



Beaconhouse National University
Self-Review of Institutional Performance Evaluation
S-RIPE 2025
Institutional Performance Evaluation Report

Preamble

The Higher Education Commission (HEC) Islamabad has undertaken a significant initiative to enhance the quality of higher education in Pakistan. HEC developed a comprehensive quality assurance framework aimed at ensuring standardization not only at the institutional level but also across academic programs.

This collaborative effort led to the formulation of the Pakistan's Perceptual Standards and Guidelines (PSG) 2023. The PSG 2023 model further evolved into following frameworks:

- REQAB (Review and Evaluation for Quality Assurance in Academic Bodies)
- RIPE (Review of Institutional Performance and Enhancement) – focused on governance and institutional management
- PREE (Program Review and Evaluation Enhancement) – focused on academic quality and program effectiveness

The Beaconhouse National University (BNU) Lahore, through its Quality Enhancement Cell (QEC) conduct a Self-RIPE review at the institutional level under this newly introduced framework. The Director QEC, serving as facilitator, provided critical operational and technical support throughout the process.

There are three domains/criteria, and **16 standards** as follows:

1. **Strategic Development:** (06 standards)
2. **Academic Development:** (06 standards)
3. **Institutional Development:** (04 standards)

1. **STRATEGIC DEVELOPMENT (06 Standards)**

Standard 1.	Vision, mission, goals and strategic planning
Standard 2.	Governance, leadership and organization
Standard 3.	Institutional resources and planning
Standard 4.	Audit and finance
Standard 5.	Affiliated colleges/institutions
Standard 6.	Internationalization of higher education and global engagement

2. **ACADEMIC DEVELOPMENT (06 Standards)**

Standard 7.	Faculty recruitment, development and support services
Standard 8.	Academic programs and curricula
Standard 9.	Admission, progression, assessment, and certification
Standard 10.	Student support services
Standard 11.	Impactful teaching and learning and community engagement
Standard 12.	Research, innovation, entrepreneurship and industrial linkage

3. **INSTITUTIONAL DEVELOPMENT (04 Standards)**

Standard 13.	Fairness and integrity
Standard 14.	Public information and transparency
Standard 15.	Institutional effectiveness, quality assurance and enhancement
Standard 16.	CQI and cyclical external quality assurance

Rubrics

Quality Evaluation and Enhancement (QEE) Matrix and Judgement Framework

The review panel will take into account how effective policy and strategies are taken to meet expectations against each Standard, and, accordingly, they provide judgement against each Standard as 'Unclassified', 'Average' or 'Progressive', or 'Effective' and the aggregate judgement makes the overall judgement for the institutional and programme review, placing them into one of the said categories.

EOI Categories	Parameters
Regulatory requirements/ EOIs	0-1 / Grey color
Mandatory requirements/ EOIs	2 / Yellow color
Recommended requirements/ EOIs	3 / Blue color
Desirable requirements/EOIs	4 / Green color

Good Practices

Beaconhouse National University (BNU) has cultivated a dynamic academic environment grounded in creativity, critical thinking, and cross-disciplinary learning. In alignment with national standards and global academic trends, BNU has institutionalized several good practices that support its commitment to quality education, academic innovation, and student development with a

