



*Greenwich University*

# **QUALITY ASSURANCE MANUAL**

**Policies, Procedures  
and Guidelines**

**Preface:**

Greenwich University believes that higher education is extremely essential for active & effective participation in the knowledge societies which in turn accelerates economics growth. Quality education is a pre-requisite to gain access to knowledge which ensures global economics development. Recognizing the importance of systemic approach towards Quality of Education, Greenwich University has adopted well-structured methods to assure that intended learning outcomes of the program are effectively inculcated into graduates and measurable feedback is received in all aspects to extend currently appointed methods continuously.

This Quality Assurance Manual contains four sections: Internal Quality Assurance, External Quality Assurance, Internal Monitoring Mechanisms and Policies. Each section describes in details how certain aspects of quality are assurance against criteria and measured on continuous basis.

This Manual was originally developed in 2009, extended in conformity with regularity bodies in 2012, revised in 2015, revised in 2018, and current version is revised in 2021 to inculcate necessary updates in criteria, cross-campus quality assurance and globalization.

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## Introduction

Greenwich University, right from its inception, has endeavored to exercise quality control over all aspects of academic programs. Hence, various measures are in place right from the time of admission, to ensure academic excellence all along the line.

Greenwich University has an established Quality Enhancement Cell duly recognized and ranked in top “W” category by Quality Assurance Division (QAD) of Higher Education Commission (HEC) Pakistan.

QEC has following well defined objectives:

- To Promote Public Confidence that the quality and standards of the award of degrees are enhanced and safeguarded.
- To review quality standards and the quality of teaching and learning in each subject.
- To review academic affiliations with other institutions in terms of effective management of standard and quality of programs.
- To define clear and explicit standards as points of reference for the reviews to be carried out.
- To meet the challenges of global compatibility in higher education.
- To develop a viable and sustainable mechanism of quality assurance in higher education sector of the country.
- To produce manpower which could serve the society in an efficient, effective and honest way.
- To Develop and update Quality Assurance Process and evaluation methodology to promote Research Culture at the University.

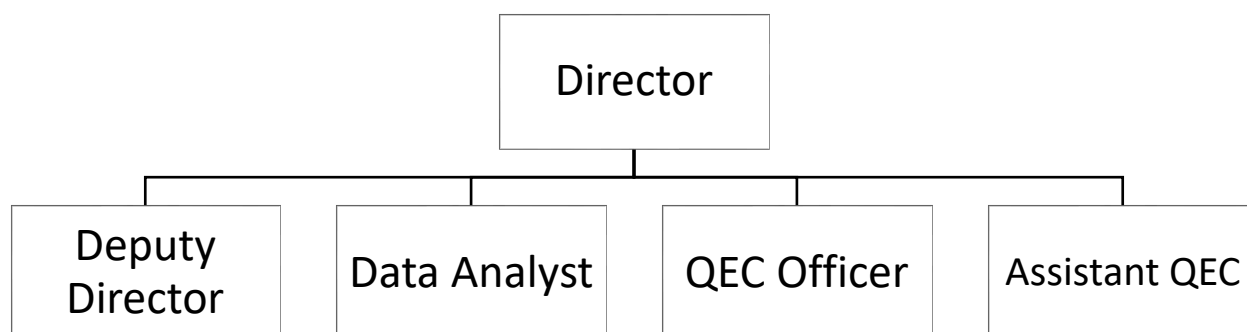
## Quality Enhancement Cell

### Mission:

Assure quality through a continual process of effective monitoring, feedback, analysis, impartial assessment, peer confirmation, identification of possible improvements and timely implementation,

### Structure:

Quality Enhancement Cell at Greenwich University consists of the following staff:



## Scope of QEC

The scope of QEC is mainly divided into three key areas, which are the IQA (Internal Quality Assurance) dealing in execution of internal processes such as SARs (Self-Assessment Reports), YPR (Yearly Progress Report), paper moderation, student feedback, among others which are elaborated here, EQA (External Quality Assurance) which involves providing evidence of quality in existing processes & programs to external bodies such as NBAEC (National Business Accreditation Council), NACTE (National Council for Teachers' Education), CI & EC (Charter Inspection & Evaluation Committee), Higher Education Commission's Quality Assurance Division's Doctorate level program reviews, etc., and the Regulatory Bodies Review, which involves overseeing assurance in quality to Higher Education Commission and other Governmental bodies.

## Internal Quality Assurance

The Internal Quality assurance mechanism is divided into three main processes. These are elaborated below:

### Effective Regular Analysis

- Students Feedback: Course & Teacher Evaluation by Students.
- Teachers Feedback: Course Evaluation by Teachers
- Plagiarism Analysis of Dissertations, Research Papers & Theses.

