

# BEACONHOUSE NATIONAL UNIVERSITY



## Institutional Performance Report (IPR) (2024-25)

**Prepared by**  
QUALITY ASSURANCE DEPARTMENT

## Table of Contents

<b>Section 1- Brief Description of Beaconhouse National University</b> .....	<b>3</b>
<b>Section 2- Track Record in Managing Quality and Standards</b> .....	<b>5</b>
<b>Section 3- Standards</b> .....	<b>6</b>
<b><u>Strategic Development</u></b>	
<b>Standard 1- Vision, Mission, Goals and Strategic Planning</b> .....	<b>6</b>
<b>Standard 2- Governance, Leadership and Organization</b> .....	<b>11</b>
<b>Standard 3- Institutional Resources and Planning</b> .....	<b>20</b>
<b>Standard 4- Audit and Finance</b> .....	<b>25</b>
<b>Standard 5- Affiliated Colleges/ Institutions</b> .....	<b>29</b>
<b>Standard 6- Internationalization of Higher Education and Global Engagement</b> .....	<b>30</b>
<b><u>Academic Development</u></b>	
<b>Standard 7- Faculty Recruitment, Development and Support Services</b> .....	<b>34</b>
<b>Standard 8- Academic Programs and Curricula</b> .....	<b>39</b>
<b>Standard 9- Admission, Progression, Assessment and Certification</b> .....	<b>47</b>
<b>Standard 10- Student Support Services</b> .....	<b>55</b>
<b>Standard 11- Impactful Teaching and Learning and Community Engagement</b> .....	<b>64</b>
<b>Standard 12- Research, Innovation, Entrepreneurship and Industrial Linkages</b> .....	<b>73</b>
<b><u>Institutional Development</u></b>	
<b>Standard 13- Fairness and Integrity</b> .....	<b>78</b>
<b>Standard 14- Public Information and Transparency</b> .....	<b>82</b>
<b>Standard 15- Institutional Effectiveness, Quality Assurance and Enhancement</b> .....	<b>86</b>
<b>Standard 16- CQI and Cyclical External Quality Assurance</b> .....	<b>90</b>

## Section 1- Brief Description of Beaconhouse National University (BNU)

Founded in 2003, BNU is Pakistan's premier not-for-profit Liberal Arts university. It was the only liberal arts university in the country at the time of its founding. BNU received the degree awarding charter by the Government of the Punjab in 2005. It offers instruction in the arts, design, architecture, humanities, behavioral and social sciences, media, information technology, education, and management sciences.

BNU's establishment was motivated by a commitment of its founders to improving higher education in Pakistan through a focus on the liberal arts approach to education, holistic development, global standards, community impact, and increased accessibility for deserving students. This vision continues to guide the university today.

Since its creation, BNU has acquired a reputation of being one of the country's leading universities pushing for social transformation. BNU fosters empowered and impactful global citizens in a diverse, socially sensitive, cross-disciplinary, liberal arts environment. The university retains its identity as an apolitical, equal-opportunity, national higher-education institution, fast-emerging as a world-class liberal arts hub of excellence. Having started with just 100 students and programs in the fields of visual arts and design, architecture, media, economics, and psychology, BNU today boasts over 3,000 students and 28 undergraduate and 7 graduate programs across its seven schools and one institute. These programs are spearheaded by our faculty that includes visionary pedagogues, renowned artists and designers, seasoned curators, international development experts, authors with published research and established practices, cutting across geo-cultural boundaries and in sync with globally prevalent ideas and narratives. The combination of academic grounding and professional experience among the faculty across our diverse set of disciplines offers BNU students a distinct advantage.

BNU's achievements during its 21-year existence are too many to recount. Within its first decade, the university was ranked second in General Universities (small) Category on Quality and Research Based Ranking by the Higher Education Commission (HEC). More recently, BNU's selection as a finalist in three distinct categories of the Times Higher Education (THE) Asia Awards 2025 is a testament to our undertaking of pure excellence in our academic delivery, conscientiousness to the environment, and community engagement. The university also hosts two academic and one policy Chairs and has vastly expanded its academic and industry partnerships within and beyond Pakistan. It remains the only university in Pakistan to host students from all South Asian countries under the UNESCO Madanjeet Institute of South Asian Art (UMISAA). Moreover, with 6,400 well-placed graduates, the university is set for multidimensional growth and expansion and is determined to continue enlarging its academic commitment while maintaining its small size.

**Vision**

To impact lives positively by providing education through innovative and rigorous endeavors in scholarship

**Mission**

To be a globally acclaimed hub of academic excellence known for its progressive and interdisciplinary liberal arts approach to education and recognized for its conceptually and practically-oriented research and inquiry that promotes responsible citizenry among its students and socioeconomic and cultural change in society

## **Section 2- The Track Record in Managing Quality and Standards**

BNU track record in managing quality is up to the mark. All the internal reviews and external reviews observations are closely monitored and compliance is ensured in true letter and spirit.

In this document, the action plans of reviews are attached for the reference.

## Section 3- Standards

### Strategic Development (Standards 1-6)

#### Standard 1: Vision, Mission, Goals and Strategic Planning

##### Expected Outcome Indicator EOI 1.1

#### **Does the institution's vision and mission are conceived and developed in consultation with the broader stakeholders?**

Vision and Mission are the key components of any organization. Vision and Mission determine the direction of the organization. The BNU Mission was first originated in the year 2005. It was approved by the University's Board of Governors in its 1st meeting held on November 22, 2005. It was first conceived by the Management Committee comprising Deans under the supervision of the Vice Chancellor which was later approved by the Board of Governors.

In 2012, BNU undertook a Vision 2020 initiative that commenced in 2010 and concluded in June 2012, resulting in the first revision of its Mission and Vision. The revised Mission and Vision of the University were subsequently approved by the Board of Governors during its 14th Meeting on June 6th, 2012.

In 2023, a new vision and mission committee was formed and various sessions were held with the academic and non-academic units of the university and after extensive discussions with its stake holders, BNU mission and Vision Statement were renewed. The revised statements are more dynamic, forward-thinking and action-based aimed at social innovation and transformation and they will be presented for approval in the upcoming BOG meeting.

#### **Evidence / Document**

- a. Minutes of 1<sup>st</sup> Meeting of BOG; Agenda Item 7 – [Annex 1.1 \(a\)](#)
- b. Minutes of 14th Meeting of BOG; Agenda Item 4 – [Annex 1.1 \(b\)](#)
- c. Revised BNU Introduction - [Annex 1.1 \(c\)](#)
- d. Minutes of the Meeting of Strategic Plan Committee- [Annex 1.1 \(d\)](#)

##### Expected Outcome Indicator EOI 1.2

#### **Does the institution ensure that the vision, mission and goals are consistent with the provisions in the charter, including territorial and academic jurisdictions?**

As a university, we absolutely ensure that our vision, mission, and goals are consistently aligned with the provisions outlined in our charter, including both our territorial and academic jurisdictions.

Our charter serves as the foundational document that defines our purpose, scope, and operational boundaries. Therefore, all strategic planning processes, from the initial articulation of our vision to the establishment of specific, measurable goals, are rigorously

cross-referenced with the charter's stipulations. In essence, the charter is our guiding compass, and we are deeply committed to ensuring that our vision, mission, and goals always point in the direction it dictates.

BNU is a Liberal Arts university which has been given charter to have following faculty:

- a) Faculty of Architecture
- b) Faculty of Education
- c) Faculty of Information & Computer Technology
- d) Faculty of Liberal Arts
- e) Faculty of Media and Mass Communication
- f) Faculty of Visual Arts and Design
- g) Faculty of Social Sciences
- h) Faculty of Management Sciences

Adhering to the list we are committed to produce high level professionals in the fields of Arts and Design, Architecture, IT, Media, Education, Social Sciences and Management Studies.

#### **Evidence / Document**

- a. BNU Charter- Annex-1.2 (a) Web Link: <https://www.bnu.edu.pk/portals/bnu-charter.pdf>
- b. Faculty of Management Sciences Notification- [Annex 1.2 \(b\)](#)

#### **Expected Outcome Indicator EOI 1.3**

**How the university ensure that the institution's mission and goals serve as the foundation for all its activities?**

BNU believes that an institution's mission and goals are integral part of its activities, and ensure that their mission and goals serve as the baseline for all activities by embedding them into strategic planning, governance, academic programming, and assessment processes.

Universities leadership and governing bodies use the mission to guide decision-making and resource allocation, while academic departments align curricula and research priorities accordingly.

Schools align their activities according to the institutional vision and mission and derive their mission and vision from the broader institutional vision and mission statements.

#### **Expected Outcome Indicator EOI 1.4**

**Does the university 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?**

BNU is currently engaged in its second exercise for its 2025-30 vision with a serious commitment to establishing the university's priorities and focus for both its overall objectives and individual academic and non-academic units. In addition to the enduring institutional values of inclusiveness, participative leadership, comprehensive academic freedom, and merit-based recruitment and admission policies, the university will also adopt a new set of values. These BNU Core Values has also been set in the renewed strategic plan.

These include openness, adaptability, flexibility, hybridity, agility, and tech-savviness. These new values will enable BNU to adapt to the rapidly changing market dynamics and increasingly challenging technological environment while maintaining its identity as a liberal arts institution.

### **Evidence / Document**

- a. BNU Strategic Vision 2020 – [Annex 1.4 \(a\)](#)
- b. Extract BNU Strategic Plan 2025-30 – [Annex 1.4 \(b\)](#)
- c. BNU Core Values - [Annex 1.4 \(c\)](#)

### **Expected Outcome Indicator EOI 1.5**

**Has the university maintained 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).?**

Yes, the university has a well-established strategic planning framework that serves as a guiding blueprint for all institutional activities. It outlines the university's mission, vision, core values, and long-term goals, ensuring alignment with national and international standards for higher education.

BNU has identified different KPIs in its Strategic Vision 2020 to evaluate and monitor progress through its four strategic goals which were:

1. Academic
2. Research
3. Financial
4. Campus & Community

As mentioned earlier, the current strategic planning 2025-30 is in process and the stakeholders are working on it. This strategic plan is in developing phase through a whole-of-institution approach with a participatory process involving key stakeholders, including faculty, administrative staff, students, alumni, and external partners.



BNU Strategic Plan draft 2025-2030, does not explicitly list "KPIs for the whole university", it does emphasize monitoring and evaluation of the strategic plan's progress against each academic and non-academic department through the VC secretariat. The new plan suggests a shift towards a more granular approach to KPIs, focusing on specific activities and responsible offices, rather than a broad university-wide set of KPIs.

As per the devised in the strategic plan, the schools and administrative departments will develop their own KPIs for their monitoring against their strategic plan.

#### **Evidence / Document**

- a. Refer to BNU Strategic Vision 2020- [Annex 1.5 \(a\)](#) (Page # 19)
- b. Extract BNU Strategic Plan 2025-30 - [Annex 1.5 \(b\)](#)
- c. List of KPIs in Strategic Vision 2020- [Annex 1.5 \(c\)](#)
- d. VC Email for feedback on the Strategic Plan 2025-30 – [Annex 1.5 \(d\)](#)
- e. School Level KPIs- [Annex 1.5 \(e\)](#)

#### **Expected Outcome Indicator EOI 1.6**

**Does the Institution 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?**

BNU has a well-organized and effective system in place to plan, check, and manage its academic as well as non-academic side to best serve its students and everyone else involved with the university.