1. Quality Assurance at BNU is actively involved in institutional self-assessment, survey analysis, and academic audit processes with the implementation of HEC PSG-2023 framework. The documentation for the review was very well prepared and managed.
2. BNU has a purpose build campus.
3. BNU's core philosophy is rooted in liberal arts education, offering students a broad-based curriculum that integrates the humanities, arts, social sciences, media, technology, and design.
4. Emphasis on Practice-Based and Experiential Learning: Studios, labs, and performance spaces are integral to programs in Visual Arts, Architecture, Theatre, and Design.
5. Renowned Faculty and Visiting Professionals: BNU boasts highly qualified faculty including practitioners, scholars, and artists with national and international recognition. Guest lectures, masterclasses, and critiques by visiting professionals are regularly arranged.
6. Inclusive Campus Environment and Student Wellbeing: BNU promotes diversity, gender inclusion, and mental health support through student services, counseling, and safe space policies. Student-led clubs, societies, and forums encourage leadership and civic participation.
7. Creative Research and Publications: Support for research publications, exhibitions, and conference participation is actively provided.
8. Annual Thesis Shows and Public Exhibitions: BNU's thesis exhibitions and showcases provide students a platform to present their work to industry experts, peers, and the public.
9. Environmentally Responsible Practices: BNU incorporates sustainability into its curriculum and campus activities through awareness drives, eco-friendly design principles, and student initiatives along with the no paper policy.
10. Innovatrium: A Hub for Student Entrepreneurship & Innovation is a commendable initiative.

Action and Proceedings

Standard 1. Vision, Mission, Goals and Strategic Planning

#	EOI	Remarks	Color	Parameters
1	Ensure that the institution's vision and mission are conceived and developed in consultation with the broader stakeholders.	Mission statement is well prepared and aligned with BNU Charter and Vision involving all stakeholders.	Green	4
2	Ensure that the institution's vision, mission and goals are consistent with the provisions in the charter, including territorial and academic jurisdictions.	Well justified as mission statements is well aligned with Charter, vision and programs being offered by BNU.	Green	4
3	Ensure that the institution's mission and goals serve as the foundation for all its activities.	Yes, and all the activities are recorded well.	Green	4
4	Have strategic planning to drive all the activities of the institution and provide directions for future plans of the HEI, including resource allocation priorities, and develop a relevant, effective and coherent ecosystem for excellence.	Strategic plan is developed and approved. Revised plan is also developed and submitted for approval.	Green	4
5	Maintain a well-documented strategic plan linking institutional vision and mission to that of faculty and departmental level, ensuring effective implementation through defined SMART goals and key performance indicators (KPIs).	Approved strategic plan and goals are linked with vision and mission statements and implemented.	Green	4
6	Practice an effective approach to the planning and evaluation of its provision including the management of its academic resources appropriate to the needs of its students and its wider group of stakeholders	A policy for planning and evaluation to review appropriation of academic sources is suggested.	Yellow	2

Standard 2.
Governance, Leadership and Organization

S. No.	EOI	Remarks	Color	Parameters
1	Ensure that the system of organization and governance in the university is responsive to the present and future needs of the organization.	Yes, it is available.	Green	4
2	Ensure that the system of organization and governance is consistent with the power and functions and other requirements given in the charter and statutes, rules, regulations and policies.	BNU have developed the SOPs for consistency in working at all levels of governance.	Green	4
3	Ensure that the system of organization and governance exercises prudence in policy development and decision-making processes in the best interests of all the stakeholders in general, and that of students in particular.	Yes, it is available at all levels but students' involvement in decision making process needs to be addressed.	Blue	3
4	Ensure that the system of organization and governance has elements of good governance such as rule of law, accountability, effectiveness and efficiency, transparency, equity, and inclusion.	BNU ensure the rule of law, accountability and different forums and committees are established for the smooth operations.	Green	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.	Highly qualified faculty is engaged with BNU and also providing scholarships to students and research publication incentives to faculty.	Green	4
6	Create and sustain an environment which promotes provision that is appropriate to the surrounding industry and the aspirations of its students.	MoUs are signed with appropriate industry are signed and operational.	Green	4
7	Create and sustain an environment which enables the effective functioning of all program, and enables students to progress and achieve their learning objectives.	Yes, it is ensured	Green	4
8	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.	Trainings are already conducted but it is suggested that a formal mechanism and policy will be developed for to conduct series of training against faculty development program.	Yellow	2

