Attached Annexure – 4.9

Standard 5: Affiliated colleges/institutions

Expectation The university takes ultimate responsibility for academic standards and the quality of learning opportunities for the programmes that it provides, allows, and accredits, irrespective of where these are delivered or who provides them.
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Sr.No	Expectation outcome indicators (EOIs)	University Remarks	Indicative evidence	Annexure No
	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.	A strategic approach is adopted to ensure the effective delivery of learning opportunities across affiliated colleges by implementing a robust quality assurance framework. Adequate resources, including qualified academic and administrative staff, are allocated to maintain consistent standards in teaching, learning, and assessment. Continuous oversight is sustained through regular academic audits, performance monitoring, and feedback mechanisms.	Affiliation Policy of the University.	Annex-5.1
2	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	Affiliated colleges operate under clearly defined policies and procedures designed to safeguard against financial impropriety and conflicts of interest that could compromise academic standards or the quality of learning opportunities. The academic merit, relevance, and quality of each program are assessed through established academic committees, ensuring that approval decisions are based solely on educational value and alignment with institutional standards.	Refer to Affiliation policy Statement showing edge of quality.	Annex-5.1

	opportunities; consideration of the business case is conducted separately from approval of the academic proposal.			
3	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	The university conducts a thorough risk assessment before granting affiliation to any college, evaluating academic standards, infrastructure, faculty, and governance in line with HEC's Affiliation Policy. All learning opportunities offered through affiliated colleges are governed by formal affiliation agreements approved by the university's statutory bodies and managed in accordance with established policies. Risks are periodically reviewed through inspections and performance evaluations, and appropriate safeguards—such as faculty development, compliance monitoring, and corrective actions—are implemented under the oversight of the Directorate of Affiliated Colleges to ensure that teaching, assessment, and support services consistently meet required academic standards.	Head of Affiliation and his ToRs.	Annex-5.2
4	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	Risks are subsequently reviewed on a periodic basis through scheduled inspections, academic audits, and performance monitoring. Appropriate and proportionate safeguards—such as regular faculty training, curriculum alignment, compliance checks, and corrective action plans—are put in place to ensure the quality and integrity of academic programs offered through affiliated institutions.		

5	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 authorized representatives of the university before the relevant activity commences	The university retains full responsibility for maintaining control over the academic standards of its awards, including those delivered through affiliated colleges. No sub-affiliation or serial arrangements are permitted without the university's express written approval, and all such collaborations are subject to strict oversight to ensure they meet the university's academic and quality assurance standards.	Sample Affiliation Grant letter with ToRs.	Annex-5.3
6	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	The university retains full responsibility for maintaining control over the academic standards of its awards, including those delivered through affiliated colleges. No sub-affiliation or serial arrangements are permitted without the university's express written approval, and all such collaborations are subject to strict oversight to ensure they meet the university's academic and quality assurance standards.	Refer to Affiliation policy clause No. 4.	Annex-5.1
7	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	University has policy for college withdraws from an arrangement	Refer to Affiliation policy clause No. 4.7	Annex-5.1

	decides to terminate an arrangement			
8	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 ensures that the academic standards of all awards involving learning opportunities delivered through affiliated colleges are fully equivalent to those of its directly delivered programs at the same level. These standards are maintained in alignment with HEC guidelines and national academic requirements to ensure consistency, credibility, and recognition across all qualifications conferred.		
9	Fulfil the requirements of any accreditation council or professional, statutory and regulatory body that has approved or recognized the program or award, in relation to aspects of its delivery and any associated formal agreements; the status of the program or award in respect of accreditation council recognition is made clear to prospective students	All degree awarding colleges are recently given NOC to start BS program and academic programs falling under the jurisdiction of accreditation councils are in the process of obtaining formal accreditation. All necessary steps are being taken to align these programs with the standards and requirements of the respective professional, statutory, and regulatory bodies. The university is committed to securing accreditation at the earliest and ensures transparency by informing prospective students of the current status of each program.	N/A	N/A
10	Approve module(s) and programs delivered through an arrangement with another college through processes that are at least as rigorous, secure,	Modules and programs delivered through affiliated colleges are approved following rigorous and transparent quality assurance processes, aligned with the standards set by the university. These processes ensure academic integrity and are as robust as those applied to in-house programs, in line with national quality assurance guidelines in Pakistan.	Affiliated colleges inspection letter	Annex-5.4

	and open to scrutiny as those for assuring quality and academic standards for programs directly provided by the university			
11	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	Colleges involved in the assessment of students are required to strictly adhere to the university's approved assessment process. This ensures consistency, fairness, and the maintenance of academic standards in line with national quality assurance frameworks in Pakistan.	Assessment process document	Annex-5.5
12	Ensure that modules and programs offered through other colleges are monitored and reviewed through procedures that are consistent with, or comparable to, those used for modules or programs provided directly by them	Modules and programs offered through affiliated colleges are regularly monitored and reviewed using procedures consistent with those applied to university-led programs. This ensures alignment with institutional quality assurance standards and compliance with national higher education quality frameworks in Pakistan.	Affiliated colleges inspection letter	Annex-5.4
13	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 maintains effective oversight of all public information, promotional materials, and publicity related to learning opportunities offered through affiliated colleges. This ensures accuracy, transparency, and alignment with the university's academic standards and national quality assurance policies in Pakistan.	Affiliation Monitoring & Evaluation Mechanism	Annex-5.6

Standard 6: Internationalization of higher education and global engagement

Expectation Universities should have cross-national visibility, manifested through academic mobility, institutional collaboration, and participation through various global engagement initiatives.				
Sr. No	Expectation outcome indicators (EOIs)	University Remarks	Indicative evidence	Annexure No
1	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 mechanisms	SBBU has signed MoUs with multiple international universities to promote academic collaboration, research partnerships, exchange programs, and governance development initiatives.	Copies of MoUs/agreements, exchange program reports, joint research publications, international partnership strategy.	Annex 6.1

2	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	SBBU supports its QA unit to engage with international QA bodies and platforms, ensuring global best practices are institutionalized and reflected in QA policies and SOPs.	Conference Participation certificates (will be provided by QEC)	Annex 6.2
3	Prepare the institution to get the programmes /institution accredited by the international accreditation agencies	SBBU-SBA is actively participating in international accreditation and ranking bodies.	UN academic impact certificate (will be provided by QEC)	Annex 6.3
4	Encourage students and faculty in academic mobility by supporting them to apply to such international student/faculty exchange opportunities	SBBU provides institutional support for academic mobility through travel grants, nomination processes, and orientation sessions for outgoing and incoming exchange participants.	MoU with International institutions	Annex 6.4
5	Have institutional mechanism to accept international students and international credit transfers in	SBBU has a defined admission pathway and credit recognition system for	International admission policy, credit transfer SOPs, list of international students,	Annex 6.5.1

	consultation with HEC and relevant authorities.	international students in consultation with HEC and aligned with national guidelines.	HEC approval correspondence	Annex 6.5.2
6	Have well-defined institutional mechanisms to encourage students to benefit from MOOCs (massive, open, online courses) in their relevant disciplines, including giving such accomplishments due credit as per institutional policy	SBBU encourages students to take MOOCs aligned with their academic programs and awards credit for approved courses through a structured credit recognition policy.	MOOC policy, approved course list, student participation data, credit award logs Coursera partnership	Annex 6.6.1 Annex 6.6.2 Annex 6.6.3
7	Prepare and participate in various universities' ranking initiatives.	SBBU actively participates in national and international university ranking exercises by collecting and submitting institutional data aligned with ranking criteria.	Ranking participation reports, data submission logs, ranking strategy documents, correspondence with ranking agencies	Annex 6.7.1 Annex 6.7.2 Annex 6.7.3