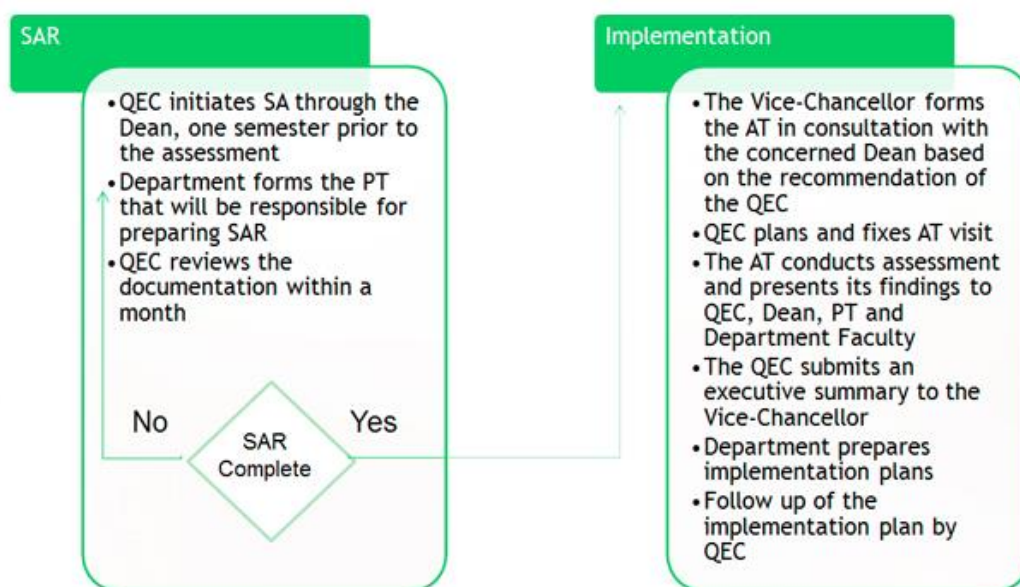
### Yearly Progress Report (YPR) & Self-Assessment Reports (SARs)

The purpose of self-assessment manual is to outline the process of conducting self-assessment of academic programs. It has been initiated by Higher Education Commission of Pakistan (HEC) and it requires universities to conduct periodic self-assessment for its academic programs in order to improve them and ensure high academic standards. Self-assessment is an important tool for academic quality assurance and provides feedback for faculty and administration to initiate action plans for improvement.

Details of SAR, Criteria and Procedure are summarized below:

- QEC initiates Self-Assessment Report (SAR) process through the Dean, one semester prior to the assessment of a degree program, department or campus.
- Department forms the Program Team (PT) that will be responsible for preparing SAR.
- QEC reviews the documentation to ensure criteria fulfillment & if needed can send it back to PT for corrections and resubmission.
- The Director QEC forms the Assessment Team (AT) in consultation with the concerned Dean based on the skillset of persons, 2 University Teachers and an External subject expert is the recommended composition of AT.
- QEC plans and fixes AT visit to the department or campus offering the degree program(s) under assessment.
- The AT conducts assessment and presents its findings to QEC, Dean, PT and Department Faculty
- The QEC submits an executive summary to the Vice-Chancellor
- Department / Campus prepares implementation plans and submits to QEC.
- QEC to follow up on the department's submitted implementation plan quarterly.
- QEC initiates next cycle of the Self-Assessment Report (SAR) once the concerned department / campus declares completion of tasks as per implementation plan.
- QEC may audit implementation process as deemed necessary.
- QEC may revise / develop special Standard Operating Procedures (SOPs) for the department / campus, personnel in departments / campus as deemed necessary.
- QEC may suggest inclusion / modification / upgradation or exclusion of courses, modules, degree programs depending upon the outcomes of Assessment Team (AT) report & analysis.

## Graphical Representation of QA Process:



## Criteria & Standards of Self-Assessment Report:

The Self-Assessment Report consists of comprehensive standards derived from International Sources, listed as below:

S. #	Criterion	Standards	
1	<b>Program Mission, Objectives and Outcomes</b>	1.1	The program must have documented measurable objectives that support Faculty / College and institution mission statements.
		1.2	The program must have documented outcomes for graduating students. It must be demonstrated that the outcomes support the program objectives and that graduating students are capable of performing these outcomes.
		1.3	The results of program's assessment and the extent to which they are used to improve the program must be documented.
		1.4	The department must assess its overall performance periodically using quantifiable measures.