10	Have leadership that aims to ensure that all learners complete their programs of study; they provide the support for faculty and staff to make this possible	Supportive leadership and team	Green	4
11	Have leadership that engages effectively with students and wider stakeholder groups.	Yes	Green	4
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.	Leadership is fully engaged with the faculty and staff. Workload is also very generous.	Green	4
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 get students and faculty feedback and to improve their services based on the feedback provided by the stakeholders.	All the mentioned non-academic offices are working with assigned JDs.	Green	4
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.	Yes. ERP is implemented and BNU is in process of digital transformation with no paper policy as well.	Green	4

Standard 3.
Institutional Resources and Planning

#	EOI	Remarks	Color	Parameters
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.	Yes, but a formal mechanism, policy and committee may be established to regularly check the resources and for compliance.	Yellow	2
2	Have institutional policies and mechanisms for infrastructure planning, development, execution, monitoring and evaluation.	Same as above	Yellow	2
3	Have adequate and readily accessible academic and non-academic resources to provide quality learning opportunities to all students and to allow them to complete their studies.	Resources are available for the students to complete their studies	Green	4
4	Have adequate and readily accessible technological/virtual resources that enable students to achieve their learning objectives.	All the resources are available	Green	4
5	Demonstrate effective and efficient utilization and continued development of these resources to enable students to achieve their learning objectives.	Available	Green	4
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.	Yes, an E-portal is available for the feedback and QEC also conducts the surveys for the feedback but implementation plan for the feedback needs more focus.	Green	4
7	Have institutional policies with well-defined SOPs for procurement of goods and services that are consistent with the relevant rules and law of the land. Such a policy should ensure that the procurements are conducted in a fair and transparent manner.	Available and implemented.	Green	4
8	Have a well-thought-out policy to generate alternative revenue through taking advantage of local industries (if any), offering corporate training programs, micro credentials and alumni engagement, and so on.	Currently there is no practice of this but development is in process as corporate linkages and Alumni office is established.	Grey	1

Standard 4.
Audit and Finance

S. No.	EOI	Remarks	Color	Parameters
1	Does the institution have a sound financial plan that strikes a balance between revenue and expenses to generate an annual surplus?	Financial planning is conducted involving all the stakeholders	Green	4
2	Have any reliable financial projections that guarantee the institution's continued financial stability and are based on strong strategic planning?	Available	Green	4
3	Does the institution have backup plans in place to make sure that investment and cash flow levels are sustained?	Available	Green	4
4	Is there a well-planned strategy for growing and preserving an endowment fund?	Yes	Green	4
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	Scholarships are being awarded to students generously	Green	4
6	Are there clear procedures and/or institutional frameworks ensuring that qualified auditors audit their annual accounts?	Yes	Green	4
7	Do you have an institutional process to include Deans and all other statutory posts in the required yearly budgeting?	Yes	Green	4
8	Provide previous financial plans that display the last three years' balance sheets, profit and loss statements, and annual surplus?	Yes	Green	4
9	Is there a policy statement that outlines the primary endowment fund (a private sector entity)?	Yes	Green	4
10	Provide the financial auditor reports for the last three years.	Yes	Green	4

Standard 5.**Affiliated Colleges/Institutions***(Not Applicable for BNU as it does not have any affiliated college/institutions)*

S. No.	EOI	Remarks	Color	Parameters
1	Is there any strategic approach to delivering learning opportunities on the main campus?			
2	Provide policies and procedures to ensure that there are similar adequate academic standards or the quality of learning opportunities.			
3	Do they have appropriate governance arrangements in place for all learning opportunities that are not offered directly by the university?			
4	Is there a procedure in place to make sure that, in the case where the institution decides to end an arrangement, students who have been admitted to a program			
5	Are the programs being offered in compliance with any approved or recognized professional, statutory, regulatory, or accreditation council requirements?			
6	Is there a mechanism that guarantees the institution evaluating students adheres to the program evaluation guidelines approved by the institution to maintain academic standards?			
7	Is there a system in place to guarantee that the institute's programs and courses are reviewed and overseen in accordance with, or comparable to, the HEC's standards?			
8	Provide certificates and records of study/surveys.			