Standard 7: Faculty recruitment, development and support services

Expectation

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

Sr. No.	Expected Outcome Indicators (EOIs)	University Response	Possible Documentary Evidence	Annexure No
1	Ensure that it recruits, retains and develops a body of faculty that could serve the institutional purpose of providing: 1. quality learning opportunity for the students 2. research contributions that serve the community and the country	Shaheed Benazir Bhutto University Shaheed Benazirabad strictly follows the guidelines issued by the Higher Education Commission (HEC) of Pakistan. The university ensures that all its policies, procedures, and strategic plans are fully aligned with HEC standards across key areas such as teaching, research, faculty development, quality assurance, and institutional governance. This adherence reflects the university's commitment to maintaining high-quality education, ensuring transparency, and contributing to both national and international objectives in higher education.	Faculty recruitment policy, HR records, HEC Criteria	Annex 7.1.1 Annex 7.1.2
2	Have well-defined institutional policies and mechanisms to ensure all new recruits have mandatory	SBBU has well-defined and structured policies and procedures to ensure that all new faculty	Advertisement, Evaluation Form,	Annex 7.2.1 Annex 7.2.2

	prerequisites, such as good communication skills and pedagogical skills to be demonstrated with a presentation to the selection board or relevant committee	appointments are made strictly on the basis of required qualifications and competencies. As part of the recruitment process, candidates are first required to pass a written test conducted by a recognized testing agency, which evaluates their subject knowledge, general aptitude, and teaching potential. Those who qualify in the written test are then called to appear before the Selection Board or relevant committee, where they deliver a presentation to demonstrate their communication skills and teaching abilities. This thorough selection process ensures that only qualified and capable individuals are appointed to the teaching faculty.		
3	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	SBBU has well-defined and systematic policies in place to ensure the delivery of a comprehensive orientation program for all newly appointed faculty members. The objective of this program is to equip faculty with the essential knowledge and skills required for effective teaching and assessment. The orientation program covers: • An in-depth understanding of the university's governance structure, • Familiarity with the university's charter/Act,	Newly appointment Orders Copy and Orientation notification	Annex 7.3.1 Annex 7.3.2

		statutes, rules, and regulations, • Enhancement of effective communication skills, and • Training in modern pedagogical methods aligned with best teaching practices. All these requirements and expectations are clearly outlined in the faculty offer letters, ensuring that new faculty members are fully informed of their duties and institutional expectations prior to joining formally.		
4	Provide necessary support and facilitation to the faculty that include mechanisms to continuously provide training and capacity building of the faculty	SBBU offers extensive support and facilitation to its faculty through established systems designed for continuous training and capacity development. These initiatives are intended to consistently enhance the academic, teaching, and professional skills of faculty members. Key measures include: • Regular workshops and seminars for professional development, • Access to advanced training programs and certification opportunities, • Availability of research funding, academic resources, and collaborative platforms, and • Institutional support for participation in national and international conferences. This continuous support enables faculty to stay aligned with emerging trends in higher education	CPD calendar, workshop/training attendance records, capacity building reports	Annex 7.4

		and maintain excellence in teaching, research, and academic engagement.		
5	Have an institutional mechanism to provide necessary facilities and support to the faculty in career development and retention of quality faculty	SBBU has a clearly defined system in place to provide essential facilities and support for faculty career development as well as the retention of highly qualified academic staff. This system includes: • Well-structured career advancement pathways supported by promotions, performance evaluations, and academic incentives, • Access to mentorship opportunities and leadership development programs, • Availability of research grants, funding opportunities, and sabbatical leave, • Support for higher education pursuits and professional certifications, and • A supportive and inclusive work environment that promotes long-term engagement and job satisfaction among faculty members. These initiatives are designed to attract, develop, and retain talented faculty members who play a crucial role in achieving the institution's goals of academic excellence and societal contribution.	Promotion policy, faculty retention strategy,	Annex 7.5
6	Assure the competence of the teachers and staff qualifications	SBBU has implemented well-structured mechanisms to ensure the competence and qualifications of its faculty and staff.	Verified academic credentials, appointment letters, faculty	Annex 7.6

		These mechanisms include: • Strict compliance with the minimum qualification standards set by the Higher Education Commission (HEC) and other relevant regulatory authorities, • A merit-based recruitment process incorporating subject-specific evaluations, interviews, and assessment of teaching abilities, • Thorough verification of academic qualifications and relevant professional experience through proper documentation and background checks, • Continuous professional development programs aimed at maintaining and enhancing the skills of existing faculty and staff. These measures collectively ensure that only competent and qualified individuals are appointed, reinforcing the institution's commitment to academic excellence and high-quality service delivery.	qualification summary reports	
7	Assure the relevant teaching and industrial experience, exposure of the teaching faculty	This ensures that teaching faculty hold relevant academic qualifications along with suitable teaching and industry experience. To support this objective, the following measures are implemented: • Recruitment standards that give preference to candidates with both academic teaching experience and practical industry exposure, • Assessment of professional backgrounds during	Faculty Profiles for visit sbbu official website	www.sbbusba.edu.pk

		the selection process, including review of prior teaching roles, industry engagement, and applied expertise, • Preference for faculty members with interdisciplinary and field-based experience to bridge the gap between theory and practice, • Continuous opportunities for faculty engagement with industry through consultancy work, internships, seminars, and industrial visits. These initiatives ensure that faculty members contribute both theoretical knowledge and practical insight to the learning environment, enabling students to acquire skills aligned with current industry and market requirements.		
8	Ensure the availability of an adequate number of relevant and qualified full-time faculty members against each academic programme as per international best practices and HEC guidelines.	SBBU ensures that each academic program is supported by an adequate number of qualified and relevant full-time faculty members in line with international best practices and the guidelines of the Higher Education Commission (HEC). This is achieved through the following measures: • Strict adherence to the HEC-prescribed faculty-to-student ratio to ensure sufficient academic staffing for effective program delivery, • Recruitment of faculty members with relevant subject expertise, appropriate qualifications, and aligned professional experience, • Regular faculty audits and workload evaluations to maintain academic balance and operational	Student Faculty and Faculty Staff Ratio	Annex 7.8

		efficiency, • Strategic planning to meet future staffing needs, including recruitment, professional development, and retention of qualified academic personnel. Collectively, these measures reinforce the institution's commitment to maintaining high academic standards and delivering quality education across all degree programs.		
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Standard 08 Academic Programs and Curricula

Expectation

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 programme 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 programmes 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 programmes and teaching in such a way that students and teachers can engage in addressing the pressing local and global issues and challenges.