<b>2</b>	<b>Curriculum Design and Organization</b>	2.1	The curriculum must be consistent and supports the program's documented objectives.
		2.2	Theoretical background, problems analysis and solution design must be stressed within the program's core material.
		2.3	The curriculum must satisfy the core requirements for the program, as specified by the respective accreditation body.
		2.4	The curriculum must satisfy the major requirements for the program as specified by HEC, the respective accreditation body / councils.
		2.5	The curriculum must satisfy general education, arts, and professional and other discipline requirements for the program, as specified by the respective accreditation body / council.
		2.6	Information technology component of the curriculum must be integrated throughout the program.
		2.7	Oral and written communication skills of the student must be developed and applied in the program.
<b>3</b>	<b>Laboratories and Computing Facilities</b>	3.1	Laboratory manuals/documentation/instructions for experiments must be available and readily accessible to faculty and students.
		3.2	There must be adequate support personnel for instruction and maintaining the laboratories.
		3.3	The University computing infrastructure and facilities must be adequate to support program's objectives.
<b>4</b>	<b>Student Support and Advising</b>	4.1	Courses must be offered with sufficient frequency and number for students to complete the program in a timely manner.
		4.2	Courses in the major area of study must be structured to ensure effective interaction between students, faculty and teaching assistants.
		4.3	Guidance on how to complete the program must be available to all students and access to academic advising must be available to make course decisions and career choices.



<b>5</b>	<b>Process Control</b>	5.1	The process by which students are admitted to the program must be based on quantitative and qualitative criteria and clearly documented. This process must be periodically evaluated to ensure that it is meeting its objectives.
		5.2	The process by which students are registered in the program and monitoring of students' progress to ensure timely completion of the program must be documented. This process must be periodically evaluated to ensure that it is meeting its objectives.
		5.3	The process of recruiting and retaining highly qualified faculty members must be in place and clearly documented. Also processes and procedures for faculty evaluation, promotion must be consistent with institution mission statement. These processes must be periodically evaluated to ensure that it is meeting with its objectives.
		5.4	The process and procedures used to ensure that teaching and delivery of course material to the students emphasizes active learning and that course learning outcomes are met. The process must be periodically evaluated to ensure that it is meeting its objectives.
		5.5	The process that ensures that graduates have completed the requirements of the program must be based on standards, effective and clearly documented procedures. This process must be periodically evaluated to ensure that it is meeting its objectives.
<b>6</b>	<b>Faculty</b>	6.1	There must be enough full-time faculty who are committed to the program to provide adequate coverage of the program areas/courses with continuity and stability. The interests and qualifications of all faculty members must be sufficient to teach all courses, plan, modify and update courses and curricula. All faculty members must have a level of competence that would normally be obtained through graduate work in the discipline.
		6.2	All faculty members must remain current in the discipline and sufficient time must be provided for scholarly activities and professional development. Also, effective programs for faculty development must be in place.
		6.3	All faculty members should be motivated and have job satisfaction to excel in their profession.

7	<b>Institutional Facilities</b>	7.1	The institution must have the infrastructure to support new trends in learning such as e-learning.
		7.2	The library must possess an up-to-date technical collection relevant to the program and must be adequately staffed with professional personnel.
		7.3	Classrooms must be adequately equipped and offices must be adequate to enable faculty to carry out their responsibilities.
8	<b>Institutional Support</b>	8.1	There must be sufficient support and financial resources to attract and retain high quality faculty and provide the means for them to maintain competence as teachers and scholars.
		8.2	There must be an adequate number of high quality graduate students, research assistants and Ph.D. students.
		8.3	Financial resources must be provided to acquire and maintain Library holdings, laboratories, and computing facilities

## Major Surveys

QEC must ensure that following surveys are conducted through online forms for each course / program offered at Greenwich University. Detailed proformas are provided as Annexure IQA - Surveys.

- **Alumni Survey:**  
QEC conducts surveys from Alumni asking tactical MCQs to analyze the success ratio and progress of our alumni.
- **Graduates Survey:**  
Graduates are surveyed by QEC to analyze their strength and proficiency as well as study level and mastery over skills required by the current market.
- **Employer Survey:**  
Employers are surveyed by QEC to understand current market trends and requisites, this greatly helps Academic Council add new courses and disciplines.
- **Course Review Survey**  
Course Review Survey is conducted every semester by subject experts to ensure that the content of the course are up to the mark with current trends.
- **Student Course Evaluation**  
Students evaluate the course comparing their learning with course objectives and provide feedback on teacher's delivery,
- **Research Student Progress Review**  
This survey specifically targeted to students of undergraduate, graduate and doctoral level students, those are either in the process of dissertation / research or recently completed.
- **Faculty Review**  
This survey provides 360 analyses of faculty, by peers, by Head of the Department & by students.
- **Review of Department offering PhD Programs**  
These surveys are subjects only for the departments / campuses offering M. Phil. / PhD programs or equivalent to assess in-depth architecture of programs offered & research.
- **Teacher Evaluation**  
This survey is conducted in two parts, evaluation by student & self-assessment by faculty.