The university ensures that its academic provisions align with national standards and international best practices through regular program reviews, faculty development initiatives, and the continuous upgrading of infrastructure such as libraries, studios, labs, and digital learning platforms. Academic planning is overseen by structured academic bodies like BOS, BOF and Academic Council, ensuring that curriculum development remains responsive to emerging trends and market needs.

Simultaneously, BNU places strong emphasis on non-academic resources, offering comprehensive student support services including counseling, career guidance, student societies, and health and wellness programs. The university actively engages with a broad range of stakeholders—including students, alumni, industry partners, and community members—whose insights inform institutional planning and resource allocation.

#### **Evidence / Document**

- a. SOPs for Planning and Evaluation – [Annex 1.6 \(a\)](#)

## Expected Outcome Indicator EOI 1.7

**Does the institution convey the importance of the systematic evaluations of mission, goals and strategic planning to inform decision making by ensuring stakeholders are well informed?**

BNU ensures stakeholders are well-informed about the crucial role of systematic evaluations in shaping our decisions through transparent communication and active engagement. The collaborative, whole-institution approach undertaken in drafting the strategic plan 2025-30 serves as a prime example of this.

Further, the decisions made at the Deans Council (DC) and Management Committee Meeting (MCM), are disseminated via regular email communications and concise video messages from the Vice Chancellor, ensuring a consistent flow of information across all levels of the university. Furthermore, BNU fosters an open dialogue through interactive town hall meetings with students, faculty/staff and stakeholder-specific sessions that are conducted by Vice Chancellor in order to have feedback for improvement. The valuable insights from these are integrated into the decision-making processes of the DC and MCM.

### **Evidence / Document**

- a. Extracts of BNU Strategic Plan 2025-30 – [Annex 1.7 \(a\)](#)
- b. VC updates of meetings – [Annex 1.7 \(b\)](#)
- c. Townhalls with faculty and staff – [Annex 1.7 \(c\)](#)
- d. Townhalls with students – [Annex 1.7 \(d\)](#)
- e. Strategic Planning Committee Meetings – [Annex 1.7 \(e\)](#)

## Standard 2: Governance, Leadership and Organization

### Expected Outcome Indicator EOI 2.1

**How the institution ensure that the system of organization and governance in the university is responsive to the present and future needs of the organization?**

BNU ensure that its system of organization and governance remains dynamic, responsive, and well-positioned to meet both current and future needs. BNU actively works to identify the needs of its stakeholders and make a strategy for addressing the identified need.

BNU promotes participatory governance by involving faculty, staff, students, and other stakeholders in decision-making through various councils and committees, ensuring diverse perspectives are considered.

#### **Evidence / Document**

- a. Authorities of the University – [Annex 2.1 \(a\)](#)
- b. Refer to BNU Charter - [Annex 2.1 \(b\)](#)

### Expected Outcome Indicator EOI 2.2

**How is it ensured 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?**

The entire mechanism in governance system at BNU is in compliance to its charter and statutes to maintain legality, transparency, and accountability. At BNU, the consistency of the organizational and governance system with the powers, functions, and requirements outlined in the university's charter, statutes, rules, regulations, and policies is ensured through a robust framework of compliance and oversight. The governance structure is clearly defined and operates under the authority granted by the Charter of BNU, which outlines the roles and responsibilities of all statutory bodies, including the Academic Council, Board of Directors and Board of Governors.

The Registrar's Office, in coordination with internal audit and legal advisory functions, ensures that all procedures adhere to institutional policies and statutory requirements.

Regular meetings of statutory bodies are conducted with properly maintained records to ensure transparency and accountability. Any amendments to governance structures or policies are routed through the appropriate statutory forums and are approved in accordance with the prescribed processes.

All University's regulations and policies are approved by Management Committee Meetings and Deans Council which are conducted every month. The approved policies are then made available on share point for easy access to faculty, staff, and students.

#### **Evidence / Document**

- a. BNU Charter Web Link: <https://www.bnu.edu.pk/portals/bnu-charter.pdf>

- b. Internal Audit Practice at BNU – [Annex 2.2 \(b\)](#)
- c. Organizational Chart - [Annex 2.2 \(c\)](#)
- d. Functions of the Statutory Bodies - [Annex 2.2 \(d\)](#)
- e. Summary of Statutory Meetings - [Annex 2.2 \(e\)](#)
- f. Meetings (BOS, BOF, BASR, Academic Council, FPC, Selection Board) FY 24-25 - Annex 2.2 (f) (Refer to the Hard Files-Available on Request)

### Expected Outcome Indicator EOI 2.3

**Is it ensured 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?**

BNU is supported comprehensively by a structured Board of Governors and Board of Directors comprising of eminent persons from Pakistan’s corporate sector and academic circles. Our leadership represents the best of the country's seasoned minds in terms of integrity, commitment and dedication to academic and philanthropic causes.

At BNU, the system of organization and governance is carefully structured to exercise prudence in policy development and decision-making, prioritizing the best interests of all stakeholders, with a special focus on students.

Policy formulation is grounded in a consultative and evidence-based approach, where input is sought from faculty, administrative staff, students, alumni, and industry partners through formal channels such as advisory boards, academic councils and departmental boards. The decision-making process emphasizes transparency and alignment with the university’s academic mission and ethical values.

Representatives of all the schools and administrative heads are present in MCM and DC for approval of any policy.

#### **Evidence / Document**

- a. BOD and BOG composition Web Link: <https://www.bnu.edu.pk/bnu-leadership>
- b. University Organogram-Schools and Management Offices - [Annex 2.3 \(b\)](#)

### Expected Outcome Indicator EOI 2.4

**Does the system of organization and governance have elements of good governance such as rule of law, accountability, effectiveness and efficiency, transparency, equity, and inclusion?**

BNU’s system of organization and governance undoubtedly incorporates these key elements. Institutional policies and procedures are grounded in legal and regulatory frameworks, ensuring that decision-making aligns with established laws and ethical standards. Accountability is upheld through clear roles, responsibilities, and regular performance evaluations at all levels. The university strives for effectiveness and

efficiency by promoting data-driven planning and resource management. Transparency is maintained through open communication channels, public disclosures, and stakeholder engagement. Furthermore, equity and inclusion are integral to the university's mission, reflected in policies that support diversity, equal opportunity, and inclusive participation across the academic and administrative spectrum.

Any relevant agenda is directed to relevant committee. After deliberation, the committee approved the decision and inform the concerned stakeholders accordingly.

#### **Evidence / Document**

- a. Formal Recruitment and Selection Policy – [Annex 2.4 \(a\)](#)
- b. VC E-Portal Domain - [Annex 2.4 \(b\)](#)

#### **Expected Outcome Indicator EOI 2.5**

**Does the university create and sustain an environment which enables teaching, learning and scholarship that promotes high-quality teaching and learning and promotes genuine, impactful research culture?**

BNU prioritizes excellence in teaching by recruiting qualified faculty, encouraging continuous professional development, and integrating modern pedagogical methods and technology-enhanced learning tools. Student-centered learning is promoted through interactive classrooms, studio-based teaching (where applicable), and continuous assessment strategies.

The University has established a robust and comprehensive Research Incentive Framework designed to effectively motivate and support faculty members in their scholarly pursuits. To further enhance research productivity and quality, Key Performance Indicators (KPIs) have been integrated into the faculty appraisal process. This approach ensures the promotion of a genuine, impactful research culture while aligning faculty performance with institutional research objectives. The research incentive framework has emerged as a best practice, demonstrating significant efficacy and garnering consistently positive engagement from faculty and colleagues.

In order to enhance, the capacity of the faculty, BNU offers a wider range of faculty development opportunities (both internal and external).

#### **Evidence / Document**

- a. BNU Faculty Incentive framework- [Annex 2.5 \(a\)](#)
- b. Research Incentive Policy and details of faculty benefited- [Annex 2.5 \(b\)](#)
- c. Permanent Faculty with Qualification Details – [Annex 2.5 \(c\)](#)
- d. Assessment Strategies- [Annex 2.5 \(d\)](#)

#### **Expected Outcome Indicator EOI 2.6**

**Does the university create and sustain an environment which promotes provision that is appropriate to the surrounding industry and the aspirations of its students?**

BNU actively fosters robust industry-academia linkages and establish strategic corporate partnerships to bridge the gap between academia and industry demands. These initiatives are designed to align educational provisions with evolving market trends, ensuring students are equipped with relevant skills and knowledge to meet industry expectations and pursue their professional aspirations effectively. One of our most impactful practices has been systematically mapping where our students are currently employed. By engaging with these organizations, we obtained actionable feedback on our students' skill gaps and areas for improvement. This feedback has been seamlessly integrated into our academic programs and institutional processes, enabling us to align more closely with industry standards and ensure our graduates are well-prepared for the workforce.

Also, BNU regularly organizes Guest Speaker Series with Industry Leaders, hold Recruitment Drives, Bootcamps with Industry (Digital Ocean, Google Learning Academy, IT Mustakbil Program) on weekly basis. Furthermore, The APAC Cyberclinic at BNU has commenced its operations from Spring 2025, where each semester students will be trained on cybersecurity best practices, who in turn will be training SMEs in the following semester. The on-going cyberclinic operations will be helpful in excelling in this regard.

For collaborations and enhancing industry-academia linkages, BNU has established a dedicated department, ORIP for this purpose.

Looking ahead, we plan to expand and deepen our industry-academia linkages, implement a mandatory three-month internship program to provide practical exposure, and further enhance the capabilities of the Career Development Center to facilitate these objectives.

### **Evidence / Document**

- a. BNU Corporate partners – Annex [2.6 \(a\)](#) & [https://drive.google.com/drive/folders/1tG32gD\\_7n7OJYKYa5O5F7MTfTzyS2Xlu?usp=sharing](https://drive.google.com/drive/folders/1tG32gD_7n7OJYKYa5O5F7MTfTzyS2Xlu?usp=sharing)
- b. Events Details – [Annex 2.6 \(b\)](#)
- c. APAC Cyberclinic Soft Launch – [Annex 2.6 \(c\)](#)
- d. Partnerships of BNU- Annex 2.6 (d)- <https://www.bnu.edu.pk/partnerships> & [https://drive.google.com/drive/folders/1fZEaa\\_iBnE-qoSMMSErBM7-J\\_zXrpqxb?usp=sharing](https://drive.google.com/drive/folders/1fZEaa_iBnE-qoSMMSErBM7-J_zXrpqxb?usp=sharing)
- e. Career Development Centre Policy - [Annex 2.6 \(e\)](#)

### **Expected Outcome Indicator EOI 2.7**

**Does the university create and sustain an environment which enables the effective functioning of all programs, and enables students to progress and achieve their learning objectives?**

Yes, Beaconhouse National University (BNU) actively creates and sustains an environment that supports the effective functioning of all its academic programs and enables students to progress and achieve their learning objectives. The university

ensures this through a combination of academic excellence, student-centered support services, and a well-maintained physical and digital infrastructure. Each program is designed with clear learning objectives and outcomes, aligned with national and international academic standards, and regularly reviewed to stay relevant and responsive to emerging trends and industry demands.

BNU fosters a conducive learning environment by maintaining small class sizes for personalized attention, engaging qualified faculty, and providing access to modern laboratories, studios, libraries, and digital learning platforms. Additionally, comprehensive student support systems—including academic advising, career counselling, mental health services, and extracurricular opportunities—are in place to holistically support student development. The university also promotes active learning through project-based work, internships, community engagement, and interdisciplinary collaboration, which enhance critical thinking and practical skills.

In order to ensure HEC and accreditation bodies guidelines, faculty-student ratio of 1:25 (theory classes) and 1:10 (studio classes). The School of Architecture and School of Visual Arts and Design are relevant in this regard. University encourages Interdisciplinary Final Year Project (FYP) and also pays incentive for this against its Faculty Incentive Framework.