Sr. No.	Expected Outcome Indicators (EOIs)	University Response	Possible Documentary Evidence	Annexure No
1	Establish transparent and comprehensive academic frameworks and regulations to govern how they award academic credit and qualifications.	SBBU-SBA has established a comprehensive and transparent framework to evaluate the academic credit and qualifications for the graduating students through Academic council. Where credit hours and qualification for the award of the degree are being benchmarked with NTC guidelines and the National Qualification Framework (NQF).	(Minutes of the last Academic Council)	Annex 8.1

2	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	The curriculum program offered at the SBBU-SBA is continuously reviewed through its Curriculum Review Committee (CRC) and BoS. Both bodies ensure that the curricula must contain the subject skills required for the students to learn & excel in industries and even that could make them at par the international qualifications. BoS contains at least one expert from industry.	Minutes of the last CRC (4th meeting).	Annex 8.2
3	Have institutional mechanisms to ensuring availability of adequate number of relevant and qualified full-time faculty members against each academic program.	Each academic program offered at SBBU SBA has the adequate number of full-time relevant & qualified faculty members as guided by the HEC, Pakistan.	(List of Faculty members with their qualification).	Annex 8.3
4	Provide a supportive environment for faculty, staff evaluation, development and progression, the sharing of good practice, innovative teaching and scholarly activity.	SBBU-SBA promotes faculty development through annual evaluations, training programs, performance incentives, and peer-learning opportunities.	Faculty development calendar, training/workshop records, promotion policy	Annex8.4 .1 Annex 8.4.2
5	Inculcate universal academic skills such as critical thinking, creativity, collaboration, communication and commitment.	The curriculum of all academic programs inculcates the universal academic skills and it's quite evident in the Outcome Based Education (OBE) curriculum design.	(OBE based mapped course showing universal academic skills).	Annex 8.5

6	Develop clear policies and procedures for each program and qualification that they approve which constitutes the reference point for delivery and assessment of the program, its monitoring and review, and for the provision of records of study to students and alumni.	SBBU-SBA has established clear policies and procedures for each program and qualification, serving as a delivery, assessment, and review reference. Accurate records of the study are systematically maintained and made accessible to students and alumni.	Prospectus of University	Annex8.6 https://www.sbbusba.edu.pk/#admission/Prospectus-admission-2026.pdf
7	Establish and consistently improve implementation processes for the approval of 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	Each academic program and research degrees offered at the SBBU-SBA have the approval and benchmarked with following academic frameworks: 1. Approval from the University Academic Council 2. Designed according to the new undergrad education policy 2023. 3. NQF guidelines.	Program approval notifications from Academic Council, approval meeting minutes of Board of Studies and Faculty, and minutes of the meeting of the Academic Council.	Annex 8.7 (Program approval notifications from Academic Council)
8	Ensure that rigorous processes for the monitoring and review of programmes are implemented which	Each academic program at the SBBU SBA has well documented SARs and follows the rigorous process for implementing and monitoring process. Each SAR of program is prepared by	Notification of PT, Notification of AT, Executive summaries of PREE	Annex 8.8.1 (Notification of PT). Annex 8.8.2 (Notification of AT). Annex 8.8.3 (Executive summaries of PREE)

	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 institutionalization of program self-assessment mechanisms such as self-assessment reports (SAR)	the notified program team (PT) and then sent to QEC for review, where QEC review it in the light of accreditation council prescribed standards. Furthermore, QEC sends the SARs to assessment team (AT) for the review to prepared executive summery and provide score cars as per the HEC guidelines.		
9	Have a mechanism to regularly evaluate the quality of the curricula and system of evaluations vis à vis learning 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)	Each academic department of SBBU SBA has regular mechanism in place to evaluate the quality of curricula. Minimum of two statutory body meetings (Board of Study, BoS) are called on in each academic calendar year. However, a through report is been prepared in the form of SAR and now started working on the preparation of PREE and conduct Self-PREE.	Last two BoS meeting minutes, Progress on Self-PREE	Annex 8.9.1 Annex 8.9.2 Annex 8.9.3
10	Automate the mechanism of collecting, reviewing and analyzing periodic data to track the achievements of graduates	SBBU-SBA uses a Galaxy app & Students attendance management system (SAMS) to make system more effective and efficient.	Galaxy App, SAMS	Annex 8.10 Automation management system (Galaxy app) Link:

	and maintain reliability and validity of the result, the system of the exam, and the testimony about the students' skills and competence.			http://app.sbbusba.edu.pk/sams/ http://app.sbbusba.edu.pk/sbbu/
11	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.	Academic programs offered at the SBBU-SBA are well-designed that ensure the students learning objectives must be achieved at the end of the academic years.	Updated copies of Curriculums are mention in the prospectus-2026	Refer Annex 8.11 https://www.sbbusba.edu.pk/#admission/Prospectus-admission-2026.pdf
12	Ensure that programmes are designed so that they meet the needs of students, employers and wider society.	SBBU-SBA involves industry experts and alumni in program design to align academic content with market and societal needs.	CRC	Annex 8.12
13	Ensure 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	The qualification resulting from each program offered at SBBU SBA is very clearly specified and communicated to all students. Correct level of each program according to NQF is selected and registered on the PQR with HEC Pakistan.	(Evidence of PQR for each program).	Annex 8.13
14	Ensure academic programmes are outcomes-led and competency-based.	SBBU-SBA academic Program Learning Outcomes (PLOs) for curriculum development.	Mapping documents	Annex 8.14

Standard 9: Admission, progression, assessment, and certification

Expectation Institutions consistently apply predefined and published regulations covering all phases of the student life cycle. Higher education institutions operate equitable, valid and reliable processes of assessment, which enable every student to demonstrate the extent to which they have achieved the intended learning outcomes for the credit or qualification being sought.				
Sr. No.	Expected Outcome Indicators (EOIs)	University Response	Possible Documentary Evidence	Annexure No
1	Ensure an institutional mechanism to admit students whose aptitude, academic interests, educational goals, and abilities are potentially compatible with the institutional mission and objectives	SBBUSBA has a well-defined admissions process! By using aptitude tests and academic profiling, SBBUSBA ensures that students are placed in programs that suit their qualification, strengths and ambitions. This process can boost the success of students as well as institutional outcomes.	Admission policy, application forms, aptitude test results Tentative Admission Schedule	Annex 9.1.1 Annex 9.1.2 Annex 9.1.3 Annex 9.1.4
2	Have a policy for student admission and enrolment which is transparent, reliable, valid, inclusive and underpinned by appropriate institutional mechanisms and well-defined processes and provide them with a quality learning opportunity and that could produce highly skilled and responsible global citizens	SBBUSBA have strong approach! An inclusive and transparent admissions policy ensures that students from diverse backgrounds have fair access to education while maintaining academic excellence. Clearly defined processes help build trust among applicants and stakeholders, reinforcing the institution's commitment to equal opportunity	Admission & Enrollment eligibility criteria, prospectus, enrollment statistics	Annex 9.2.1 Annex 9.2.2 Annex 9.3.3
3	Have a policy for progression, through which every student is	SBBUSBA have a strong foundation for academic progression! Semester-wise	Semester Rules, curriculum,	Annex 9.3.1