## External Quality Assurance

Greenwich University strongly believes in peer review and regulatory bodies review of University, its campuses and each degree program offered. In this regard, outlined below are the major areas of External Quality Assurance, a separate manual for each area is attached is Annexure EQA:

1. Memberships of Global Quality Assurance Agencies
2. Registration of Programs in Pakistan Qualification Framework (PQF) and additional National Qualification Frameworks depending upon Campus Location.
  - a. For Mauritius Branch Campus, Mauritius Qualification Authority (MQA) process.
3. Institutional Level Evaluation by External Bodies
  - a. Quantitative Assessment Form (QAF) & inspection by Higher Education Commission (HEC), Attestation & Accreditation (A & A) division. 5 Years Cycle.
  - b. Statistics Forms (SFs) by Higher Education Commission (HEC), Statistics Division. Yearly Cycled. These forms enable Nationwide ranking of Higher Education Institutions (HEIs) in their relevant categories.
  - c. Campus Review Parameters by Higher Education Commission (HEC), Quality Assurance Division (QAD) – 3 Years to 5 Years Cycle.
    - i. For each campus separate exercise is conducted by Higher Education Commission (HEC), Quality Assurance Division (QAD).
    - ii. For Mauritius Branch Campus, Tertiary Education Commission (TEC) inspection process independently conducted.
    - iii. For Mauritius Branch Campus, Mauritius Qualification Authority (MQA) inspection process independently conducted.
  - d. Institutional Performance Evaluation (IPE) by Higher Education Commission (HEC), Quality Assurance Division (QAD) – 3 Years to 5 Years Cycle
    - i. Self-Assessment of Institutional Performance Evaluation (IPE) Criteria is a Yearly process which ensures the implementation of recommendation of External Body and helps identify new gaps throughout University Mechanism.
  - e. Charter Inspection & Evaluation Committee (CI & EC) visit and submission of Monitoring, Evaluation & Grading (MEG) Forms – 3 Years Cycle.
  - f. ISO Inspection / Reinspection & Acquisition
4. Program Level Evaluation by External Bodies
  - a. National Business Education Accreditation Council (NBEAC), Nine (09) Criteria Forms & Peer-Review Visit, 2 Years Cycle.
  - b. National Accreditation Council for Teachers' Education (NACTE), Nine (09) Criteria Forms & Peer-Review Visit, 2 Years Cycle.
  - c. For Mauritius Branch Campus: Tertiary Education Commission (TEC) accreditation process for offered degree program: 3 Years Cycle.
  - d. MS / M. Phil. / Ph. D. Program Review by Higher Education Commission (HEC), Quality Assurance Division (QAD). 3 Years Cycle.
  - e. Pakistan Qualification Framework (PQF) Level 7 & above degree programs fall in this review process. An internal Self-Assessment should be conducted yearly.

## **Memberships of International Quality Assurance Bodies / Associations**

Greenwich University, being an International Institution of Higher Education, is dedicated towards establishing its linkages to Global Network of Quality Assurance, in this regard, Quality Enhancement Cell (QEC) at Greenwich University continuously seeks membership of Quality Assurance Agencies / Associations in Higher Education.

Currently, Greenwich University is a member of following International Associations, further memberships as deemed necessary by the Governing Bodies at Greenwich University would be acquired:

### **Current Memberships:**

- Asia Pacific Quality Network (**APQN**)
- International Network of Quality Assurance Agencies in Higher Education (**INQAAHE**)
- International Association of Universities (**IAU**)
- Association of International Educators (**NAFSA**)
- Association to Advance Collegiate Schools of Business (**AACSB**)
- Talloires Network
- Association of Commonwealth Universities (**ACU**)
- Association of MBAs (**AMBA**)

## **Registration of Programs in Pakistan Qualification Register (PQR)**

As an effort to enable global equivalency in Higher Education, the Higher Education Commission (HEC) of Pakistan has adopted to Pakistan Qualification Framework (PQF) which provides equality scales with National Qualification Frameworks (NQFs) around the globe. In order to ensure the implementation Pakistan Qualification Register (PQR) has been developed by Higher Education Commission's (HEC) Quality Assurance Agency (QAA). Greenwich University must upload all previous and new degree programs on the PQR Portal to enable degree Attestation & Equivalency by Higher Education Commission.