Furthermore, each school has developed a portal for weak students. The purpose of this portal is to monitor the performance of weak students and to provide counseling to them for improving their academic performance.

### **Evidence / Document**

- a. Roadmaps 24-25-Refer to Prospectus-Web Link: <https://www.bnu.edu.pk/portals/pros-24-25-web.pdf>
- b. Learning Objectives and Outcomes of all academic Programs - [Annex 2.7 \(b\)](#)
- c. Mapping of Program Learning Outcomes (PLOs) with Course Learning Outcomes (CLOs) - [Annex 2.7 \(c\)](#)
- d. Weak students' portal on CMS/ITRC: <https://cms.bnu.edu.pk/eportal-dashboard> (intranet)

### **Expected Outcome Indicator EOI 2.8**

#### **Does the university create and sustain an environment in which students and other stakeholders participate in the governance system?**

Yes, the university is committed to creating and sustaining an inclusive and participatory environment in which students and other stakeholders actively considered in the governance system. Through the student affairs office; student clubs & societies and VC Portal, the university ensures that diverse voices are heard and considered in decision-making processes.

The University is in initial process of engaging and training of students on formal platforms like IQC and is intended to initiate it from Fall 2025.

### **Evidence / Document**

- a. IQC Notification - [Annex 2.8 \(a\)](#)
- b. Cafeteria Committee Notification - [Annex 2.8 \(b\)](#)

### **Expected Outcome Indicator EOI 2.9**

**Does the university 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?**

To ensure faculty members remain at the forefront of subject and pedagogical knowledge and to enhance the curriculum, BNU has integrated external experts into our Board of Faculty (BOF). These representatives provide critical insights and recommendations for updating and innovating the syllabus to align with contemporary industry standards and practices. Additionally, BNU has established the Success Lab, alongside executive training initiatives and tailored professional development programs. Faculty members from the School of Education, many of whom hold advanced doctoral qualifications, play a pivotal role in these efforts. They provide specialized training to other faculty members, enabling schools to refine their teaching strategies, research capabilities, and curriculum delivery based on shared expertise and best practices.

### **Evidence / Document**

- a. Success Lab Booklet and Schedule – [Annex 2.9 \(a\)](#)
- b. Participants of Success Lab 2024 - [Annex 2.9 \(b\)](#)
- c. BOS, BOF of all schools – [Annex 2.9 \(c\)](#)
- d. Faculty Trainings - [Annex 2.9 \(d\)](#)

### **Expected Outcome Indicator EOI 2.10**

**Does the university 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?**

BNU has a committed leadership that prioritizes student success and program completion. The university provides an inclusive academic environment by providing robust support systems for both learners and faculty. This includes academic advising, mentoring, and accessible resources that help students navigate their educational journey effectively.

Additionally, faculty and staff are empowered through professional development opportunities and institutional support, ensuring they are well-equipped to guide students toward successful completion of their programs.



The Quality Enhancement Cell fully supports the vision by gathering student feedback and based on the evaluation, the faculty is filtered and improved, refining our efforts to support student success.

### **Evidence / Document**

- a. Graduation and Retention rates over recent years. - [Annex 2.10 \(a\)](#)
- b. Details Faculty development programs (workshops, training, sabbaticals) provided by the university - [Annex 2.10 \(b\)](#)

### **Expected Outcome Indicator EOI 2.11**

#### **Does the university have leadership that engages effectively with students and wider stakeholder groups?**

Our leadership engages effectively with students and wider stakeholder groups through various initiatives. We host High Achievers Luncheons with the Deans and Vice Chancellor, providing a platform for students to interact directly with leadership. The Vice Chancellor also communicates regularly through a video message, sharing updates on general and BNU higher education matters. Additionally, the Vice Chancellor holds weekly walk-in sessions for students and faculty to discuss their concerns, and there is a VC portal that allows individuals to reach out to him and all administrative staff directly, with an anonymous option for added transparency and accessibility.

With the beginning of every semester, the VC holds Townhall meetings with new and existing students of all the schools of BNU. The Office of Student Affairs, in collaboration with the academic units and ITRC, organizes these townhall meetings.

For the future, we aim to establish a Proctorial Board consisting of top-performing students and general representatives from the student body, including those excelling in academia as well as extracurricular activities. This initiative will foster stronger student representation, providing a unified platform for students to voice their concerns and collaborate effectively with the administration.

### **Evidence / Document**

- a. BNU CMS Portal Web Link: <https://cms.bnu.edu.pk/login> (Intranet)
- b. Alumni Gala Pictorial Evidence Link: [https://drive.google.com/drive/folders/1-41wp\\_xJ0a8nnPhOu5B0pjLAREI0kG2v](https://drive.google.com/drive/folders/1-41wp_xJ0a8nnPhOu5B0pjLAREI0kG2v)
- c. High Achievers Lunch Pictorial Evidence Link: <https://drive.google.com/drive/folders/1NT5VboobQfBjJyC-wlliAj5LEQ0LTy2X>
- d. VC's video messages – [Annex 2.11 \(d\)](#)
- e. The townhalls and the schedules are communicated through emails - [Annex 2.11 \(e\)](#)

### **Expected Outcome Indicator EOI 2.12**

**Does the university 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?**

At BNU, the university leadership actively engages with faculty and staff, remaining fully aware of the challenges they face and responding with realistic and constructive management practices. The General Management of Quality Assurance (GM, QA) ensures that faculty workload aligns with the university's Faculty Workload Policy, taking into account their academic and professional responsibilities. Overall, BNU's leadership ensures a supportive, communicative, and well-structured environment that acknowledges and manages faculty pressures responsibly.

#### **Evidence / Document**

- a. Faculty Workload Policy – [Annex 2.12 \(a\)](#)
- b. Town Hall Meetings with Faculty and Staff - [Annex 2.12 \(b\)](#)

#### **Expected Outcome Indicator EOI 2.13**

**Does the university 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?**

The university recognizes the importance of continuous improvement in both academic and non-academic departments and is committed to developing mechanisms that incorporate student and faculty feedback into quality enhancement. While there are well-established institutional surveys such as the Graduating Students Survey, Faculty/Course Evaluation, and Faculty Self-Assessment Form that help assess academic quality and teaching effectiveness, we acknowledge that structured feedback mechanisms for non-academic departments—including the aforementioned departments—are currently limited within the existing premises.

However, as a step toward improvement, a survey was circulated in November 2023 via email to academic heads, seeking nominations for the most cooperative service department. This initiative marks the beginning of a broader plan to establish well-defined and structured feedback systems for all service units to ensure accountability, enhance service quality, and align with stakeholder expectations. The university is actively working towards institutionalizing such mechanisms against their responsibilities to better serve its community. Recently, a Library Satisfaction survey has been launched to gauge the satisfaction of library services of its users.

#### **Evidence / Document**

- a. Library Satisfaction Survey Web Link: <https://cms.bnu.edu.pk/library-survey> (intranet)- Annex [2.13 \(a\)](#)
- b. Spirit of Cooperation Awards and Higher Faculty Achievers - [Annex 2.13 \(b\)](#)
- c. Responsibilities of Administrative Departments defined in strategic plan Annex - [2.13 \(c\)](#)

## Expected Outcome Indicator EOI 2.14

**Does the university 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?**

The university is progressively implementing a well-thought-out business automation & digital transformation procedure and practices aimed at enhancing institutional productivity, operational efficiency, and the overall quality of services provided to stakeholders, particularly students. This focuses on streamlining administrative processes, integrating digital tools across academic and non-academic functions, and adopting data-driven decision-making frameworks.

Key areas such as admissions, student records, examination management, library services, and communication platforms are being digitized to ensure accessibility, transparency, and responsiveness.

The university is also investing in modern IT infrastructure and capacity building to support this transition, ensuring that both faculty and administrative staff are equipped to deliver services efficiently. The digital transformation journey is ongoing and guided by a clear roadmap that aligns with the university's commitment to excellence, innovation, and stakeholder satisfaction. Strategic Plan 2025-30 is the most evident document for the BNU Digital Transformation Strategy.

### **Evidence / Document**

- a. Extract BNU Strategic Plan 2025-30 - [Annex 2.14 \(a\)](#)
- b. CMS (Campus Management System) Web Link: <https://cms.bnu.edu.pk/login> (intranet)

## Standard 3: Institutional Resources and Planning

### Expected Outcome Indicator EOI 3.1

**Does the university 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?**

The university has a well-established internal process to plan and develop infrastructure, ensuring that the needs of students are effectively addressed. Infrastructure requirements are initially raised by the respective Dean or Head of Department (HOD) of the school. These needs are then deliberated in the Management Committee meeting (MCM), which includes all university academic and non-academic heads and is chaired by the Vice Chancellor. After comprehensive discussion of all relevant aspects, a final decision is made through mutual consensus, prioritizing the best interests of the students.

Academic resources such as libraries, laboratories, studios, and digital tools are regularly upgraded to keep pace with advancements in teaching and learning. Similarly, non-academic facilities including health and counseling centers, student common areas, and recreational spaces are evaluated and taken care off by Administrative Department of BNU for effectiveness and expanded based on student requirements. The Master Plan is in the renewal process and will be finalized in September, 2025.

#### Evidence / Document

- a. Existing BNU Master Plan – [Annex 3.1 \(a\)](#)
- b. Extract Strategic Plan regarding Infrastructure Expansion - [Annex 3.1 \(b\)](#)
- c. Infrastructure Plan with Timelines - [Annex 3.1 \(c\)](#)

### Expected Outcome Indicator EOI 3.2

**Does the university have institutional policies and mechanisms for infrastructure planning, development, execution, monitoring and evaluation?**

To ensure effective infrastructure planning and development, the university has established clear guidelines that emphasize strategic planning. These guidelines ensure that infrastructure development aligns with academic priorities and the university's long-term vision. Projects are required to adhere to environmental standards and incorporate sustainable practices. Additionally, budgeting and resource allocation are carefully managed to support infrastructure goals. It is also mandated that all infrastructure complies with accessibility standards, ensuring inclusivity for individuals with disabilities.

#### Evidence / Document

- a. Extract Strategic Plan regarding Infrastructure Expansion - [Annex 3.2 \(a\)](#)
- b. Infrastructure Plan with Timelines - [Annex 3.2 \(b\)](#)

### Expected Outcome Indicator EOI 3.3

**Does the university 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?**

Beaconhouse National University (BNU) provides adequate and readily accessible academic and non-academic resources to ensure quality learning opportunities for all students and to support them in successfully completing their studies.

BNU has a well-established system for the provision of quality academic and non-academic facilities. On the academic side, the university offers well-equipped classrooms, physical and digital libraries, computer labs, studios and access to a state-of-the-art Emerging Technologies Lab (ET Lab), which includes 3D printing facilities (resin and filament based) to support innovation and hands-on learning.

In terms of non-academic resources, BNU provides ample space for student engagement and well-being, including open lawns, common rooms for female students, prayer areas, cafeterias, and a tuck shop. A health and counseling center are available to support students' physical and mental well-being, with a gym and BNU merchandise facility to further enhance campus life.

In terms of resources allocated with respect to ITRC, BNU has dedicated labs for each school. The total number of labs are 12 and insides these labs more than 400 latest computers are installed for the students.