	enabled to develop as an independent learner, study their chosen subject(s) in depth and enhance their capacity for analytical, critical and creative thinking	evaluations help track student development, while academic advising ensures they get personalized guidance. A curriculum emphasizing critical thinking and independent learning fosters intellectual growth and prepares students for future challenges.		Annex 9.3.2 Already Attached (9.2.2)
4	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	SBBUSBA has a well-structured certification policy! By linking course credits to defined learning outcomes and ensuring validation through structured assessments , SBBUSBA maintains academic integrity and guarantees that students earn certifications based on actual mastery.	Credit award policy, assessment reports, sample transcripts	Annex 9.4.1 Annex 9.4.2 Annex 9.4.3
5	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 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	SBBUSBA has a strong academic framework! By maintaining a comprehensive exam system under the leadership of a well-trained staff & Controller of Examinations , SBBUSBA ensures fair, standardized, and outcome-driven assessments . Aligning evaluations with both national and institutional standards reinforce academic credibility while supporting students in achieving defined learning	Assessment policy, training records of exam office, CoE circulars	Annex 9.5.1 Annex 9.5.2 Annex 9.5.3
6	Ensure that the scheduling and frequency of assessment is	SBBUSBA has a well-planned approach to academic scheduling! By aligning assessment	Academic calendar, assessment schedule,	Annex 9.6.1 Annex 9.6.2

	consistent with an effective and appropriate measurement of the achievement by students of the intended learning outcomes and effectively supports learning	schedules with course objectives and learning outcomes , SBBUSBA ensures that evaluations are not just a test of knowledge but a meaningful part of the learning process. A structured academic calendar helps students prepare effectively, reducing unnecessary pressure while maintaining rigorous academic standards.	assessment planning documents	Annex 9.6.3
7	Publish, and implement consistently, clear mechanism, criteria and SOP for the marking and grading of assessments	SBBUSBA has an excellent approach to maintaining grading consistency and transparency! By ensuring uniformly applied SOPs across departments, SBBUSBA promotes fair evaluation and a shared understanding of marking criteria. Clear communication with students and faculty enhances trust in the assessment process and encourages academic integrity.	Grading rubrics, assessment handbooks, faculty briefings	Annex 9.7.1 Annex 9.7.2 Annex 9.7.3
8	Ensure that there are robust mechanisms for marking and for the moderation of marks that draws on the expertise of external stakeholders	SBBUSBA has a solid approach to ensuring fairness, consistency, and academic integrity in assessments. By utilizing both internal and external moderators , SBBUSBA can maintain high standards while ensuring evaluations truly reflect student learning.	Secrecy Policy, external reviewer reports,	Annex 9.8.1 Annex 9.8.2
9	Ensure that appropriate feedback is provided to students on assessed work in a way that promotes learning and facilitates improvement	SBBUSBA has an excellent commitment to fostering continuous student growth! Providing timely, constructive feedback ensures that assessments are more than just grades—they become opportunities for improvement and learning.		

10	Publish a transparent procedure for academic appeals.	SBBUSBA publish appeals procedures on the institution's website and student handbooks. Ensure students know their rights and have access to legal and academic support.	Appeal application forms, appeal case records, grievance redressal logs	Annex 9.9.1 Annex 9.9.2
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Standard 10: Student support services

Expectation				
The institution demonstrates adequate and efficient student support services that enable students to achieve their educational goals, facilitates the overall process of achieving the institutional mission and safeguards student's physical and mental health.				
Sr. No.	Expected Outcome Indicators (EOIs)	University Response	Possible Documentary Evidence	Annexure No
1	Have an institutional mechanism to include the voice of the students in the decision-making processes for academic improvement.	SBBU-SBA has structures involving students in academic decision-making can enhance engagement and policy adherence. Strategies include Student Advisory Committees and Student Polls & Surveys, which gather student opinions on syllabus, instructional techniques, and facilities.	IQC	Annex 10.1
2	Have a mechanism for developmental and remedial learning opportunities, particularly in the areas that are	Summer Semester Programs, PITP, NAVTTEC are designed as Remedial Learning opportunities for students who wish	Summer semester notification PITP Batch Admission, NAVTTTC	Annex 10.2.1 Annex 10.2.2 Annex 10.2.3

	critically relevant to their future success.	to improve their grades and skills in their area of interest.		
3	Have an institutional mechanism and defined institutional forums to resolve students' grievances in timely manners.	SBBUSBA has established a systematic framework to resolve students' complaints effectively. This includes clear policies, dedicated Grievance Committees, available reporting systems, a timely settlement framework, an appeal mechanism, and periodic review and feedback. These measures protect students' rights, ensure immediate feedback, and provide an opportunity for students to refer unresolved complaints. A customized plan can be provided to meet specific needs.	Grievance Committee	Annex 10.3
4	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).	SBBU-SBA has established an inclusive policy framework to ensure equal access to extracurricular activities, addressing gender equity and barriers to participation.	Gender Equity Notification	Annex 10.4
5	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.	SBBUSBA has been providing essential facilities such as a clean and tidy cafeteria, a well-stocked library, separate study room for girls in library and common rooms for female students, psychological counseling services, and a first aid and ambulance facility to create a healthy and enriching atmosphere for students. These facilities ensure a comfortable and conducive learning environment.	Cafeteria Ambulance, Dispensary Sports Complex Career Counselling Committee	Annex 10.5.1 Annex 10.5.2 Annex 10.5.3 Annex 10.5.4 Annex 10.5.5

6	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.	SBBU-SBA has Students Conduct and Discipline Regulations, that has well defined characteristics to manage and control the activities of students. It's duly approved by the University's statutory body like Syndicate and is officially notified.	Student Advisory Committee	Annex 10.6
7	Solicit and take account of student and other stakeholder feedback in designing and delivering student support.	SBBU-SBA has well established system of taking care of all stakeholders' (Including students) feedback to further furnish its current facilities and support systems. Students are involved in different meetings and their feedback is also taken from different QEC Surveys (Teachers & Course evaluation, Graduating Student Survey, and Alumni Survey). Moving forward that feedback is discussed in Departmental Board of Studies and incorporated later on.	IQC	Annex 10.7
8	Ensure that everyone involved in supporting student learning is appropriately qualified, supported and developed.	The staff in all support systems that are facilitating student learning are qualified and are recruited as per HEC Recruitment Criteria.	HEC Recruitment Criteria	Annex 10.8
9	Ensure that adequate and readily accessible learning resources (for example subject-specific resources	Library, video conference room, auditorium and Smart Classrooms cater to all the learning needs of students	Digital Library and Labs Video Conference Rooms and Auditoriums	Annex 10.9.1

	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.			https://www.digitallibrary.edu.pk/shahnawab.html http://opac.sbbusba.edu.pk/
10	Maintain physical, virtual and social learning environments that are safe, accessible and reliable for every student, promoting dignity, courtesy and respect in their use.	SBBUSBA is maintaining safe, accessible, and trusted learning environments for student success and well-being. These environments include secure infrastructure, inclusive design, hygienic spaces, accessible technology, security, privacy, engaging platforms, respectful campus culture, student-led initiatives, and conflict resolution services.	Safe, Secure, reliable, and hygienic Environment	Annex 10.10 www.sbbusba.edu.pk
11	Ensure that readily available social and recreational facilities are provided, including necessary student societies and clubs.	SBBUSBA is enhancing campus life by providing accessible social and recreational facilities, dynamic student societies, and clubs. These facilities can include multipurpose common spaces, sports and fitness centers, cultural and performing arts venues, and outdoor recreational areas. Student societies and clubs can offer diverse offerings, equal participation opportunities, financial and administrative support, and leadership training for individual development.	Various Societies	Annex 10.11 https://www.sbbusba.edu.pk/sbbu-main/student-counselling.html
12	Have an institutional policy on alumni engagement; by having a strong alumni association with a reasonable budget,	SBBUSBA has formulated an institutional alumni committee to engage with alumni.	Alumni committee	Annex 10.12

	keeping an up-to-date database, involving alumni in campus life, including taking their feedback for academic and institutional improvement.			
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Standard 11: Impactful teaching and learning and community engagement

Expectation

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 marginalised 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.