### **Institutional Level Evaluation:**

There are continuous cycles of regulatory body forms, visits and inspections to ensure Institutional Level Evaluation of Greenwich University and its campuses. Described below, are each type of evaluation (*separate forms / manuals are attached as Annexure EQA*).

### **Quantitative Assessment Form (QAF) & Inspection:**

The Higher Education Commission (HEC) has a division namely Attestation & Accreditation which ensures the minimal requirements of University Campus and grants categories accordingly. A detailed form namely Quantitative Assessment Form (QAF) is filled with evidence attached and submitted every 5 years to the Director General of Attestation & Accreditation (DG A & A). In turn, DG A & A formulates an inspection committee and schedules a visit of university. Depending upon the claimed, then assessed score. A category is granted to the University.

### **Statistical Forms (SFs) & Ranking:**

Every academic year, Higher Education Commission's (HEC) Statistics Division requires Statistical Forms (SFs) containing details of new admissions, currently registered students, recently graduated students, details of faculty members in each department, recent research activities, seminars, conferences, and extra-curricular activities in order to rank the universities depending upon claimed / verified score in the respective categories. Greenwich University is listed among top 10 business schools of Pakistan.

### **Campus Review Parameters (CRP) & Peer Review Visit:**

This is a recent initiative by the Prime Minister of Pakistan. The Higher Education Commission's (HEC) Quality Assurance Division (QAD) has devised a form which should be filled with evidence attached and submitted every 3 years. The Director General Quality Assurance Division (DG QAD) formulates a peer review team (PRT) consisting of three senior level faculty members from other universities and two members of from Quality Assurance Division itself, and schedule Peer Review Visit to verify the evidence / information submitted. Depending upon evaluation & assessment of PRT, a recommendation report of possible improvements is submitted to the University for implementation / betterment. This exercise is separately conducted for all campuses of the University.

### **Institutional Performance Evaluation (IPE) & Peer Review Visit:**

The Higher Education Commission (HEC) ascertains that Higher Education Institutions (HEIs) should work towards achieving excellence through continuous improvements in their quality and effectiveness. The Higher Education Commission (HEC) has taken a significant initiative of performance based Institutional recognition and started up with primary step of outlining the Performance Evaluation Standards for the HEIs to be used for the purpose.

A total of eleven standards are defined and each one of these articulates a specific dimension of the institutional quality. Thus, all the eleven standards are equally important to be met by the HEIs to achieve the recognition status as a certification to quality provision in higher education.

The Higher Education Commission aims to work for continuous improvement of these standards and their effectiveness for the purpose. The Higher Education Commission (HEC) through Quality Assurance Agency (QAA) and Quality Assurance Division (QAD) evaluates individual institutions periodically based on the performance evaluation standards defined. These periodic evaluations are conducted through a combination of On-Site Evaluation by peer evaluators and Periodic IPE Reports. Whereas On-Site Evaluation for the purpose of institutional performance evaluation is done by the visiting teams constituted by Quality Assurance Agency (QAA), while the IPE reports of those visits and University Quality Standards and Assessment studies conducted internally by the HEI, provide basic information for institutional performance evaluation. HEC recognition of an institution will be awarded / confirmed only because of successful periodic evaluation through assessment of institutional achievements against pre-defined standards including mission and goals of the institution.

Various performance evaluation standards outlining major areas to be focused on by the HEIs for evaluation of their effectiveness and future development are given below:

- Standard 1: Mission Statement and Goals
- Standard 2: Planning and Evaluation
- Standard 3: Organization and Governance
- Standard 4: Integrity
- Standard 5: Faculty
- Standard 6: Students
- Standard 7: Institutional Resources
- Standard 8: Academic Programs and Curricula
- Standard 9: Public Disclosure & Transparency
- Standard 10: Assessment & Quality Assurance
- Standard 11: Student Support Services

### **Charter Inspection & Evaluation Committee (CI & EC), MEG Forms & Inspection:**

Provincial Government of Sindh, Pakistan has its Sindh Higher Education Commission (SHEC), under the domain of SHEC, Charter Inspection & Evaluation Committee (CI & EC) requires Universities to provide Monitoring, Evaluation & Grading (MEG) forms A & B. The MEG Form 'A' contains details about entire University whereas MEG Form 'B' contains details of each department separately. Once both forms are submitted to CI & EC, an inspection is scheduled. Members of CI & EC inspection team consist of three to five Vice Chancellors of various Universities, one Subject Expert for each department and administrative staff. This rigorous exercise enables detailed evaluation of University to later ranking within province of Sindh depending upon claimed & assessed score points.

### **ISO Certification:**

Greenwich University is in the phase of planning ISO 9001 acquisition. A separate Manual has been devised for the purpose that is attached as Annexure EQA – ISO.