#### **Evidence / Document**

- a. BNU Facilities Document - [Annex 3.3 \(a\)](#)
- b. Gym Facility Web Link: <https://www.bnu.edu.pk/b-fit>
- c. Library Web Link: <https://library.bnu.edu.pk/>
- d. BNU Essentials Web Link: <https://www.bnu.edu.pk/bnu-essentials>
- e. Cafeteria and Bookshop Web Link: <https://www.bnu.edu.pk/cafeteria-resource-center>
- f. BNU Health Centre Web Link: <https://www.bnu.edu.pk/cafeteria-resource-center>
- g. Counseling Centre Web Link: <https://www.bnu.edu.pk/counseling-center>

### Expected Outcome Indicator EOI 3.4

**Does the university have adequate and readily accessible technological/virtual resources that enable students to achieve their learning objectives?**

BNU ensures digital readiness through a range of technological facilities, including a well-maintained Campus Management System (CMS) that supports online coursework, communication, and assessment. The university also offers access to a comprehensive digital library, enabling students to explore a wide range of academic resources remotely.

Additionally, the Emerging Technologies Lab (ET Lab) provides students with exposure to cutting-edge tools such as 3D printing, fostering innovation and practical learning across disciplines. High-speed internet access, multimedia-enabled classrooms,

computer labs with advanced software, studios equipped with modern tools and IT support services further enhance the digital learning experience on campus.

These resources collectively empower students to engage effectively with their academic programs in both physical and virtual environments.

#### **Evidence / Document**

a. CMS Screenshot – [Annex 3.4 \(a\)](#)

#### **Expected Outcome Indicator EOI 3.5**

**How the university demonstrate effective and efficient utilization and continued development of these (technological/virtual) resources to enable students to achieve their learning objectives?**

The university ensures that its technological infrastructure is not only accessible but also purposefully integrated into academic delivery. Regular training sessions for faculty and students are conducted to optimize the use of the Campus Management System (CMS), digital library, and other virtual platforms. Usage analytics and feedback mechanisms are employed to assess effectiveness and identify areas for improvement.

The labs are continuously updated with new tools and applications to keep pace with industry trends and promote hands-on learning. Moreover, the IT department provides ongoing technical support and regularly upgrades systems to ensure reliability and security.

Investment in digital teaching aids, multimedia classrooms, and hybrid learning capabilities reflects BNU's commitment to innovation and responsiveness. These efforts ensure that technological and virtual resources are not only well-utilized but are also evolving to meet the dynamic needs of students in achieving their academic goals.

#### **Evidence / Document**

a. CMS Screenshot – [Annex 3.5 \(a\)](#)

#### **Expected Outcome Indicator EOI 3.6**

**Does the university create and sustain an environment in which students and other stakeholders are able to give feedback about the resources used for teaching and learning?**

Currently, students can report issues and concerns related to academic and technological resources to the concerned departments and if not solved they can also apply through the university's E-portal, which serves as a direct channel for communication with the Vice Chancellor and then routed to the concerned department. This allows for timely resolution of problems and helps ensure that the learning environment remains supportive and responsive.

Additionally, BNU is planning to develop and introduce structured feedback mechanisms, such as surveys, to gather more comprehensive insights from students and stakeholders

regarding the available resources. This initiative aims to further enhance the evaluation and continuous improvement of teaching and learning resources in a systematic and data-informed manner.

#### **Evidence / Document.**

- a. Library Satisfaction Survey Web Link: <https://cms.bnu.edu.pk/library-survey>  
(Intranet) Annex 3.6 (a)

#### **Expected Outcome Indicator EOI 3.7**

**Does the university 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, the object of procurement brings value for money and the procurement process is efficient and economical?**

The university has established a set of well-defined and transparent working policies to ensure that all processes are conducted fairly and with integrity. These policies have been carefully developed to uphold institutional standards and best practices. The objective of BNU's procurement process is to achieve value for money while maintaining efficiency, economy, and integrity. The procedures are designed to promote competitive bidding, minimize the risk of corruption or favoritism, and ensure that all purchases support the university's academic and operational goals effectively. A comprehensive set of these policies is attached for reference.

#### **Evidence / Document**

- a. Procurement Policy - [Annex 3.7 \(a\)](#)
- b. Paper Conservation Policy - [Annex 3.7 \(b\)](#)
- c. Fixed Assets Disposal Policy - [Annex 3.7 \(c\)](#)
- d. Store Management Policy - [Annex 3.7 \(d\)](#)

#### **Expected Outcome Indicator EOI 3.8**

**Does the university 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?**

At BNU, we have developed a comprehensive strategy for generating alternative revenue through various channels, leveraging both local industries and our extensive network. The Office of Research, Innovation, and Partnerships (ORIP), through its Center for Grants and Corporate Alliances, plays a pivotal role in this effort. This center actively manages bids for donor-funded research projects and oversees corporate partnerships and training initiatives. Notable collaborations include the CEO Summit conducted with the Punjab Education Commission, as well as funded projects from organizations such as Digital Ocean, the United States Institute of Peace, the Royal Norwegian Embassy, JS Bank, the UK Foreign, Commonwealth and Development Office, The Asia Foundation, the Consulate General of China in Lahore, Mudassir Sheikha Trust (Delaware, US), the

American Institute of Pakistan Studies, Habib Bank Limited, Oil & Gas Development Company Limited (OGDCL), the Pakistan Institute of Development Economics (PIDE), the National Center for GIS & Space Applications, BSS, FES, and W&M's Global Research Institute.

Additionally, we offer corporate training programs designed to enhance the professional development of individuals and organizations, tailored to meet the needs of various industries. We have also launched micro-credentialing initiatives to provide specialized learning opportunities, catering to the evolving demands of the workforce. Alumni engagement is another key focus, where we not only foster strong relationships with our graduates but also host annual alumni awards to recognize outstanding achievements, further strengthening our connections within the academic and professional communities.

Through these multifaceted efforts, we aim to contribute to the local economy, enhance industry collaboration, and create sustainable alternative revenue streams for the university.

### **Evidence / Document**

- a. BNU Grant Management Policy - [Annex 3.8 \(a\)](#)
- b. BNU Grant List - [Annex 3.8 \(b\)](#)
- c. Refer to Partnerships Web Link <https://www.bnu.edu.pk/partnerships>



## Standard 4: Audit and Finance

### Expected Outcome Indicator EOI 4.1

**Do the university have a financially robust plan which balances income and expenditure to create an annual surplus?**

BNU operates with a financially prudent and sustainable approach, ensuring a robust financial plan that effectively balances income and expenditure. The university is committed to maintaining fiscal discipline while supporting its academic and developmental goals.

By carefully managing its resources and diversifying revenue streams including tuition fees, endowments, grants, and philanthropic contributions, BNU aims to generate an annual surplus. This surplus is re-invested into the university to enhance infrastructure, academic programs, research initiatives, and student services, thereby ensuring long-term institutional growth and financial stability.

#### Evidence / Document

- a. BNU Income and Expenditure Statement FY 23-24- Annex 4.1 (a)- Web Link (Refer to Page# 2): <https://bnu.edu.pk/portals/Financial%20Report%202023-24.pdf>
- b. Policy how to use surplus (if any)-Investment Policy of BNU - [Annex 4.1 \(b\)](#)

### Expected Outcome Indicator EOI 4.2

**Does the university produce robust financial forecasts based on sound strategic planning which ensures the future financial viability of the institution?**

Yes, BNU produces robust financial forecasts grounded in comprehensive strategic planning, ensuring the institution's long-term financial viability.

Our forecasting process is closely aligned with the university's mission, vision, and strategic priorities, incorporating both short and long-term financial goals. We utilize data-driven models, scenario analysis, and rigorous risk assessments to anticipate challenges and seize opportunities.

These forecasts are regularly reviewed and updated to reflect changing economic conditions, policy developments, and institutional needs. This proactive and integrated approach enables informed decision-making, efficient resource allocation, and sustainable investment in academic excellence, infrastructure, and student support services, thereby safeguarding the university's future stability and growth.

#### Evidence / Document

- a. Scenario/Sensitivity Analysis for FY 24-25 - [Annex 4.2 \(a\)](#)
- b. Financial Forecasting Reports for FY 24-25 - [Annex 4.2 \(b\)](#)

### Expected Outcome Indicator EOI 4.3

**Does the university have rigorous and independent scenario and contingency planning to ensure that sustainable levels of cashflow and investment are maintained?**

Yes, BNU operates rigorous and independent scenario and contingency planning processes to ensure sustainable levels of cash flow and investment are consistently maintained. These planning mechanisms are embedded within the university's broader financial management framework and are designed to proactively address potential risks and uncertainties.

Multiple financial scenarios ranging from optimistic to adverse are regularly developed and analyzed to test the resilience of our financial strategies.

Contingency plans are established and reviewed periodically to ensure swift and effective responses to changing circumstances. This disciplined approach supports prudent financial stewardship, enabling the university to sustain operations, meet strategic objectives, and continue investing in academic excellence and infrastructure development.

#### **Evidence / Document**

- a. BNU Contingency Plans - [Annex 4.3 \(a\)](#)

### Expected Outcome Indicator EOI 4.4

**Does the university operate a funding system that provides value for money and works for students?**

BNU operates a funding system that is designed to provide value for money and effectively support students throughout their academic journey. The university ensures that financial resources are allocated efficiently to enhance the quality of teaching, learning facilities, research opportunities, and student support services. Tuition fees and other charges are reviewed every academic year to ensure fairness and transparency, while various scholarships, financial aid programs, and flexible payment options are available to make education accessible and affordable for our BNU student's body.

#### **Evidence / Document**

- a. BNU's Scholarship Philosophy and Policy - [Annex 4.4 \(a\)](#)
- b. Scholarships at BNU Web Link: <https://www.bnu.edu.pk/scholarships>
- c. BNU Fee Policy-(Refer to Pg# 3)-Annex 4.4 (c) <https://bnu.edu.pk/portals/new-fees-policy.pdf>
- d. Financial Aid Programs at BNU – [Annex 4.4 \(d\)](#)

#### Expected Outcome Indicator EOI 4.5

##### **Does the university have a well-thought-out policy to maintain and grow an endowment fund (private sector HEIs)?**

Yes, BNU has a well-thought-out mechanism in place to maintain and grow its endowment fund, reflecting a strategic commitment to long-term financial sustainability and academic excellence. The university actively engages with alumni, philanthropists, corporate partners, and other stakeholders to attract private contributions and build a diverse portfolio of endowment assets.

Clear investment guidelines and governance structures ensure that the fund is managed prudently, with a focus on preserving capital, generating steady returns, and supporting priority areas such as scholarships, research, faculty development, and infrastructure. Regular performance reviews and transparent reporting practices further strengthen confidence among donors and stakeholders, enabling the continued growth and impact of the endowment.

##### **Evidence / Document**

- a. Endowment Fund Resources - [Annex 4.5 \(a\)](#)
- b. Endowment Fund Deed - [Annex 4.5 \(b\)](#)
- c. Endowment Fund for the FY 24-25 - [Annex 4.5 \(c\)](#)

#### Expected Outcome Indicator EOI 4.6

##### **Does the university provide at least 10% of students with financial support; fee exemptions and scholarships on a need basis?**

BNU is committed to promoting access and equity in higher education by providing financial support to students in need. The university ensures that more than 10% of its student body receives financial assistance through a range of merit and need-based scholarships, fee exemptions, and financial aid programs. These initiatives are designed to support academically deserving and economically disadvantaged students, enabling them to pursue higher education without financial barriers. The allocation of aid is carried out through a transparent and equitable process, and the university continuously reviews its policies to expand support in line with student needs and institutional capacity.