Sr. No.	Expected Outcome Indicators (EOIs)	University Response	Possible Documentary Evidence	Annexure No
1	Create an enabling environment to support teaching with technology.	Technology-enhanced learning is an essential component of modern higher education, and SBBU-SBA has developed a supportive	Google Classroom records (screenshots of courses, assignments,	

		environment that enables the effective integration of digital tools into teaching practices. This environment improves student engagement, accessibility, and overall learning outcomes. The university has established technology-enabled classrooms equipped with multimedia projectors, interactive boards, and well-equipped computer laboratories to support blended and technology-integrated learning. State-of-the-art laboratories are available across departments, and ongoing development initiatives, including funded projects, are further enhancing laboratory facilities to support practical and research-based learning. Google Classroom is actively used as a Learning Management System (LMS) for course delivery, assignments, quizzes, and academic communication. A dedicated IT support team assists faculty and students with technical issues and ensures the smooth operation of digital systems. Faculty members are regularly trained in the effective use of digital tools, including LMS platforms, Galaxy App, and multimedia teaching aids, to enhance teaching effectiveness. Students have access to computer labs, digital learning resources, and online platforms, ensuring inclusive participation in technology-enabled learning. The university is strengthening its digital infrastructure through the implementation of HEC-PERN (Pakistan	and quizzes), IT infrastructure reports (smart classrooms, multimedia equipment, and computer laboratories), laboratory development records (funding approvals, equipment procurement, and lab upgrade reports), HEC-PERN implementation documents (approval letters and project status reports), faculty training records on digital tools, and IT support/helpdesk logs.	Annex: 11.1
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		Education & Research Network), providing high-speed and reliable internet connectivity across campus to support digital learning and research activities. This integrated technological environment has enhanced access to learning resources, supported practical and research-based learning, and strengthened overall teaching practices.		
2	Create support systems that promote the pedagogical effectiveness of academic staff.	SBBU-SBA has established structured and continuously evolving support systems to enhance the pedagogical effectiveness of its academic staff. Regular workshops, seminars, and training sessions focus on modern teaching methodologies, student-centered learning, outcome-based education (OBE), and effective classroom practices. Faculty members also participate in external training programs organized by the Higher Education Commission of Pakistan and SHEC, including the National Faculty Development Program (NFDP). The university promotes international exposure. During the academic year 2025–26, a faculty member participated in an international STEM training program in the UK and later shared this experience through local training sessions, contributing to institutional capacity building. Peer learning, academic discussions, and experience-sharing sessions are encouraged to support continuous professional development.	Evidence of faculty development activities including workshop and training notifications, attendance records, participation in HEC/SHEC programs (e.g., NFDP), international training participation, and records of internal knowledge-sharing sessions.	Annex: 11.2

		This structured support has strengthened teaching practices and enhanced the overall learning experience for students.		
3	Create collaborative environments to enhance teaching and learning through scholarship of teaching and learning.	The SBBU-SBA University promotes collaborative environments to enhance teaching and learning through the Scholarship of Teaching and Learning (SoTL) by implementing structured academic and research-oriented initiatives that foster collaboration among faculty, students, and staff. The university encourages open academic dialogue through seminars, classroom discussions, and academic forums that focus on teaching methodologies and learning outcomes, promoting active engagement between faculty and students. Collaborative learning is further supported through the use of digital platforms, virtual classrooms, and access to academic resources, enabling interaction beyond traditional classroom settings. The university also provides enabling infrastructure, including classrooms, computer laboratories, and meeting spaces, which facilitate group work, interactive learning, and academic collaboration. Professional development workshops on collaborative teaching strategies, research methods, and the use of technology in education are regularly conducted to strengthen faculty capacity.	Evidence of collaborative academic activities including conference and symposium records, workshop and seminar documentation, MoUs with partner institutions, and records of collaborative teaching, research, and knowledge-sharing practices	Annex: 11.3

		Faculty members actively engage in conferences, workshops, and collaborative research activities, contributing to research-informed teaching practices. During the academic year 2025–26, the university organized an international conference and an international symposium, providing a platform for faculty, researchers, and students to present research, exchange knowledge, and engage in academic collaboration at both national and international levels. Furthermore, the university has established academic linkages through MoUs with national and international institutions to promote knowledge exchange, joint academic activities, and collaborative learning opportunities. These initiatives collectively contribute to strengthening academic collaboration, enhancing teaching practices, and improving student learning experiences. These collaborative initiatives have contributed to improved teaching practices, strengthened research-informed teaching, and enhanced student engagement in the learning process.		
4	Ensure that learning and teaching practices are informed by reflection, evaluation of professional practice, and subject-specific and educational scholarship.	The SBBU-SBA University ensures that learning and teaching practices are continuously informed by reflection, evaluation, and academic scholarship through established institutional mechanisms such as the Quality Enhancement Cell (QEC) and the Office of Research, Innovation, and Commercialization (ORIC).	Evidence of QEC evaluation processes including student feedback reports, course and teacher evaluation records, and ORIC records including	Annex: 11.4