### **Program Level Accreditation:**

#### **National Business Evaluation and Accreditation Council (NBEAC)**

The National Business Education Accreditation Council (NBEAC) is a professional body under the control of Higher Education Commission (HEC) of Pakistan's Quality Assurance Division (QAD) which accredits Business Administration, Public Administration and Management Sciences degree programs of Pakistan's educational institutes.

NBEAC function at the national level as an accreditation authority within its scope to facilitate enhancing the quality of business education in Pakistan. NBEAC, since its inception has laid out systems, procedures, networks, and programs to ensure that all degree awarding institutions in Pakistan are invited to achieve standards that are comparable with global standards and thus gain NBEAC accreditation. In future this accreditation could be used as a mechanism to introduce business school rankings to encourage competitiveness, quality, continuous improvement and sustainability in the Pakistan business education market.

NBEAC accreditation acts both as a status and a process. Accreditation as status provides public notification that the accredited program meets standards of quality set forth by the NBEAC. As a process, accreditation reflects the fact that in achieving recognition by NBEAC, the institution and the program is committed to not only to meet standards but to continuously seek ways in which to enhance the quality of education in that program. Programmatic accreditation is an independent peer review process that validates that established standards of excellence set by the NBEAC are well met. NBEAC has designed these standards to assure that the graduates receive the quality of education in that program necessary for success in industry.

The National Business Education Accreditation Council (NBEAC) places great emphasis on improving and revising accreditation procedures to facilitate a business school. It undertakes the process effectively and efficiently to guarantee a fair decision. Accordingly, the NBEAC processes undergo regular evaluation and modification based on previous experiences. The process continues to evolve to improve existing procedures and introduce new ones to meet emerging needs.

Separate Manual containing NBEAC Criteria, Forms and details attached as Annexure EQA.

### **National Accreditation Council for Teacher Education (NACTE)**

The Higher Education Commission (HEC) of Pakistan has setup an accreditation authority, National Accreditation Council for Teacher Education (NACTE) to look after the matters regarding the accreditation of degree programs in Education & Teacher Education sectors by giving appropriate ratings and define the organization's objectives, functions and duties to be performed. It conducts periodical evaluations, scrutiny and monitoring the its criteria & standards regarding education degree programs.

- All the existing teacher education degree program are within the jurisdiction of the Council. Any new program in teacher education shall also be referred to the Council for the grant of accreditation.
- The accreditation is granted for specific degree program and not institutions.
- Accreditation is mandatory for all relevant academic program offered by the University.
- The Council assists and advises teacher education institutions in planning the academic and professional programs.
- The Council supports the intellectual development of prospective teachers (students) interested in pursuing the teaching profession and provide professional assistance to the concerned organizations.

The Council shall consider the following aspects using set criterion for granting accreditation of degree programs in teacher education subjects: -

- Overall scope of the program.
- Curricula/syllabi matching with the level of degree program.
- The requisite infrastructure.
- The faculty- number and qualifications.
- Level of compatibility with international standards and trends.
- Level of skills to be developed by the program.
- Student support services.
- The library facilities.
- Internship/practice teaching facilities.
- Facilitate for student activities and other amenities.
- Financial assistance/loan etc.
- Level of job placement of graduates.
- Level of market needs fulfillment

### **MS / M. Phil. / Ph. D. Programs Review**

The Higher Education Commission (HEC), under its Quality Assurance Division (QAD) has setup a detailed procedure to evaluate degree programs of Pakistan Qualification Framework (PQF) level 7 and above.

The process consists of separate forms for all students, faculty members for each program to be filled and submitted as per the checklist provided by Higher Education Commission (HEC).

All forms and check list is attached separately as Annexure EQA.



## **Internal Monitoring Mechanisms:**

### **Academic Monitoring:**

The academic management of the university is conducted on sound, well-defined lines. All the statutory authorities, including the Vice-Chancellor, the Registrar, and the Deans, perform their respective duties within their prescribed jurisdictions, avoiding unnecessary duplication and delay.

#### **Daily Reporting**

The daily monitoring of the Academic Report and the daily follow up procedure of the report are ensured. Class observations are carried out by the Head of Department and other authorized persons. It gives insight of the teaching learning done on that day.

#### **GURMS**

The automated electronic version of Daily Report with more aspects, summaries and reports is developed as Greenwich Resource Management System to ensure in-depth compliance of Standard Operating Procedure & Criteria throughout University.

#### **Students Feedback on Course & Tutelage**

Feedback for course assessment is taken from the students at the end of the semester through an online form, and the data is sent to the relevant HOD. The HOD, along with the members of his faculty, assesses and analyzes this data and after due deliberations, if any discrepancy or shortfall in the context of a particular course is highlighted, the necessary amendments are made in line with the relevant HEC guidelines and implemented for future inclusion in the course by order of the HOD.