##### **Evidence / Document**

- a. Refer to BNU's Scholarship Philosophy and Policy - [Annex 4.6 \(a\)](#)
- b. Graduate Programs Merit and Need Based Scholarships FY 24-25 - [Annex 4.6 \(b\)](#)
- c. Under Graduate Programs Merit and Need Based Scholarships FY 24-25- [Annex 4.6 \(c\)](#)

#### Expected Outcome Indicator EOI 4.7

##### **Does the university have well-defined policies and/or institutional mechanisms for its annual accounts to be audited by competent auditors?**

The university follows a transparent and rigorous financial reporting framework aligned with national and international accounting standards. Each year, external audits are conducted by reputable audit firms approved by the BOG to ensure the accuracy, integrity, and compliance of financial statements.

These audits are complemented by internal controls and periodic reviews conducted by the university's internal audit department. The findings and recommendations from audits are reported to the BOG and relevant committees, reinforcing accountability and continuous improvement in financial management.

#### **Evidence / Document**

- a. 19<sup>th</sup> FPC agenda of appointment of external auditor for FY 23-24-Agenda Item 3 [Annex 4.7 \(a\)](#)
- b. Budget Approval Extract for appointment of External Auditor - [Annex 4.7 \(b\)](#)
- c. Audit report representation to BOG - [Annex 4.7 \(c\)](#)

#### **Expected Outcome Indicator EOI 4.8**

#### **Does the university have institutional mechanism to take all the statutory positions, including Deans, on board for necessary annual budgeting?**

Yes, BNU has a structured institutional mechanism to ensure that all statutory positions, including Deans and other key academic and administrative heads, are actively involved in the annual budgeting process. The university adopts a participatory approach, where budget planning is decentralized to include input from faculties, departments, and administrative units. Deans play a crucial role in proposing and prioritizing resource allocations based on academic goals, departmental needs, and strategic objectives. These inputs are consolidated, reviewed, and aligned with the overall institutional strategy before final approval by the FPC and BOG.

#### **Evidence / Document**

- a. Budgetary and Control Procedures - [Annex 4.8 \(a\)](#)
- b. Extract-Approval of Budgetary and Control Procedures – [Annex 4.8 \(b\)](#)
- c. Budget Preparation schedule to each department- [Annex 4.8 \(c\)](#)
- d. Budget 24-25 approval in BOG-Extract-37<sup>th</sup> Meeting - [Annex 4.8 \(d\)](#)

**Standard 5: Affiliated Colleges/Institutions**

Not Applicable in the context of BNU as it has no affiliated institutions

## Standard 6: Internationalization of Higher education and Global Engagement

### Expected Outcome Indicator EOI 6.1

**Does the university 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 programs, collaborative research, academic improvement, improving governance and QA mechanisms)**

BNU has established Memoranda of Understanding (MOUs) with numerous international universities across the globe. These partnerships facilitate a wide range of collaborative initiatives, including faculty and student exchange programs, which enhance cross-cultural academic experiences. Additionally, we are also engaged in establishing staff exchange programs, providing opportunities for our faculty and staff to gain valuable exposure and experience in diverse academic environments.

Our future goal is to broaden the scope of our international collaborations by identifying universities with diverse academic programs and innovative course offerings. This expansion will provide our students and faculty with a wider range of academic experiences, fostering cross-cultural exchange, research collaboration, and professional growth. By actively pursuing these opportunities, we aim to further enhance the academic and professional development of our community.

#### **Evidence / Document**

- a. BNU's Academic Partnerships' Data - [Annex 6.1 \(a\)](#)
- b. BNU's Academic Partnerships-updates - [Annex 6.1 \(b\)](#)
- c. Signed MOUs (contracts)- Annex 6.1 (c) (Refer to hard file of MOUs - Available on Request)
- d. Academic MOUs: [https://drive.google.com/drive/folders/1fZEaa\\_iBnE-goSMMSErBM7-J\\_zXrpqxb?usp=sharing](https://drive.google.com/drive/folders/1fZEaa_iBnE-goSMMSErBM7-J_zXrpqxb?usp=sharing)  
Corporate MOUs:  
[https://drive.google.com/drive/folders/1tG32gD\\_7n7OJYKya5O5F7MTfTzyS2Xlu?usp=sharing](https://drive.google.com/drive/folders/1tG32gD_7n7OJYKya5O5F7MTfTzyS2Xlu?usp=sharing)
- e. BNU Partnerships Web Link: <https://www.bnu.edu.pk/partnerships>

### Expected Outcome Indicator EOI 6.2

**Does the university 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?**

Indeed, BNU places significant emphasis on and actively supports our QEC in their initiatives to integrate international best practices into our university processes. QA staff actively participate in national and international training programs and workshops, with all associated financial expenses covered by the university.

General Manager, QA discuss the insights gained through these trainings in Management Committee Meetings (MCM), and after deliberate discussion with Deans and Heads, necessary changes are implemented within the university (if required).

### **Evidence / Document**

- a. Workshop/trainings national/international - [Annex 6.2 \(a\)](#)
- b. Payments of workshops - [Annex 6.2 \(b\)](#)
- c. QA Network/ memberships - [Annex 6.2 \(c\)](#)

### **Expected Outcome Indicator EOI 6.3**

#### **Is the university ready/prepared to get the programs /institution accredited by the international accreditation agencies?**

Accreditation is a pivotal process for BNU. Our four programs fall under the purview of national accreditation councils. We currently don't have any international accreditations but are planning to attain them after excelling in our programs at national level. We believe that focusing on national accreditation, first, is a smart approach as it establishes a strong foundation and demonstrates our institution's commitment in meeting quality standards both at national and international standards.

Our existing collaborations with international institutions like Washington State University and the Hashoo School of Hospitality Management etc. demonstrate our understanding of and engagement with the curriculum offered based on international educational benchmarks.

### **Evidence / Document**

- a. National Accreditation Certificates – [Annex 6.3](#)
- b. BNU Partnerships Web Link: <https://www.bnu.edu.pk/partnerships>

### **Expected Outcome Indicator EOI 6.4**

#### **Does the university encourage students and faculty in academic mobility by supporting them to apply to such international student/faculty exchange opportunities?**

BNU encourages academic mobility for students and faculty by facilitating international exchange opportunities. We organize seminars with global university representatives and host an annual university fair at BNU. Scholarship and application deadlines are regularly shared via email, ensuring timely updates. These initiatives are supported through our MOUs with international universities, providing access to a variety of exchange programs and fostering global collaboration.

In the future, we aim to forge partnerships with more international universities through Memoranda of Understanding (MOUs) and invite them to conduct sessions that will inform our students about exchange programs, graduate programs, and PhD opportunities.

Furthermore, we are actively enhancing the Career Development Center, which will be responsible for managing these initiatives.

### **Evidence / Document**

- a. Refer to BNU's Academic Partnerships and updates - [Annex 6.4 \(a\) & 6.4 \(b\)](#)
- b. Career Development Centre Policy - [Annex 6.4 \(b\)](#)

### **Expected Outcome Indicator EOI 6.5**

#### **Is there an institutional mechanism to accept international students and international credit transfers in consultation with HEC and relevant authorities?**

We follow the guidelines set forth by the Higher Education Commission (HEC) in Pakistan for the admission of international students. Our admissions criteria for undergraduate and graduate programs outline the minimum eligibility requirements, which often include equivalence certificates from the Inter Board Committee of Chairmen (IBCC) for international qualifications like O-Levels, A-Levels, High School Diplomas, and the International Baccalaureate.

Regarding international credit transfers, BNU considers these on a case-by-case basis. The relevant academic schools and the Equivalence committee evaluates transcripts and course content from recognized international institutions. Several factors are taken into account, including the grades achieved, the relevance and equivalence of the courses to our programs, and the accreditation of the previous institution. Generally, credit hours of only those courses shall be transferred which shall have C and above grade in Bachelors or B and above grades in Master programs in semester system. It's also important to note that a significant portion of the degree requirements (usually at least 60% of the credits) must be completed at BNU.

We do have international students (SAARC students). They are supported by the South Asia Foundation and the UNESCO Madanjeet Singh Institute of South Asian Arts [UMISAA]. They are accepted at BNU under the provision of HEC.

### **Evidence / Document**

- a. Admission Criteria of all degree programs Web link:  
<https://www.bnu.edu.pk/admissions-criteria>
- b. BNU Credit Transfer Policy- [Annex 6.5 \(b\)](#)
- c. Transfer Students List - [Annex 6.5 \(c\)](#)
- d. List of foreign students till date - [Annex 6.5 \(d\)](#)

### **Expected Outcome Indicator EOI 6.6**

**Does the university 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?**



BNU has offered google learning academy. These Google Career Certificates (GCC) are open to all BNU students to earn BNU semester credits by choosing them as electives offered under the School of Computer & IT (SCIT).

Students may register for any studio or theory elective within the school/department that may enrich their research during graduation in their respective degree programs. In addition to this, Global Classroom initiated by MDSVAD offers courses with national and international faculty members.

Our future plan is to Introduce workshops built into the curriculum, involving practitioners and collaborating with institutes globally. Also planning for the Conception & implementation of Nano-Degrees based on future needs and evolving context.

#### **Evidence / Document**

- a. BNU Google Learning Academy: <https://www.instagram.com/p/Cw-Q5jao7WY/>
- b. Global Classroom Catalogue 2020 - [Annex 6.6 \(b\)](#)
- c. Global Classroom offered by MDSVAD web link: <https://glo.bnu.edu.pk/>
- d. MDSVAD Elective Handbooks – [Annex 6.6 \(c\)](#)

#### **Expected Outcome Indicator EOI 6.7**

#### **Does the institution is prepared and participate in various universities' ranking initiatives?**

The BNU Quality Assurance department is actively engaged in participating in various university ranking initiatives. This year, we have successfully entered submissions for prestigious rankings such as QS, THE, and UI Green Metric. Our efforts underscore our commitment to benchmarking our institution against global standards of excellence. As a result of our commitment BNU has been ranked in QS Asia Rankings 2025, THE Impact Rankings 2024 and UI Green Metric Rankings 2024.

#### **Evidence / Document**

- a. BNU Ranking Certificates - [Annex 6.7 \(a\)](#)

## **Academic Development (Standards 7-12)**

### **Standard 7: Faculty Recruitment, Development and Support Services**

#### **Expected Outcome Indicator EOI 7.1**

**Does the institution should ensure that it recruits, retains and develops a body of faculty that could serve the institutional purpose of providing?**

- i. Quality learning opportunity for the students**
- ii. Research contributions that serve the community and the country**

BNU strives to achieve its institutional purpose of providing quality learning opportunities and impactful research, its approach to faculty recruitment, retention and development is guided by the following principles:

#### **i. Quality Learning Opportunities for Students:**

BNU seeks to recruit and retain high-quality faculty by focusing on three key areas: recruitment, retention and development. For recruitment, the university looks for individuals with strong academic backgrounds, often including foreign PhDs, and demonstrated expertise, teaching ability, and relevant industry experience, emphasizing strong communication and pedagogical skills to foster a dynamic learning environment. To retain these faculty members, BNU cultivates a stimulating, competitive, and collaborative academic culture, providing opportunities for professional growth and valuing diverse perspectives and academic freedom. Finally, BNU is committed to continuous faculty development, offering training to ensure educators remain current in their fields and are equipped with the latest pedagogical and research methodologies, ultimately enhancing the quality of learning experiences for students.