		The QEC plays a central role in maintaining teaching quality by conducting systematic evaluation processes, including course evaluations, teacher evaluations, and self-assessment reports. At the end of each semester, structured student feedback is collected and analyzed, enabling faculty and departments to reflect on teaching practices and identify areas for improvement. These evaluation mechanisms support continuous review and enhancement of teaching practices, ensuring alignment with academic standards and institutional quality assurance processes. ORIC complements this by promoting subject-specific and educational scholarship. It facilitates research activities, supports grant acquisition, and encourages faculty publications in recognized academic journals, while monitoring research quality through established academic indicators. Faculty members are encouraged to integrate research findings and subject-specific knowledge into their teaching, strengthening the linkage between research and classroom practices. These combined efforts ensure that teaching practices are continuously reviewed, evidence-based, and informed by scholarly engagement, resulting in improved teaching effectiveness and enhanced student learning outcomes.	research publications and grant awards..	
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5	Ensure that information is collected and analyzed to ensure the continued effectiveness of their strategic approach to, and the enhancement of, learning opportunities and teaching practices.	The SBBU-SBA University ensures that information is systematically collected, analyzed, and utilized to enhance teaching practices and learning opportunities through established institutional mechanisms. The university collects academic and institutional data through the Quality Enhancement Cell (QEC), examination departments, and academic units. This includes student performance indicators such as examination results, pass percentages, retention, and graduation rates, as well as teaching effectiveness indicators derived from student feedback and course evaluations. In addition, student engagement indicators such as attendance, classroom participation, and involvement in academic activities are considered to provide a comprehensive understanding of the learning process. The collected data is regularly analyzed to identify trends, gaps, and areas for improvement in teaching practices and learning opportunities. Faculty members actively participate in this process through departmental meetings and academic discussions, enabling reflective practices and informed decision-making. These data-driven processes support the continuous evaluation of institutional strategies	Evidence of data collection and analysis practices including QEC feedback reports, student performance and result summaries, departmental review and meeting records, and institutional data collection formats used for monitoring teaching and learning effectiveness.	Annex: 11.5
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		and contribute to improving teaching quality and enhancing student learning outcomes.		
6	Ensure that every student is provided with clear and current information that specifies the learning opportunities and support available to them.	SBBU-SBA ensures that students receive clear, accessible, and up-to-date information regarding learning opportunities and available academic support through structured institutional mechanisms. Orientation programs conducted at the beginning of each academic session introduce students to university resources, academic policies, and available support services. Course outlines, departmental notices, and faculty communication ensure that students remain informed about academic requirements, schedules, and learning activities throughout the semester. In addition, digital platforms such as the university website and Learning Management System (LMS) are used to provide timely updates, course materials, and academic announcements. Workshops, seminars, and guest lectures further enhance students' awareness of learning opportunities and professional development. These coordinated communication channels ensure that students are continuously informed, supported, and able to effectively engage with their academic environment.	Evidence of student information and communication systems including orientation program records, course outlines, official notices, LMS/website communication, and activities such as workshops and guest lectures informing students about learning opportunities and support.	Annex: 11.6

7	Take deliberate steps to assist every student to understand their responsibility to engage with the learning opportunities provided and to shape their learning experience.	The SBBU-SBA University takes deliberate steps to ensure that students understand their responsibility to actively engage with learning opportunities and shape their own learning experience through structured academic practices. Academic expectations are clearly communicated to students through orientation sessions, course outlines, and continuous academic guidance, enabling them to understand the importance of active participation, attendance, and timely completion of assignments. Students are encouraged to take ownership of their learning through interactive teaching approaches, including group projects, classroom discussions, and problem-based learning activities. Faculty members facilitate engaging and participatory classroom environments that promote critical thinking, collaboration, and active involvement in academic activities. These practices collectively help students develop a sense of responsibility toward their learning, enhance their engagement, and enable them to actively shape their academic experience.	Evidence of student engagement and responsibility in learning including classroom-based group activities, student participation in discussions and presentations, project-based learning activities, and student project exhibitions/showcases (e.g., SEEBA Expo and departmental project displays) demonstrating active involvement and ownership of learning.	Annex 11.7
8	Ensure that every student is enabled to monitor their progress and further their academic development through the provision of regular	The SBBU-SBA University ensures that students are able to monitor their academic progress and further their development	Evidence of assessment and feedback practices including evaluated answer scripts,	Annex: 11.8

	opportunities to reflect on feedback and engage in dialogue with staff.	through structured assessment, feedback, and dialogue mechanisms. The university follows an established assessment policy that ensures transparency, fairness, and timely feedback to students regarding their academic performance. Students are provided with evaluated answer scripts from midterm and final examinations, quizzes, assignments, and projects, enabling them to understand their performance and identify areas for improvement. In addition, students are encouraged to discuss their assessment outcomes with faculty members, facilitating constructive dialogue, clarification, and reflection on their learning. The Exam Review Committee (ERC) reviews assessed answer scripts to ensure consistency, fairness, and quality in assessment practices, while also providing feedback to faculty members for continuous improvement. These practices collectively enable students to reflect on feedback, monitor their academic progress, and actively engage in improving their learning outcomes.	assignment feedback, records of student–faculty discussion, and Exam Review Committee (ERC) documentation demonstrating transparency, reflection, and academic progress monitoring.	
9	Ensure institutional efforts/activities are directed towards making contribution to the	The SBBU-SBA University ensures that its institutional efforts and activities are aligned with community needs and the Sustainable	Evidence of institutional contributions to community	

	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.	Development Goals (SDGs), contributing to the social and economic development of the surrounding society. The university provides accessible and affordable education to students from surrounding communities, promoting inclusivity and supporting local development. Faculty members are engaged in research activities addressing local and global challenges, particularly in areas such as environmental sustainability and socio-economic development. During the academic year 2025–26, the university organized an international conference on ESG, FinTech, and climate resilience, providing a platform for addressing contemporary challenges and promoting sustainable development. In addition, the university contributes to community development through environmental initiatives such as tree plantation campaigns, supporting sustainability and climate action. These efforts demonstrate the university's commitment to aligning its academic and institutional activities with SDGs and creating a meaningful impact on the community.	development and SDGs including conference activities, environmental sustainability initiatives, and institutional efforts addressing local and global challenges	Annex: 11.9
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10	Have institutional mechanism to make students learn about SDGs and make contributions through active community engagement practices.	The SBBU-SBA University has established institutional mechanisms to ensure that students learn about the Sustainable Development Goals (SDGs) and actively contribute through academic and community engagement practices. SDG-related themes are integrated into teaching and academic activities, enabling students to develop an understanding of key global challenges such as climate change, sustainability, and socio-economic development. Students are encouraged to participate in research and academic projects aligned with SDGs, providing opportunities to engage in real-world problem-solving and community-oriented initiatives. During the academic year 2025–26, students actively participated in the international conference on ESG, FinTech, and climate resilience, which served as a platform for learning, discussion, and engagement with sustainability-related issues. Through assignments, projects, and academic activities, students connect their learning with societal needs and develop a sense of responsibility toward sustainable development.	Evidence of student engagement with Sustainable Development Goals (SDGs) through academic activities, research projects, participation in SDG-related conferences, and community-oriented assignments demonstrating active contribution to societal challenges.	Annex: 11.10
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		These practices collectively ensure that students are not only aware of SDGs but also actively contribute to addressing community challenges.		
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Standard 12: Research, innovation, entrepreneurship and industrial linkage

Expectation

The institution ensures promotion of a culture of research, innovation, entrepreneurship and industrial linkage in the institution through encouraging faculty and research students to make tangible 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 students quality opportunities and the support they need to achieve successful academic, personal and professional outcomes.