Standard 6.**Internationalization of Higher Education and Global Engagement**

S. No.	EOI	Remarks	Color	Parameters
1	Do you have official institution arrangements and collaborations, such as faculty and student exchange programs and joint research projects for academic advancement, with comparable foreign universities?	The network is expanding yet room exists for further improvement	Blue	3
2	Please include information about how to participate in the relevant quality assurance networks, both in person and virtually (conferences, seminars, workshops, trainings)	Practiced	Blue	3
3	Kindly include a department – by – department list of all the workshops, seminars, conferences, and or presentations each faculty member has attended or given	Included	Blue	3
4	Is there a system in place at the institution to approve foreign students and facilitate international credit transfers after consulting with HEC and other appropriate authorities?	Well-Practiced	Green	4
5	Does the institution offer any programs that have been approved by foreign accrediting bodies?		Grey	1

Standard 7:
Faculty Recruitment, Development and Support Services Expectation

S. No.	EOI	Remarks	Color	Parameters
1	Ensure that it recruits, retains and develops a body of faculty that could serve the institutional purpose of providing: <ul style="list-style-type: none"> • quality learning opportunity for the students • research contributions that serve the community and the country 	HEC' Faculty appointment criteria implemented with the rigorous SOPs.	Green	4
2	Have well-defined institutional policies and mechanisms to ensure all new recruits have mandatory prerequisites, such as good communication skills and pedagogical skills to be demonstrated with a presentation to the selection board or relevant committee.	Available	Green	4
3	have well-defined institutional policies to provide orientation to ensure all the faculty members have mandatory advance knowledge of the university governance structure	Orientation sessions are being arranged; however, it is also suggested to prepare faculty handbook.	Blue	3
4	Provide necessary support and facilitation to the faculty that include mechanisms to continuously provide training and capacity building of the faculty.	Faculty Development Program is suggested to improve pedagogical, communication and teaching skills.	Blue	3
5	Have an institutional mechanism to provide necessary facilities and support to the faculty in career development and retention of quality faculty.	Need to work on career development and faculty retention policy	Grey	1
6	Assure the competence of the teachers and staff qualifications	Assured by HR team	Green	4
7	Assure the relevant teaching and industrial experience, exposure of the teaching faculty	Assured by HR team	Green	4
8	Ensure the availability of an adequate number of relevant and qualified full-time faculty members against each academic programs as per international best practices and HEC guidelines.	Yes	Green	4

Standard 8:
Academic Programs and Curricula

S. No.	EOI	Remarks	Color	Parameters
1	The institution should establish transparent and comprehensive academic frameworks and regulations to govern how they award academic credit and qualifications.	Fully Established	Green	4
2	The institution should ensure academic programmes and curricula have elements that support students to learn and excel in subject skills comparable to international qualifications	Yes	Green	4
3	The institution should have mechanisms to ensure availability of adequate and qualified full-time faculty members for each academic program	In place	Blue	3
4	The institution should provide a supportive environment for faculty development, innovative teaching, and scholarly activity	Well - Practiced	Green	4
5	The institution should inculcate universal academic skills such as critical thinking, creativity, collaboration, communication, and commitment	Yes	Green	4
6	The institution should develop clear policies and procedures for each program for delivery, assessment, monitoring, review, and student records	Available	Green	4
7	The institution should establish and implement processes for approval of taught and research programs ensuring alignment with NQF and best practices	Implemented	Green	4
8	The institution should ensure rigorous monitoring and review processes to uphold academic standards and institutional academic precepts	In place	Green	4
9	The institution should institutionalize programme self-assessment mechanisms (SARs)	Well - Practiced	Green	4
10	The institution should evaluate curricula and assessment systems against program learning outcomes, including Self-PREE for continuous improvement	Self - PREE to be conducted in upcoming academic year 25-26	Blue	3
11	The institution should automate data collection to track graduate achievements and ensure reliability and validity of exam and certification systems	In place	Green	4
12	The institution should ensure programs meet the needs of students, employers, and society	Practiced	Blue	3