Greenwich University also has a proper faculty evaluation system that helps the management determine how efficiently and effectively a course is being conducted by a faculty member. It is mandatory for all students to fill in an online feedback form before they are allowed to take their final exam. The online student feedback form is designed in such a manner that encompasses the various aspects of a class course conduct, ranging from course completion, presentation skills, interest of students, imparting of knowledge, and punctuality of teachers etc. The sample online student feedback form is attached for record.

If a faculty member's student evaluations of instruction are consistently below the average by more than one-half standard deviation for three consecutive academic terms, the faculty member must comply with peer review. The purpose of the peer review will be to help the faculty member identify areas of teaching that need improvement or attention.



## Research Monitoring:

### Research Output

Greenwich University ensures through Greenwich Research & Development Center (GRDC) that every faculty member contributes research papers, articles, reports regularly. Policy Manual (separate) contains detailed Research & Development Policies.

### Research Journals

The Greenwich University Research and Development Center publishes two Research Journals which are recognized and funded by the Higher Education Commission of Pakistan (HEC), which reflect the research conducted by faculty, students, and industry experts. Details of these are as follows:

<b>Name:</b>	<b>JOURNAL OF BUSINESS STRATEGIES</b>
<b>Aim/Scope:</b>	To promote research and contribute towards building a research-based culture in the business school, and act as a mode of publishing research work / articles for the students and faculty working in the Faculty of Management Sciences, as well as scholars of other universities who wish to publish their research work in the management field.
<b>Guidelines:</b>	Guidelines are present within the journal under the sections 'Notes for Contributors,' and 'Call for Papers.'
<b>Volumes Per Year:</b>	2 (BI-ANNUAL)
<b>Year of Inception:</b>	2007

<b>Name:</b>	<b>NEW HORIZONS</b>
<b>Aim/Scope:</b>	To promote research and contribute towards building a research-based culture in the business school, and act as a mode of publishing research work / articles for the students and faculty working in the Faculty of Social Sciences, as well as scholars of other universities who wish to publish their research work in the related field.
<b>Guidelines:</b>	Guidelines are present within the journal under the sections 'Notes for Contributors,' and 'Call for Papers.'
<b>Volumes Per Year:</b>	2 (BI-ANNUAL)
<b>Year of Inception:</b>	2007

### Board of Advanced Studies and Research (BASR)

Headed by the VC, the Board of Advanced Studies and Research also comprises of Deans, University Professors appointed by the VC, other University teachers with relevant experience appointed by the Academic Council, and a Professor Emeritus. The Board serves various functions, which include identifying industrial and corporate problems, assigning topics for researchers to discover issues that impact industrial and corporate performance, and suggesting solutions to these derived from this research. The academicians also play a part in the development of the curriculum and courses in a manner where they develop the required skills among the students to face the relevant research related challenges of the modern era.

The statutes, which also underline the functions of the Board of Advanced Studies and Research are:

1. There shall be a Board of Advanced Studies and Research consisting of:
  - a. The Vice-Chancellor, who shall be the Chairman.
  - b. The Deans.
  - c. Three University Professors, other than Deans, to be appointed by the Chancellor.
  - d. Three university teachers having research qualifications and experience, to be appointed by the Academic Council: and
  - e. The Professors Emeritus
2. The term of office of the members of the Advanced Studies and Research Board other than ex-officio members, shall be three years.
3. The quorum for a meeting of the Advanced Studies and Research Board shall be one-half of the total number of members, a fraction being counted as one.
4. The functions of the Advanced Studies and Research Board shall be:
  - a. To advise the authorities on all matters connected with the promotion of advanced studies and research in the University.
  - b. To propose Regulations regarding the award of research degrees.
  - c. To appoint supervisors for research students to determine the subjects of their thesis.
  - d. To recommend panels of names of paper-setters and examiners for research examination after considering the proposals of the Board of Studies in this behalf, and
  - e. To perform such other functions as may be prescribed by statutes.

### **Cubing Plagiarism: Turnitin**

Plagiarism is taken as a strict offence at Greenwich. The policy laid down by HEC is fully implemented and followed by the students and faculty. The Turnitin software is used by the faculty of Greenwich University to check plagiarism in both students submitted assignments, as well as theses. Less than 15% of overall similarity is accepted by the University, whereas not more than 5% from a single source.

The Quality Enhancement Cell ensures that the use of Turnitin is implemented effectively in all degree programs at the Undergraduate, Graduate and Post Graduate levels.