#### **ii. Research Contributions Serving the Community and the Country:**

BNU is committed to fostering a strong research culture among its faculty, focusing on recruitment, retention and development. In terms of recruitment, BNU actively seeks faculty with a strong research orientation and a proven track record, prioritizing those whose research interests align with national priorities and have the potential for societal impact. To retain these research-active faculty, the university cultivates a culture of innovation, providing resources and support for meaningful academic dialogues and impactful research agendas. Finally, BNU supports faculty development in research through various means, including access to facilities, promotion of collaborations, and opportunities for presenting and publishing findings, exemplified by its Center for Policy Research (BCPR) and its encouragement of interdisciplinary and external collaborations to enhance research relevance and impact.

## Evidence / Document

- a. Faculty Resume – [Annex 7.1 \(a\)](#)
- b. Student evaluations of teaching. – Annex 7.1 (b) [www.cms.bnu.edu.pk](http://www.cms.bnu.edu.pk) (intranet)
- c. Publication records (journals, conferences, books) – [Annex 7.1 \(c\)](#)
- d. External research grants secured. – [Annex 7.1 \(d\)](#)

## Expected Outcome Indicator EOI 7.2

**Does the institution 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?**

BNU ensures new faculty possess good communication and pedagogical skills through a formal recruitment policy that mandates presentations evaluated for these abilities using defined criteria by the selection board, as recorded in meeting minutes.

## Evidence / Document

- a. Formal Recruitment Policy – [Annex 7.2 \(a\)](#)
- b. Selection Committee Notification – [Annex 7.2 \(b\)](#)
- c. Selection Committee Meeting Minutes – [Annex 7.2 \(c\)](#)

## Expected Outcome Indicator EOI 7.3

**Is the institution 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?**

The institution ensures that all new faculty members have mandatory knowledge of the university's governance structure, charter, statutes, rules, regulations & possess good communication and pedagogical skills through well-structured and mandatory orientation programs. These programs are designed to familiarize new faculty with BNU's operational framework, legal foundations, and equip them with the necessary communication and teaching methodologies for effective engagement and assessment.

## Evidence / Document

- a. Orientation materials (handbooks, presentations, guides) - [Annex 7.3 \(a\)](#)

## Expected Outcome Indicator EOI 7.4

**Does the institution provide necessary support and facilitation to the faculty that include mechanisms to continuously provide training and capacity building of the faculty?**

Beaconhouse National University (BNU) supports its faculty by providing continuous training and capacity building through:

- Formalized Programs: Initiatives like "SE-EDx" (School of Education's platform) offer various workshops and courses.
- Professional Development: Encouraging participation in external training (e.g., PHEC programs) and providing opportunities for research and academic writing.
- Supportive Environment: Creating a culture that values continuous learning and professional growth, integrated with the university's academic vision.

### **Evidence / Document**

- a. List of training programs/workshops conducted in the last 1-3 years (dates, topics, number of participants) - [Annex 7.4 \(a\)](#)
- b. Budget allocation for faculty development - [Annex 7.4 \(b\)](#)
- c. Faculty feedback on training effectiveness – [Annex 7.4 \(c\)](#)

### **Expected Outcome Indicator EOI 7.5**

#### **Does institution have an institutional mechanism to provide necessary facilities and support to the faculty in career development and retention of quality faculty?**

Beaconhouse National University (BNU) supports faculty career development and retention through a multi-faceted approach. This includes formal retention policies, like the Lahore Business School's Faculty Retention Policy, which outlines clear guidelines for compensation, growth, and the work environment. BNU also emphasizes structured training programs, such as SE-EDx, for continuous skill enhancement, and is committed to providing "adequate training and development" to keep faculty current in their fields. Performance-based recognition is another key element, with mechanisms for evaluation, competitive compensation, incentives, and promotions. Furthermore, the university fosters a supportive work environment by focusing on job security, supervisory support, and a positive organizational culture. Finally, BNU encourages faculty involvement in research and scholarly opportunities to aid in their career advancement.

### **Evidence / Document**

- a. Faculty promotion policy document - [Annex 7.5 \(a\)](#)
- b. Data on faculty promotions - [Annex 7.5 \(b\)](#)
- c. Information on faculty grievance procedures - [Annex 7.5 \(c\)](#)
- d. Description of research infrastructure and facilities - [Annex 7.5 \(d\)](#)
- e. Career Development Centre Policy - [Annex 7.5 \(e\)](#)
- f. Research Incentive Policy and list of faculty availing the Incentive under the framework – [Annex 7.5 \(f\)](#)

## Expected Outcome Indicator EOI 7.6

### Does the institution assure the competence of the teachers and staff qualifications?

The GM (QA) oversees faculty recruitment to ensure alignment with HEC guidelines. Additionally, she diligently ensures that all staff positions are filled in accordance with statutory requirements, upholding the institution's commitment to regulatory compliance and excellence in staffing.

#### Evidence / Document

- a. Recruitment policies detailing minimum qualifications for each position - [Annex 7.6 \(a\)](#)
- b. Sample faculty CVs (anonymized or summary data) - [Annex 7.6 \(b\)](#)
- c. Faculty performance appraisal forms and policies. - [Annex 7.6 \(c\)](#)
- d. Summary data from student course evaluations. - Annex 7.6 (d)  
[www.cms.bnu.edu.pk](http://www.cms.bnu.edu.pk) (intranet)

## Expected Outcome Indicator EOI 7.7

### Is the institution assuring the relevant teaching and industrial experience, exposure of the teaching faculty?

BNU ensures its teaching faculty possess relevant teaching and industrial experience through a multi-pronged approach. Explicit hiring criteria consistently demand "demonstrated expertise, teaching, research, and industry experience" in job postings. The university also prioritizes practicing professionals as faculty, highlighting that many instructors are "well-known practicing professionals in their respective fields" who impart hands-on knowledge. This is further supported by an industry-connected curriculum across various programs that emphasizes practical experiences and real-world impact, necessitating faculty with relevant exposure. BNU also facilitates guest lectures and collaborations with industry leaders, exposing faculty to current trends, and forms partnerships with industry (e.g., Hashoo School of Hospitality Management) that integrate real-world relevance. Finally, faculty engagement in external projects, including research and consultancy, further enhances their industrial exposure and brings practical insights into their teaching.

#### Evidence / Document

- a. Job advertisements specifically requesting relevant experience - Annex 7.7 (a)  
<https://www.bnu.edu.pk/careers>
- b. Faculty profiles/CVs highlighting teaching experience, industry roles, consulting projects  
[Annex 7.7 \(b\)](#)
- c. Examples of industry collaboration or joint projects involving faculty- Annex [7.7 \(c\)](#)
- d. Academic MoUs: [https://drive.google.com/drive/folders/1fZEaa\\_iBnE-qoSMMSErBM7-J\\_zXrpqxb?usp=sharing](https://drive.google.com/drive/folders/1fZEaa_iBnE-qoSMMSErBM7-J_zXrpqxb?usp=sharing)

e. Corporate MoUs:

[https://drive.google.com/drive/folders/1tG32gD\\_7n7OJYKya5O5F7MTfTzyS2Xlu?usp=sharing](https://drive.google.com/drive/folders/1tG32gD_7n7OJYKya5O5F7MTfTzyS2Xlu?usp=sharing)

f. Evidence of faculty attending industry-specific training or conferences- [Annex 7.7 \(f\)](#)

### Expected Outcome Indicator EOI 7.8

**Does the institution ensure the availability of an adequate number of relevant and qualified full-time faculty members against each academic program as per international best practices and HEC guidelines?**

Yes, BNU ensures an adequate number of relevant and qualified full-time faculty members for each academic program by adhering to several key strategies. Firstly, all faculty candidates must explicitly meet HEC Guidelines for qualifications, such as PhDs or MS/M.Phil. degrees in relevant fields, and experience. Secondly, BNU maintains optimal faculty-student ratios, which can be as low as 1:7 in studio courses and typically 1:20 in theory classes, directly indicating sufficient faculty to provide personalized attention. The university also employs strategic recruitment by advertising for full-time faculty across its eight schools, specifying qualifications and expertise tailored to each program's needs. Given its diverse academic programs, BNU's ongoing recruitment efforts aim to ensure each is adequately staffed with specialized faculty. Lastly, the university's strong focus on full-time appointments through its recruitment drive ensures dedicated academic leadership and consistency within its programs.

#### **Evidence / Document**

a. Program-wise faculty lists with qualifications (degrees, areas of specialization) -

[Annex 7.8 \(a\)](#)

b. Enrollment data for each program - [Annex 7.8 \(b\)](#)

c. Table of student-to-faculty ratios per program/department - [Annex 7.8 \(c\)](#)

d. Reference to HEC guidelines on faculty numbers and qualifications (e.g., HEC

Minimum Criteria for PhD Faculty) - Annex 7.8 (d) (<https://www.bnu.edu.pk/careers>)

## Standard 8: Academic Programs and Curricula

### Expected Outcome Indicator EOI 8.1

**Is the institution have established transparent and comprehensive academic frameworks and regulations to govern how they award academic credit and qualifications?**

BNU operates under a robust and transparent academic framework, comprehensively detailed in its Academic Catalogue/Handbook, accessible to all students and faculty. This framework meticulously outlines policies on credit hours (typically aligning with HEC guidelines), standardized course numbering, a uniform letter-grade system with clear GPA calculations, specific attendance requirements with consequences, clearly defined academic probation criteria and support mechanisms, and comprehensive graduation requirements including credit hour completion, minimum GPA, and thesis/project specifications. Transparency and consistency are ensured through this central publication, with all amendments approved by the Academic Council and Syndicate and effectively communicated. The calculation and awarding of academic credits and qualifications are automated via the university's Campus Management System (CMS) for accuracy and efficiency, and transcripts clearly delineate earned credits and grades. Furthermore, BNU maintains a clear policy for credit transfers, evaluated individually to ensure academic equivalence.

#### **Evidence / Document**

- a. BNU Academic Catalogue/Handbook (latest edition) - Annex 8.1 (a) ([www.cms.bnu.edu.pk](http://www.cms.bnu.edu.pk)) (Intranet)
- b. BNU Statutes, Rules, and Regulations (specifically sections on Academic Affairs) - Annex 8.1 (b) <https://www.bnu.edu.pk/portals/pros-24-25-web.pdf>
- c. Sample Transcripts: Accessible through the CMS portal and provided upon request, clearly showing credit hours, grades, and cumulative GPA. - [Annex 8.1 \(c\)](#)
- d. Policy on Credit Transfer (extract from Academic Handbook/Registrar's Office policy document) - Annex 8.1 (d) <https://www.bnu.edu.pk/portals/pros-24-25-web.pdf>

### Expected Outcome Indicator EOI 8.2

**Does the University ensure the academic programs 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?**

Beaconhouse National University (BNU) is dedicated to international benchmarking, ensuring its academic programs and curricula are globally competitive. Each school, including SVAD, Architecture, SMC, SCIT, and SLASS, consistently benchmarks against leading international institutions and professional bodies (e.g., SCIT against ACM and IEEE, SVAD against renowned global art and design schools), incorporating cutting-edge topics and fostering interdisciplinary approaches with diverse electives. BNU emphasizes

innovative pedagogical methods to develop subject-specific skills, utilizing project-based learning, state-of-the-art labs and studios, simulations, industry visits, and specialized software tools. Ultimately, the meticulously crafted Program Learning Outcomes (PLOs) for each program are designed to directly foster internationally comparable subject skills, preparing graduates for global opportunities.