13	BNU clearly specifies and communicates qualification levels for all academic programs in alignment with the National Qualifications Framework (NQF) and HEC guidelines. This information is consistently presented in curriculum documents, degree templates, and academic prospectuses, ensuring clarity for students, faculty, and external stakeholders	Well - Practiced	Green	4
14	The institution should ensure academic programs are outcomes-led and competency-based	Practiced	Green	4

Standard 9:
Admission, Progression, Assessment, and Certification

S. No.	EOI	Remarks	Color	Parameters
1	Does the institution have an institutional mechanism to admit students whose aptitude, academic interests, and educational goals align with its mission and objectives?	Yes	Green	4
2	Does the institution have a transparent, reliable, inclusive, and well-defined admission and enrolment policy that enables quality learning and produces skilled, responsible graduates?	Well - practiced	Green	4
3	Does the institution have a progression policy that supports independent learning and enhances students' analytical, critical, and creative thinking?	Policy should be uploaded on Webpage	Blue	3
4	Does the institution have a policy for certification and awarding of credit that reflects achievement of intended learning outcomes (ILOs)?	Yes	Green	4
5	Does the institution have a robust assessment/examination mechanism to ensure that credits and qualifications are awarded based on demonstrable learning outcomes and academic standards?	Yes	Green	4
6	Does the institution ensure that the scheduling and frequency of assessments are pedagogically sound, appropriately distributed, and aligned with the intended learning outcomes, thereby effectively supporting student learning and progression?	Well - practiced	Green	4
7	Does the institution publish and consistently implement clear mechanisms, criteria, and SOPs for the marking and grading of assessments to ensure fairness, transparency, and standardization?	Implemented	Green	4
8	Does the institution have robust mechanisms for marking and moderation that incorporate both internal checks and external stakeholder expertise to ensure fairness, consistency, and academic integrity?	Yes	Green	4
9	Does the institution ensure that students receive appropriate and timely feedback on assessed work that promotes learning and supports academic improvement?	Well - practiced	Green	4
10	Does the institution publish and implement a transparent, well-defined academic appeals procedure that ensures impartiality, protects student rights, and allows for timely resolution?	Yes	Green	4

Standard 10:
Student Support Services

S. No.	EOI	Remarks	Color	Parameters
1	Does the institution have a mechanism to include the student voice in decision-making for academic improvement?	Limited	Blue	3
2	Does the institution have a mechanism for developmental and remedial learning opportunities, especially in areas critical to students' future success?	Pilot Project in working; tracking of weak students through CMS and peer mentorship program	Blue	3
3	Does the institution have an institutional mechanism and defined forums to resolve students' grievances in a timely manner?	Implemented	Green	4
4	Does the institution have a well-defined mechanism to ensure equal opportunity and resources for extracurricular activities for all students (males and females)?	Yes	Green	4
5	Does the institution provide basic quality services such as a clean cafeteria, equipped library, common rooms for female students, psychological counselling, and medical/ambulance support?	All basic quality services functional and available	Green	4
6	Does the institution have a well-defined policy and mechanism for developing a Student Council for Academic Learning & Enhancement (SCALE) with rules, constitution, and SOPs for QA-related engagement?	(SCALE) to be made part of IQC in Upcoming Academic Year 2025-2026	Green	4
7	Does the institution solicit and use student and stakeholder feedback in designing and delivering student support services?	Limited	Green	4
8	Does the institution ensure that everyone involved in supporting student learning is appropriately qualified, supported, and developed?	Yes	Green	4
9	Does the institution ensure that adequate and accessible learning resources (labs, libraries, tutorials, counselling) and student support are provided?	Ensured	Green	4
10	Does the institution maintain physical, virtual, and social learning environments that are safe, accessible, and respectful for all students?	Yes	Green	4
11	Does the institution ensure readily available social and recreational facilities, including student societies and clubs?	Fully Available	Green	4
12	Does the institution have a formal policy and structure for alumni engagement, including database management, feedback mechanisms, and budgeted alumni association activities?	Practiced	Blue	3