The Policy Manual (separately attached) narrates the effective Plagiarism Policy in detail.

## **Administrative Monitoring:**

### **Secure Premises Access System:**

All students and staff are issued cards with a QR code and RFID. The code is scanned by a reader at the gate which grants access through a revolving metal door. Once the reader authenticates a card, a screen present at the gate shows a picture of the individual, along with their name and roll number or employee number and designation. The entry and exit details of each individual are stored on the server and SMS are sent to individuals & guardians reporting entry / exit.

### **Attendance Monitoring**

- It is required for students to have 100% attendance. However, on extremely compassionate ground, students may avail 2 absences in each course throughout the semester.
- Final clearance to students is allowed at 80% attendance.
- Records are maintained in hard copy and also updated in the software on daily basis.
- The attendance sheet of the students, which is monitored by the faculty and one of the members of Examination Department. The teacher gets the attendance signed by the students at the beginning of the class and after the break.
- The members of the Examination Department visit the class twice, once at the start of the class, and the second time just after the break. He counts the students and tallies it with the number of students sitting in the class room and puts up his remarks and signature in red pen which is evident on the screen.
- The record is also maintained the very same day by another correspondent of the examination department on software installed in the examination center.
- Along with the attendance, the quiz and assignment marks are also maintained on the software, which are mentioned on the attendance sheet against the name in the column given. This helps to maintain a comprehensive record of the student, which can be produced at the end of the semester if any mishap occurs.

### **Examination Monitoring**

- The Moderation Committee works diligently and efficiently with complete confidentiality and devotion towards the University.
- The Controller of Examination issues the letter to the moderation committee in the 4th and 9th week of the semester.
- The Moderation Committee evaluates the question papers.
- The examination paper after evaluation is referred back to the faculty member for amendment or changes if any are recommended by the moderation Committee.
- The remarks of the moderation Committee remarks are recorded
- Teachers acknowledge if any changes are required

### **Class Management (Cancellation, Makeup etc.)**

All Make-Up / Cancelled classes are updated regularly on website, and an SMS is sent to the student's cellphone informing them of the same, a day in advance. Make up classes are scheduled taking into consideration the availability of the teacher and the convenience of the students, and both are informed of the makeup class in advance to avoid unnecessary hassles. Cancellation / Makeup of classes negatively contribute towards efficiency report of a faculty member.

## Policies & Guidelines

The Policies and Guidelines for QECs are as follows:

- The Quality Enhancement Cell (QEC) is established and is headed by a professional whose services is hired against the criteria for quality assurance in higher education. The Status of QEC head is equivalent to a dean, and the reporting authority is the Vice Chancellor. The Director is correspondent with the outside bodies and responsible for internal audits as well. QEC is facilitated by the Quality Assurance Agency (QAA) at the Higher Education Commission (HEC).
  - Quality Enhancement Cell (QEC) is responsible for:
    - Promoting public confidence that the quality and standards for the award of the degree, management, and overall quality of knowledge being imparted by the institutions are enhance and safeguarded.
    - The review of quality standards by auditing academic standards and the quality of teaching, learning, and management of each subject area.
    - The review and academic affiliations with other institutions in terms of effective management of standards and quality of programs.
    - Defining clear and explicit standards as points of reference of the reviews to be carried out. It should also help employees understand what they can expect from the candidates.
    - Developing qualifications framework by setting out the attributes and abilities that can be expected from the holder of a qualification
    - Developing program specifications. These are standard set of information clarifying what knowledge, understanding, skills and other attributes a student will have developed on successfully completing a specific program.
    - Developing quality assurance processes and methods for evaluation to affirm that the quality of provision and the standards of awards are being maintained and to foster curriculum, subject and staff development, together with research and other scholarly activities.
    - Ensuring that the University's quality assurance procedures are designed to fit with the arrangements in place nationally for maintain and improving the quality of Higher Education.
    - Obtaining the capacity building training from Higher Education Commission (HEC) and International Quality Associations / Agencies about quality in higher learning and is responsible to implement and disseminate that acquired knowledge into the learning environment of the university.
    - Develop, revise, upgrade Policies, Processes and Standard Operating Procedures for Campuses, Faculties, Departments, or Individuals through-out the University.
1. Policy Manual is a detailed document containing all policies reviewed / revised / developed by Quality Enhancement Cell.
  2. This Manual serves as the central practice manual / policy guideline for Quality Enhancement Cell, with Annexure IQA (Internal Quality Assurance, separate criteria, forms & details of each aspect) and Annexure EQA (External Quality Assurance, separate criteria, forms & details of each aspect).
  3. Director QEC is a member of all statutory bodies and observes all activities throughout the University.