#### **Evidence / Document**

- a. Curriculum documents and detailed course outlines for each program - [Annex 8.2 \(a\)](#)
- b. List of specialized labs, software licenses, and equipment available - [Annex 8.2 \(b\)](#)
- c. Examples of student projects, portfolios, theses, and research outputs - [Annex 8.2 \(c\)](#)
- d. Records of Guest Lectures and Workshops featuring International Experts or Industry Professionals – [Annex 8.2 \(d\)](#)

#### **Expected Outcome Indicator EOI 8.3**

**Does the HEI have institutional mechanisms to ensuring availability of adequate number of relevant and qualified full-time faculty members against each academic program?**

BNU maintains robust institutional mechanisms to ensure an adequate number of relevant and qualified full-time faculty members for each academic program, acknowledging the direct link between faculty management and program quality. Each program maintains a detailed faculty list outlining the number of full-time, part-time, and visiting faculty, their qualifications and institutions, and their areas of specialization and industry experience. BNU consistently monitors and strives to maintain student-to-faculty ratios within HEC guidelines and international best practices, with data regularly reviewed by School Deans and the Academic Council. The faculty recruitment and allocation process are transparent and merit-based, involving a needs assessment by each program, a rigorous selection process.

#### **Evidence / Document**

- a. Program-wise faculty lists (current academic year) with their qualifications, designations, and specialization areas - [Annex 8.3 \(a\)](#)
- b. Enrollment data per program (current academic year) - [Annex 8.3 \(b\)](#)
- c. BNU Faculty Recruitment and Appointment Policies - [Annex 8.3 \(c\)](#)

#### **Expected Outcome Indicator 8.4**

**Does the university provide a supportive environment for faculty, staff evaluation, development and progression, the sharing of good practice, innovative teaching and scholarly activity?**



BNU prioritizes faculty and staff development to enhance academic program quality through a supportive environment, evidenced by formalized evaluation systems professional development opportunities mechanisms for promoting & recognizing innovative teaching and scholarly activity and various platforms for sharing best practices. Furthermore, BNU strongly emphasizes embedding universal academic skills like critical thinking, creativity, collaboration, communication, and commitment across all programs by explicitly integrating them into Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs). These skills are fostered through specific pedagogical approaches such as group projects, presentations, debates, problem-based learning, research assignments, theses, and internships, and assessed via rubrics, peer evaluations, and reflective essays. Beyond the curriculum, BNU offers numerous co-curricular and extra-curricular activities like student societies, leadership programs, community service initiatives, and university-wide events to further support the development of these essential skills.

### **Evidence / Document**

- a. Road maps for various programs: Showing where specific universal skills are introduced, practiced, and assessed across courses. - [Annex 8.4 \(a\)](#)
- b. Sample course outlines - [Annex 8.4 \(b\)](#)
- c. Descriptions of student societies, clubs, and other relevant co-curricular activities - Annex 8.4 (c) <https://www.bnu.edu.pk/societies-clubs>

### **Expected Outcome Indicator EOI 8.5**

**Does the university have developed 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?**

BNU ensures clearly defined policies and procedures for each academic program and qualification through documented Program Specifications, detailing rationale, aims, PLOs, curriculum, assessment, and graduation requirements, and program-specific Student Handbooks, which provide comprehensive information on course sequencing, prerequisites, and assessment regulations. These documents are central to program delivery, assessment, monitoring, and review, ensuring consistency and clarity for all stakeholders. The university employs clear procedures for program monitoring and review, including internal annual program reviews by departments/schools and cyclical comprehensive reviews, often involving external experts. BNU maintains a robust system for managing accurate records of study via a comprehensive Student Information System (SIS) for digital data, secure physical and digital archives for official files, and efficient procedures for issuing transcripts and degree scrolls. Furthermore, BNU has well-defined grievance redressal mechanisms for students regarding grades, records, or any academic matters, ensuring fairness and transparency.

## Evidence / Document

- a. Sample Student Handbook for a specific program: Providing evidence of student-centric documentation - [Annex 8.5 \(a\)](#)
- b. BNU Policies on Program Monitoring and Review: Official guidelines for internal reviews - Annex 8.5 (b) <https://cms.bnu.edu.pk/share-point-portal> (Intranet)
- c. Screenshots or description of the university's Campus Management System (CMS) - Annex 8.5 (c) (<https://www.cms.bnu.edu.pk>) (Intranet)
- d. Policy on Student Grievance - Annex 8.5 (d) <https://cms.bnu.edu.pk/share-point-portal> (intranet)

## Expected Outcome Indicator EOI 8.6

**Does the HEI have established and consistently improve implementation processes for the approval of taught programs 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?**

BNU employs a rigorous, multi-stage approval process for new academic programs and significant revisions, ensuring adherence to the NQF-P and international best practices. This process typically moves from initial development and review by the Departmental/School Committee, through detailed academic review and PLO finalization by the Board of Studies (BoS) and Faculty Board approval, culminating in comprehensive oversight and approval by the Academic Council. New MS/M.Phil/PhD programs are launched after acquiring NOC from HEC. Furthermore, new proposals undergo thorough benchmarking against national/international peer institutions and external subject experts are often consulted to ensure market relevance and academic rigor.

## Evidence / Document

- a. BOS/BOF minutes - Annex 8.6 (a)- Refer to the Hard Files (Available on request)
- b. Minutes of Academic Council - Annex 8.6 (b)- Refer to the Hard Files (Available on request)
- c. Copies of HEC NOCs for recently approved new programs - [Annex 8.6 \(c\)](#)

## Expected Outcome Indicator EOI 8.7

**Does the HEI ensure that rigorous processes for the monitoring and review of programs are implemented which 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)?**

BNU has institutionalized rigorous processes for the continuous monitoring and periodic review of all its academic programs to consistently meet both Pakistan's threshold academic standards (NQF-P) and BNU's internal academic precepts. The core of this process is the annual Self-Assessment Report (SAR) mechanism, facilitated by the Quality Enhancement Cell (QEC). Each program must prepare comprehensive SARs, analyzing PLO achievement, student data, faculty performance, resource adequacy, feedback from various stakeholders, and curriculum effectiveness. The QEC then facilitates reviews by internal panels and for comprehensive reviews, by external subject experts, who provide independent feedback. Based on SAR findings and review recommendations, each program develops detailed action plans for improvement, ensuring a cyclical process of self-assessment, review, and action planning for continuous quality enhancement and accountability.

**Evidence / Document**

a. Self-Assessment Reports (SARs) & Manual - Annex 8.7 (a)

[www.bnu.edu.pk/quality-assurance](http://www.bnu.edu.pk/quality-assurance)

b. Sample SARs from a few programs - Annex 8.7 (b)

[www.bnu.edu.pk/quality-assurance](http://www.bnu.edu.pk/quality-assurance)

c. PGPR Review Reports - [Annex 8.7 \(c\)](#)

d. Implementation plan and corrective actions - [Annex 8.7 \(d\)](#)

**Expected Outcome Indicator EOI 8.8**

**Does the university have a mechanism to regularly evaluate the quality of the curricula and system of evaluations vis à vis learning outcomes of the program and generate a program-wide report for continuous improvement; that includes conducting self-program review for effectiveness and enhancement (Self-PREE)?**

BNU has established rigorous mechanisms for the regular evaluation of its curricula and assessment systems to effectively measure learning outcomes and ensure continuous program improvement. BNU integrates aspects of Self-Program Review for Effectiveness and Enhancement (Self-PREE) within its broader Self-Assessment Report (SAR) framework, using it to directly measure PLO achievement, analyze program effectiveness, and identify areas for enhancement. These comprehensive program-wide SARs document SWOT analyses related to curriculum, faculty, resources, and student outcomes, serving as the basis for concrete action plans for continuous improvement, with the Quality Enhancement Cell (QEC) playing a vital role in synthesis and follow-up.

## Evidence / Document

- a. Minutes of Board of Studies/Borad of Faculty - [Annex 8.8 \(a\)](#)

### Expected Outcome Indicator EOI 8.9

**Does the HEI automate the mechanism of collecting, reviewing and analyzing periodic data to track the achievements of graduates and maintain reliability and validity of the result, the system of the exam, and the testimony about the students' skills and competence?**

BNU effectively leverages technology for reliable and valid data collection, review, and analysis to track student achievements and graduate competence. A comprehensive Campus Management System (SIS) and Learning Management System (LMS) are utilized to digitally record and store student data, track academic progression, and manage assessment results. To ensure examination reliability and validity,

## Evidence / Document

- a. Description of the CMS functionalities: Screenshots or detailed explanation of how these systems are used for data management - Annex 8.9 (a)

<https://cms.bnu.edu.pk/cvt> (intranet)

- b. Policies on examination conduct, result compilation, and grade appeals: Official university policies. - Annex 8.9 (b)

<https://bnu.edu.pk/portals/Examination-Rules-&-Regulations-2023-24-Updated.pdf>

### Expected Outcome Indicator EOI 8.10

**Does the HEI ensure that program is designed so that the student learning experience enables students to meet the objectives set for them, including the intended learning outcomes?**

BNU designs its academic programs with a student-centric approach, ensuring a cohesive, progressive learning experience that effectively enables students to achieve their intended learning outcomes (CLOs and PLOs). This is achieved through logically sequenced curricula, interdisciplinary connections, and capstone experiences that integrate applied learning. BNU employs a diverse range of teaching and learning methods, including lectures, tutorials, labs, studios, field trips, internships, flipped classrooms, blended learning, case studies, simulations, and debates, all tailored to different disciplines. A comprehensive support ecosystem fosters student success, offering academic advising, mentoring programs, remedial classes, learning support services, and disability support. Furthermore, BNU ensures a conducive learning environment with well-equipped labs and studios, extensive physical and digital library resources, robust IT infrastructure, and collaborative learning spaces.

## **Evidence / Document**

- a. Examples of innovative teaching practices (e.g., faculty portfolios, descriptions of unique course components) - [Annex 8.10 \(a\)](#)
- b. Description of academic support services (e.g., academic advising policy, details of writing center/tutoring services): Available from relevant departments/offices. - Annex 8.10 (b)
- c. Facilities description (e.g., details of labs, library resources, IT infrastructure) and how they support learning - [Annex 8.10 \(c\)](#)

## **Expected Outcome Indicator EOI 8.11**

### **Does the university ensure that program is designed so that they meet the needs of students, employers and wider society?**

BNU is deeply committed to ensuring its programs remain relevant and impactful, consistently meeting the evolving needs of students, employers, and wider society through systematic feedback mechanisms and proactive curriculum development. The university gathers systematic feedback from current students, alumni and prospective students, which is then systematically analyzed and directly integrated into curriculum review and development to ensure programs reflect current industry demands, equip graduates with relevant skills, and address societal challenges. Furthermore, BNU embeds societal impact and community engagement into its curricula through community engagement projects, research focused on societal challenges, and entrepreneurial initiatives. Finally, BNU actively tracks and promotes graduate employability and career progression through its Career Development Office, robust internship programs, and by highlighting alumni success stories.

## **Evidence / Document**

- a. Evidence of curriculum revisions based on market feedback: Specific examples of course additions, deletions, or content changes - [Annex 8.11 \(a\)](#)
- b. Data on graduate placement rates, types of jobs, and starting salaries: Quantitative evidence of employability. - [Annex 8.11 \(b\)](#)
- c. MOUs (Memoranda of Understanding) with industry partners for internships, projects, or research collaborations: Formal agreements supporting industry integration. - [Annex 8.11 \(c\)](#)
- d. Examples of community impact projects by students/faculty (e.g., project descriptions, reports): Showcasing societal relevance. - [Annex 8.11 \(d\)](#)

### Expected Outcome Indicator EOI 8.12

**Does the university ensure that qualifications resulting from a program be clearly specified and communicated and refer to the correct level of the National Qualifications Framework for higher education?**

BNU prioritizes clarity and compliance in specifying and communicating its qualifications, strictly adhering to the HEC's National Qualifications Framework for Pakistan (NQF-P). This information is transparently communicated to all stakeholders through official transcripts and degree scrolls, program handbooks and the university prospectus, the official BNU website, and by admissions and career counseling teams, ensuring widespread understanding of qualification standards and levels.