Standard 11:
Impactful Teaching and Learning and Community Engagement

S. No.	EOI	Remarks	Color	Parameters
1	Is there an environment that supports the use of technology in the classroom and encourages academic professionals to use their Pedagogical expertise to improve teaching and learning?	Well in Place	Green	4
2	Are there opportunities for learning and ways of teaching through faculty development and educational scholarship?	Limited	Yellow	2
3	Is there a system to assist students in realizing that it is their responsibility to participate in learning opportunities, monitor their work and advance their academic development by providing them with regular opportunity to reflect on feedback and conduct discussions with faculty members?	Well - Practiced	Green	4
4	Do you have any institutional mechanisms in place to teach students about the Sustainable Development Goals (SDGs) and encourage them to actively interact with the community to address local issues of concern through research and teaching methodologies?	Well - Practiced	Green	4

Standard 12:
Research, Innovation, Entrepreneurship and Industrial Linkage

S. No.	EOI	Remarks	Color	Parameters
1	Is there any institutional program or offices of research, innovation, and commercialization (ORIC), for promoting entrepreneurship and innovation?	Registration with HEC has been initiated	Blue	3
2	Do you have a well-considered intellectual property rights policy?	Yes	Green	4
3	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	Green	4
4	Is there any institutional program for Business Incubation Center, for promoting entrepreneurship and innovation?	Yes	Green	4
5	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 public/private organizations involved in trade and commerce, like a chamber of commerce.?	Policy Document on Signing Memoranda of Understanding and Local Business Community	Blue	3
6	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?	In place	Green	4
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	Green	4

Standard 13:
Fairness and Integrity

S. No.	EOI	Remarks	Color	Parameters
1	Do you have any policies or procedures that, if apply to all of your stakeholders, reflect the moral principles and values stated in your mission statement?	Need to institute policy on adherence to moral principles and values	Yellow	2
2	Do you have appropriate procedures in place to protect the rights of employees, teachers, and students?	Well in place	Green	4
3	Is there a transparent policy in place for all correspondence, including complaints and academic integrity?	Yes	Green	4
4	Is there a grievance committee for administrative staff, faculty, and students? Kindly provide copies of each with the approvals.	Separate grievance committees for each student, faculty and staff be constituted	Blue	3
5	Do you have HEC's plagiarism policy, how it is being implemented?	Implemented	Green	4
6	Is there a mechanism in place for online complaints and feedback on the website's main page that is properly supported by a clear and well-defined institutional mechanism to handle such complaints and feedback within a specific timeframe and provide a timely response on resolution back to the complainant (students/parents, faculty and staff)?	Shouldn't parents be included?	Blue	3
7	Do you have the appropriate policies in place to ensure that your institutional system of teaching, learning, assessment, research, and publications is fair and ethical?	Yes	Green	4

Standard 14:
Public Information and Transparency

S. No.	EOI	Remarks	Color	Parameters
1	Is your website responsive to mobile devices and easy to use?	Yes	Green	4
2	Is detailed information of the Board of Governors (BOG)/Syndicate members, including their name, designation, working email, and contact information (mobile/office number) available?	Available	Green	4
3	Are the contact details, including working email and office or cellphone number, of the Chancellor, President, Dean, Registrar, Controller of Exams, Student Affairs, and Director of QEC/ORIC provided?	Yes	Green	4
4	Are details about the faculty members, including their brief bio, working email, and contact details linked to each faculty member's department available?	Yes	Green	4
5	Is comprehensive information about the curricula, learning outcomes, and admission requirements, including fees and scholarships, available?	Available	Green	4
6	Is comprehensive information about approved policies, SOPs, statutes, rules, and regulations available?	Yes	Green	4
7	Is there a strategically placed search box on the website for easy navigation?	Yes	Green	4
8	Is there a map with the university's location available on the website?	Available	Green	4
9	Is there a strategically placed box for complaints/feedback with a robust institutional mechanism for resolution and redressal?	Yes	Green	4
10	Are evaluation/review reports by external QA bodies (QAA and accreditation councils) on both institutional and program reviews available?	QAA reviews need to be updated on the website	Blue	3
11	Is graduate employment information (e.g., what most graduates do after graduation) clearly presented and up-to-date?	Yes	Green	4
12	Are there opportunities for alumni engagement?	Yes	Green	4
13	Are there policies in place to ensure integrity and fairness in institutional systems of teaching, learning, assessment, research, and publications?	Yes	Green	4
14	Are there transparent procedures for handling issues, complaints, and appeals that are accessible to students, faculty, and administration?	Yes	Green	4