S. No	Questions	Description	Possible Documentary Evidence	Evidence's
1	Do you have a comprehensive policy for entrepreneurship, innovation, and research?	Yes, SBBU-SBA has a comprehensive policy for entrepreneurship, innovation, and research.	Research Fund Claim / Honorarium policy	Annex 12.1

2	Do you have a well-considered intellectual property rights policy?	Yes, SBBU-SBA has a well-considered intellectual property rights policy.	Research Intellectual Property (IP) / Commercialization Policy	Annex 12.2
3	Is there any institutional programs or offices of research, innovation, and commercialization (ORIC), for promoting entrepreneurship and innovation?	Yes, SBBU-SBA has a well-qualified ORIC team to promote culture of innovation in SBBU.	Team Members list	Annex 12.3 Visit following link for more details https://www.sbbu-sba.edu.pk/sbbu-main/oric-hr-oric.html
4	Do you have policies and procedures that are easily accessible, have clear definitions, and are sufficiently detailed to cover the entire research student journey from registration and admission to the final exam and award?	Yes, SBBU SBA has well-defined and accessible policies and procedures that comprehensively guide research students throughout their academic journey—from registration and admission to thesis submission, final examination, and award of degree. These policies are detailed in the university's Graduate Research Handbook, PhD Rules and Regulations , and HEC Guidelines , which are available on the university website and through the Directorate of Advanced Studies and Research (ASRB).	Regulations for M Phil/MS Programs	Annex 12.4 https://www.sbbu-sba.edu.pk/files/pgs-forms/Revised%20Regulations-ms-mphil.pdf
5	Do you have an institutional research policy that considers the needs of the social and industrial sectors at the local, national, and worldwide levels?	Yes, SBBU-SBA have an institutional research policy that considers the needs of the social and industrial sectors at the local, national, and worldwide levels	Research Fund Claim / Honorarium policy	Annex 12.5

6	Do you have a Research Ethics Committee (REC) whose job it is to assess studies involving human subjects to make that their welfare, rights, and dignity are upheld?	Yes, SBBU-SBA have a well-established Research ethics Committee (REC)	Research Ethics Review Committee (RERC)	Annex 12.6
7	Is there a board or body that oversees advanced studies and research (ASRB, BASR, or equivalent) that has established protocols and institutional mechanisms for conducting business in a timely and appropriate manner?	Yes, SBBU-SBA have a body that oversees advanced studies and research.	Advanced studies and research board members	Annex 12.7
8	Do you provide opportunities for research, innovation, and entrepreneurship where students can receive training and support in a conducive and functional environment?	Yes, SBBU-SBA do provide students with different opportunities for entrepreneurship through trainings and workshops.	Idea to Impact Workshop, Campus Drive Sindh Integrated Emergency and Health Services, Government of Sindh, Job Fair 2025 (UBL), Vision to Venture, Seeba Expo, Business Bazar 2025, Islamic Banking Awareness Seminar, Recruitment Drive (Meezan Bank), Media Symposium 2026, Sindh Acceleration Program,	Annex 12.8

			International Conference on ESG fintech and Climate Resilience 2026	
9	Is there a plan established to guarantee that students have access to enough instruction to acquire the knowledge and abilities necessary for research, innovation, and entrepreneurship as well as to assist them get ready for their future careers?	Yes, SBBU SBA has established a comprehensive plan to ensure students are equipped with the necessary knowledge and skills in research, innovation, entrepreneurship, and career readiness. The curriculum across departments incorporates research methodology, final-year projects, and entrepreneurship modules. Additionally, Mostly workshops, seminars, and skill development programs are conducted through the Office of Research, Innovation and Commercialization (ORIC).	Idea to Impact Workshop, Campus Drive Sindh Integrated Emergency and Health Services, Government of Sindh, Job Fair 2025 (UBL), Vision to Venture, Seeba Expo, Business Bazar 2025, Islamic Banking Awareness Seminar, Recruitment Drive (Meezan Bank), Media Symposium 2026, Sindh Acceleration Program, International Conference on ESG fintech and Climate Resilience 2026	Annex 12.9
10	Is there a well-considered institutional policy for engaging the industry that includes signing memorandums of understanding (MOUs) with the local business community and other comparable	Yes— SBBU-SBA has a formal, university-level framework for working with industry. The policy is operationalized through dedicated office of— ORIC (Office of Research, Innovation & Commercialization) and it explicitly authorizes the signing of Memoranda of Understanding (MoUs)	Industrial Linkages List	Annex 12.10

	public/private organizations involved in trade and commerce, like a chamber of commerce.?	with chambers of commerce and other public- and private-sector bodies.		
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Standard 13: Fairness and integrity

Expectation

In the management of its affairs, conduct of its programmes 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.

Sr. No.	Expected Outcome Indicators (EOIs)	University Response	Possible Documentary Evidence	Annexure No
1	Practice and exemplify the values and ethical precepts articulated in its mission in dealing with all its stakeholders.	SBBU, SBA is committed to integrity, inclusivity, sustainability, and excellence in teaching and learning process for the students.	Grievances & Discipline Committee Notifications	Annex 13.1
2	Have fair institutional mechanisms to safeguard the interests of students, faculty and staff.	SBBU, SBA implemented comprehensive policies and practices that address equity, accountability, and inclusivity.	Discipline Committee Notification	Annex 13.2
3	Ensure equality, diversity and inclusion is embedded in all the institution's policies and procedures.	All over the equality and diversity is being followed at the	Policy on non- Discrimination Against women,	Annex 13.3

		university. students admissions are offered on test based score.	Equal opportunity and non-discrimination policy	
4	Have a transparent approach to all communication, including academic integrity and complaints.	Every communication has been made through the circulars and information has been disseminated among the students and employees.	Circular attached	13.4
5	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).	In this regard, Discipline Committee has been constituted for the any complaints and issued pertains to the students and faculty members and administration. Director Student Affairs Office has been established which is mandated to resolve all the issued pertains to the students, if any. However, harassment committee has been constituted as per the HEC, Islamabad directions, which works through a proper mechanism. A robust system of handling complaints, issues and appeals is present in the University.	Harassment Committee Notification attached	13.5

6	Have the necessary policies in place to install the element of integrity and fairness in its institutional system of teaching, learning, assessment, research and publications.	HEC policy of Plagiarism is strictly followed in the University to ensure fairness in research and publication	HEC, Islamabad policy of Plagiarism is followed. Notification already provided	Annex 13.6 Annex 13.6.1
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Standard 14: Public information and transparency

Expectation

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

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

Sr. No.	Expected Outcome Indicators (EOIs)	University Response	Possible Documentary Evidence	Annexure No
1	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	All the information regarding BOG/Syndicate members including name, designation, working email and contact information (mobile/office number). As well as contact information (working email and mobile/office number) of the statutory offices, including Vice	http://sbbusba.edu.pk/ http://app.sbbusba.edu.pk/sbbu/	14.1