Standard 15:
Institutional Effectiveness, Quality Assurance and Enhancement (QEC)

S. No.	EOI	Remarks	Color	Parameters
1	Do you have procedures and policies in place that are clearly defined and that guarantee ongoing institutional improvement in terms of faculty instruction, student learning, educational programs, and administrative and educational support services?	Yes	Green	4
2	Does the HEI ensure that every faculty/department and program reflect on its performance and collects, analyses, and uses relevant qualitative and quantitative information for the effective management and continuous improvement of its programs and other activities?	Yes	Green	4
3	Does the institution have robust mechanisms to create and sustain an environment in which students and other stakeholders participate in internal quality assurance processes?	Yes	Green	4
4	Does the university make sure that the quality assurance procedure is compliant with external assessment and quality assurance precepts, both at national and international levels?	Yes, Available	Green	4
5	Does the institution ensure that internal quality assurance procedures and resulting action plans from cyclical program reviews are monitored for effective implementation?	Yes	Green	4
6	Does the university ensure all the policies are made through engagement of stakeholders for shared governance and collective wisdom, which includes the adoption of HEC and other government policies.	Yes	Green	4
7	Does 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, responsibility, collective wisdom, and institutionalization of a quality culture?	Yes	Green	4
8	Does the university 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?	Yes	Green	4

Standard 16:
CQI and Cyclical External Quality Assurance

S. No.	EOI	Remarks	Color	Parameters
1	Does the institution 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?	Yes	Green	4
2	Is there a strong and reliable system for following up and closing the loops?	Yes	Green	4

Recommendations

1. It is recommended to develop a formal policy and establish a Planning and Development Committee to implement structured mechanisms for the planning, execution, monitoring, and evaluation of infrastructure projects. This will also support the effective and efficient allocation of academic resources across the institution.
2. Gap exists in stakeholder engagement, particularly the involvement of students, in institutional decision-making processes. Mechanisms for inclusive participation should be strengthened.
3. BNU should initiate a formal Training Needs Assessment (TNA) process and organize a structured series of faculty development programs based on the identified needs.
4. Faculty Handbook should be developed and disseminated among all faculty members to provide clear guidance on academic policies, responsibilities, and institutional procedures.
5. There is a need to formulate a structured policy for career development and faculty retention to ensure long-term engagement and professional growth of academic staff.
6. There is currently a lack of structured funding opportunities for student-led research projects.
7. Separate grievance committees for each student, faculty and staff be constituted
8. Wi-Fi coverage needs to be strengthened throughout campus.
9. Cafeteria space needs to be upgraded as there is space issues for students
10. Transport facilities needs to be enhanced.
11. Regular alumni surveys & Faculty Satisfaction survey, in line with HEC guidelines, should be conducted to gather feedback for institutional improvement and to enhance alumni engagement.



Result

The results related to EOIs (129) are as follows:

Color (Parameters)	Numbers
Green	101
Blue (3)	19
Yellow (2)	06
Grey (1)	03
Total	129
Average Parameter	

The Beaconhouse National University Lahore, had scored ----- in Color, states that the university is under **EIR** or-----



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