	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 contact information against their respective faculty/department. iv) Complete information of the programmes' curricula, learning outcomes and clear admission requirements, including fees, scholarship, and so on. v) Complete information of approved policies, SOPs, statutes, rules and regulations. vi) Strategically located search box. vii) Location with map. viii) Strategically located box for complaints/feedback with a robust institutional mechanism for resolution and redressal. ix) Outcomes of external audit and examination outcomes. x) Evaluation/review reports by external QA bodies (QAA and accreditation councils) on both institutional and programme reviews. xi) Graduate employment information (for example, information regarding what most	Chancellor, Dean, Registrar, Controller of Exams, student affairs, Director of QEC/ORIC. And Information about the faculty members with their brief personal profile along with working email and contact information against their respective faculty/department is placed at website. Besides, complete information of the programmes' curricula, learning outcomes and clear admission requirements, including fees, scholarship, and so on. Complete information of approved policies, SOPs, statutes, rules and regulations are placed the Website. Furthermore, evaluation/review reports by external QA bodies (QAA and accreditation councils) on both institutional and programme reviews and graduate employment information (for example,		
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	graduates from the programme do after graduation) that is clear, accurate, objective, up to date and readily accessible. xii) Alumni information and engagement opportunity.	information regarding what most graduates from the programme do after graduation) that is clear, accurate, objective, up to date and readily accessible and also placed at website and the SBBU, SBA Galaxy App		
2	Have a policy and institutional mechanism for the systematic evaluation of its public information to ensure its accuracy.	The office of the Public Relation Officer is working to disseminate the information of the University among the Public via different channels i.e print, electronic and social media.	http://sbbusba.edu.pk/sbbu-main/pro.html	14.2
3	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).	Information and has been disseminated among the student through the Circulars/ Notifications on the decision taken in the minutes of statutory bodies.	Notification Of revised Mission and Vision	14.3
4	Have necessary policies in place to instill the element of integrity and fairness in its institutional systems of teaching, learning, assessment, research and publications.	In this regard HEC, Islamabad Policy regarding the teaching and research are being followed. HEC, Plagiarism Policy is also present and Notified in this regard.	Notification of HEC plagiarism Policy	14.4

5	Ensure availability of fair and transparent procedures for handling issues, complaints and appeals which are accessible to all students, faculty and administration.	Discipline Committee and Grievance Committee have been devised to address the students, faculty and administration complaints, if any.	Already Notifications of Discipline Committee and Grievance Committee provided	14.5
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Standard 15: Institutional effectiveness, quality assurance and enhancement

Expectation

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

Sr. No.	Expected Outcome Indicators (EOIs)	University Response	Possible Documentary Evidence	Annexure No
1	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 programmes, 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 SBBU-SBA has a well-defined quality policy, which ensures the effective CQI and well-documented regulation for student learning, resources, and educational programs etc.	University Quality Assurance policy	Annexure 15.1
2	Ensure that every faculty/department and programme reflect on its performance and collects, analyses, and uses relevant qualitative and quantitative information for	At the end of each semester, the Quality Enhancement Cell (QEC) conducts Course and Teacher Evaluation Surveys to obtain feedback from students. The collected data is analyzed, and	Course and Teacher Evaluation Survey	Annexure 15.2

	the effective management and continuous improvement of its programmes and other activities.	both quantitative and qualitative findings are shared with the concerned Chairperson and subject teacher. This feedback mechanism supports effective academic management and continuous improvement of academic programs. Furthermore, QEC also has SOPs for all survey-related activities, including the collection, analysis, reporting, and utilization of both quantitative and qualitative data, ensuring consistency and effectiveness in the evaluation process	Reports. And SOP's	
3	Have robust institutional mechanisms to create and sustain an environment in which students and other stakeholders participate in internal quality assurance processes.	SBBU-SBA has a sustainable mechanism for involving students and stakeholders in internal quality assurance processes. All Heads of Departments are members of the Institutional Quality Circle (IQC) and participate in quality enhancement activities. Faculty members, students, and administrative staff are actively involved in PREE, GPR, and RIPE processes. Students also have representation in the IQC and participate in various QEC activities, contributing to the continuous improvement of academic and institutional quality.	IQC notification, GPR Schedule & IPR Committee notification	Annexure 15.3.1 15.3.2 15.3.3
4	Make sure that the quality assurance procedure is compliant with external assessment and quality assurance precepts both at national and international levels.	The Quality Assurance Policy of SBBU-SBA is aligned with national quality assurance requirements and complies with HEC Quality Assurance Guidelines. The University implements all applicable PSG-2023 standards and regularly undergoes external assessments, including the	RIPE report (2024-2025)	Annexure 15.4

		Review for Institutional Performance Enhancement (RIPE), while incorporating recognized international quality assurance practices.		
5	Ensure that internal quality assurance procedures and resulting action plans from cyclical programme reviews are monitored for effective implementation.	To ensure effective internal quality assurance, the Director QEC is a member of all statutory bodies of the University. The Director QEC regularly shares observations, evaluation findings, compliance reports, and updates on various QEC activities with these bodies. Additionally, evaluation reports and other quality assurance activities are presented and discussed in the Institutional Quality Circle (IQC), where progress on compliance and continuous improvement measures is reviewed.	Notification of membership of Director QEC statutory bodies, and Meeting agenda of 2 nd IQC	Annexure 15.5
6	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.	SBBU-SBA ensures the participation of all relevant stakeholders in the policymaking process. The Academic Council considers and approves various university policies through committee-based reviews and collective consultation. Different committees are constituted to review, develop, and finalize policies before their approval. Through this participatory approach, the University has adopted and implemented various policies, including the Anti-Plagiarism Policy, Ethics Policy, Credit Transfer Policy, and other academic and administrative policies.	Committee notification of different policies Notification of anti-plagiarism policy	Annexure 15.6

7	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.	Every QEC related activity is monitored and observed by IQC team headed by the Vice Chancellor.	IQC meetings Approval	Annexure:15.7
8	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.	The Director QEC, as a non-voting member of all statutory bodies of the University, regularly shares updates on QA activities, evaluation findings, and compliance reports with the relevant forums. Furthermore, the QEC Activity Calendar for the current year is shared with all stakeholders through the University website to ensure transparency and awareness of quality assurance activities.	QEC Activity calendar 2025-26	Annex 15.8

Standard 16: Impactful teaching and learning and community engagement

Expectation

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.

Sr. No.	Expected Outcome Indicators (EOIs)	University Response	Possible Documentary Evidence	Annexure No
1	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.	SBBU-SBA has well defined quality policy, where PDCA cycle is its mandatory part.	QEC Policy	Annexure: 16.1
2	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.	Every year, the Quality Enhancement Cell (QEC) prepares an Annual Activity Calendar to schedule and implement internal quality assurance processes. All quality assurance activities are conducted according to the approved calendar. In line with HEC PSG-2023, SBBU-SBA implements Continuous Quality Improvement (CQI) processes and other quality assurance activities to ensure the ongoing enhancement of academic and institutional performance.	QEC Activity Calendar 2025-26	Annex 16.2 Link: https://www.sbbusba.edu.pk/files/quality/Activity%20Calendar%202025-2026.pdf

3	Ensure the CQI mechanism has a robust and effective mechanism for follow-up and closing the loops.	QEC always ensures that all the statutory body meetings take place as per the schedule and action taken and compliances are taken in to consideration for next round of meeting. Follows the SAR, GPR & RIPE preparation mechanism as per the HEC guidelines.	N/A	N/A
4	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.	Yes, director QEC is the integral part of the all-statutory meetings of the University to assess the effectiveness of institutional improvement. QEC continuously conduct seminars and act as catalyst to further strengthen the academic and administrative culture of the University.	QEC Director Membership in statutory bodies.	Annex 16.5
5	Prepare and participate in international accreditation processes.	SBBU-SBA has no participated in international accreditation membership. But in future, SBBU-SBA has plan to get international accreditation.	N/A	N/A