#### **Evidence / Document**

- a. Sample degree scrolls and official transcripts - Annex 8.12 (a) ([www.cms.bnu.edu.pk](http://www.cms.bnu.edu.pk)) (intranet)
- b. Program brochures - Annex 8.12 (b) ([www.bnu.edu.pk/bnu-program-finder](http://www.bnu.edu.pk/bnu-program-finder))

### Expected Outcome Indicator EOI 8.13

**Does the university ensure academic programs are outcomes-led and competency-based?**

BNU has fully embraced an Outcome-Based Education (OBE) approach in the design and delivery of all its academic programs, ensuring they are outcomes-led and competency-based through clearly defined Program Learning Outcomes (PLOs) aligned with NQF-P descriptors and Course Learning Outcomes (CLOs) that contribute to overall PLO achievement. Furthermore, BNU invests in training its faculty on OBE principles and practices to ensure consistent implementation across all programs.

#### **Evidence / Document**

- a. Program Specifications and Course Outlines - Annex 8.13 (a) [www.bnu.edu.pk/portals/pros-24-25-web.pdf](http://www.bnu.edu.pk/portals/pros-24-25-web.pdf)
- b. Road Maps: Demonstrating the systematic alignment between courses, PLOs, and NQF-P levels, showing how different courses contribute to specific outcomes - Annex [8.13 \(b\)](#)
- c. Final Year Projects samples – [Annex 8.13 \(c\)](#)

### Expected Outcome Indicator EOI 9.1

**Does the HEI ensure an institutional mechanism to admit students whose aptitude, academic interests, educational goals, and abilities are potentially compatible with the institutional mission and objectives?**

BNU's admissions philosophy seeks to attract academically capable students who align with its mission of fostering critical thinking, creativity, and social responsibility, and who possess a genuine interest in their chosen interdisciplinary and liberal arts-oriented fields. The comprehensive, multi-faceted admissions process includes evaluating academic records (Matric/O-Levels and Intermediate/A-Levels), requiring a BNU Entrance Exam to assess general aptitude and subject-specific knowledge, and conducting crucial faculty panel interviews to explore academic interests, goals, aspirations, and overall aptitude, often incorporating portfolio reviews for creative programs. Some programs may also require personal statements or essays, and optional recommendations can further inform the admissions committee. Beyond grades, BNU assesses aptitude and interests through interview performance, personal statement content, and extracurricular activities, which demonstrate intellectual curiosity, communication skills, critical thinking, passion, and a well-rounded personality. BNU places significant emphasis on advising prospective students to ensure program compatibility through dedicated admissions counseling, open houses, university tours, and comprehensive online resources detailing programs and career pathways.

#### **Evidence / Document**

a. BNU Admissions Policy - Annex 9.1 (a)

[www.bnu.edu.pk/portals/pros-24-25-web.pdf](http://www.bnu.edu.pk/portals/pros-24-25-web.pdf)

b. Sample BNU Entrance - [Annex 9.1 \(b\)](#)

c. BNU Prospectus/Admissions Handbook (latest edition). - Annex 9.1 (c)

[www.bnu.edu.pk/portals/pros-24-25-web.pdf](http://www.bnu.edu.pk/portals/pros-24-25-web.pdf)

d. Data on Graduation Rates. - [Annex 9.1 \(d\)](#)

### Expected Outcome Indicator EOI 9.2

**Does the university 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?**

BNU's policy for student admission and enrolment is meticulously designed to be transparent, reliable, valid, and inclusive, ensuring that every admitted student is empowered to become a highly skilled and responsible global citizen. This commitment

is evident in the clear publication of all admission criteria including academic requirements, entrance exam details, interview processes, and specific prerequisites on the official university website, in the annual prospectus, and through all admission advertisements. Deadlines, exam dates, interview schedules, and fee structures are communicated well in advance, complemented by an accessible grievance procedure for any appeals, reinforcing fairness. The reliability and validity of BNU's admission tests are ensured through a standardized entrance exam, developed with psychometric rigor and subject matter expertise, alongside a structured interview process where trained interviewers utilize standardized rubrics for consistent candidate evaluation. This multi-component assessment, combining academic grades, exam scores, and interview performance, provides a holistic and valid gauge of a candidate's potential. Furthermore, BNU is deeply committed to inclusivity, actively fostering a diverse student body. This includes dedicated Disability Support Services providing reasonable accommodations for students with disabilities throughout their academic journey, a strong emphasis on gender equality (with female students comprising approximately 60% of the Fall 2024 intake), and outreach efforts to attract students from all regions of Pakistan, promoting rich cultural exchange. The university also offers a range of merit and needs-based scholarships to remove financial barriers for deserving students.

### **Evidence / Document**

a. Official BNU Admission Policy - Annex 9.2 (a)

<https://cms.bnu.edu.pk/share-point-portal> (Intranet)

b. Data on diversity of student intake: Enrollment statistics broken down by gender, province of origin, and educational background - [Annex 9.2 \(b\)](#)

c. BNU Policy for Students with Special Needs/Disabilities - [Annex 9.2 \(c\)](#)

d. Flowchart of the Admission and Enrollment Process - [Annex 9.2 \(d\)](#)

### **Expected Outcome Indicator EOI 9.3**

**Does the HEI have a policy for progression, through which every student is enabled to develop as an independent learner, study their chosen subject(s) in depth and enhance their capacity for analytical, critical and creative thinking?**

BNU's academic progression policies are meticulously crafted to guide students toward becoming independent learners, achieving deep subject mastery, and significantly enhancing their analytical, critical, and creative thinking skills. Clearly defined in the BNU Academic Catalogue/Student Handbook, these policies mandate a minimum Cumulative Grade Point Average (CGPA) for good academic standing, alongside a structured system of academic probation and warning for students whose performance falls below the required threshold. For those consistently struggling, clear criteria for suspension or termination are outlined, balanced by a transparent readmission policy for students who demonstrate a renewed commitment to improvement. To ensure students not only meet



these standards but thrive, BNU provides robust academic support services. Every student benefit from academic advising with a faculty mentor who guides course selection and academic planning, with mandatory sessions for students on probation. Additional support is readily available through tutoring centers, peer tutoring programs, and remedial courses or workshops focused on essential skills like academic writing and research. Professional counseling services are also on hand to address any personal or academic challenges impacting a student's progression. Furthermore, and as detailed in Standard 8, BNU's curriculum design and pedagogical approaches are specifically engineered to foster higher-order thinking. This is achieved through challenging assignments like research projects, case studies, and analytical essays; dynamic discussions and debates in classrooms; studio-based learning in disciplines such as Fine Arts and Architecture that promote creative problem-solving; and culminates in capstone experiences or theses that demand in-depth, independent critical and creative output.

### **Evidence / Document**

- a. BNU Academic Catalogue/Student Handbook - Annex 9.3 (a)  
[www.bnu.edu.pk/portals/pros-24-25-web.pdf](http://www.bnu.edu.pk/portals/pros-24-25-web.pdf)
- b. Description of the Academic Advising system - [Annex 9.3 \(b\)](#)
- c. Examples of challenging assignments, research projects or capstone experiences from various programs - [Annex 9.3 \(c\)](#)

### **Expected Outcome Indicator EOI 9.4**

**Does the university 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?**

BNU maintains a clear policy for governing the award of academic credits and qualifications, directly linking them to the demonstrated achievement of intended learning outcomes (PLOs and CLOs). The degree completion requirements for each program are meticulously outlined in the BNU Academic Catalogue, specifying the total credit hours, distribution of core and elective courses, and any mandatory internships, projects, or theses. Students must also maintain a minimum Cumulative Grade Point Average (CGPA) and successfully complete all program-specific courses, including prerequisites, for degree conferment. For relevant programs, successful final thesis/project defense or comprehensive exams are mandatory, serving as capstone experiences to demonstrate the culmination of learning. Finally, upon meeting all requirements, BNU promptly issues official transcripts detailing all courses, grades, and credits, along with degree certificates/scrolls, which are secure official documents attesting to the conferment of the specific qualification.

### **Evidence / Document**

- a. BNU Graduation Requirements Policy - Annex 9.4 (a)

<https://bnu.edu.pk/portals/Examination-Rules-&-Regulations-2023-24-Updated.pdf>

- b. University Academic Regulations concerning credit awards and degree conferment: - Annex 9.4 (b) <https://www.bnu.edu.pk/portals/pros-24-25-web.pdf>
- c. Policy on Learning Outcomes Assessment (integrated into QEC guidelines and program specifications) - [Annex 9.4 \(c\)](#)
- d. Sample Degree Audit Reports (anonymized) - [Annex 9.4 \(d\)](#)
- e. Sample Official Transcripts and Degree Certificates - Annex 9.4 (e) ([www.cms.bnu.edu.pk](http://www.cms.bnu.edu.pk)) (Intranet)

### Expected Outcome Indicator EOI 9.5

**Does the HEI 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?**

BNU operates a robust and centralized examination and assessment mechanism, meticulously overseen by the Controller of Examinations (CoE), ensuring that qualifications are awarded only when relevant learning outcomes are demonstrably achieved, thereby meeting both HEC's Pakistan threshold standards and BNU's stringent academic benchmarks. The system functions as a hybrid model: the CoE's office centrally manages the overall examination schedule, conduct, result processing, and transcript issuance, while departments/schools retain autonomy in designing course-specific assessments and preparing question papers, subject to rigorous internal moderation. BNU mandates that all assessment methods are directly aligned with intended learning outcomes, utilizing a diverse range of tools: continuous assessments like quizzes, assignments, and lab reports provide ongoing feedback, while mid-term and final examinations assess comprehensive knowledge. Projects (both individual and group) are crucial for evaluating the application of knowledge, problem-solving, and creativity, and viva/oral examinations ensure in-depth understanding. To maintain these high standards, the Controller of Examinations and their team regularly engage in professional development, and the Quality Enhancement Cell (QEC) consistently organizes workshops and training sessions for faculty on outcome-based assessment, rubric design, and fair evaluation techniques.

#### Evidence / Document

- a. BNU Examination Policy Manual/Handbook (available through CoE office and university website) - Annex 9.5 (a) <https://bnu.edu.pk/portals/Examination-Rules-&-Regulations-2023-24-Updated.pdf>
- b. Policies on question paper setting, moderation, and confidentiality - [Annex 9.5 \(b\)](#)

- c. Evidence of external moderation reports - [Annex 9.5 \(c\)](#)
- d. Training Records for faculty and examination staff- [Annex 9.5 \(d\)](#)
- e. Minutes of Examination Committee meetings – [Annex 9.5 \(e\)](#)

### Expected Outcome Indicator EOI 9.6

**Does the HEI ensure that the scheduling and frequency of assessment is consistent with an effective and appropriate measurement of the achievement by students of the intended learning outcomes and effectively supports learning?**

BNU's academic calendar and assessment policies are strategically designed to ensure that the scheduling and frequency of assessments effectively measure learning outcomes and robustly support the overall learning process, all while carefully avoiding undue pressure on students. The institutional policy places a strong emphasis on continuous assessment, integrating multiple components like quizzes, assignments, presentations, and mid-term examinations throughout the semester, which not only gauges regular progress but also allows for timely intervention.

#### **Evidence / Document**

- a. BNU Academic Calendar (current and previous academic years) - Annex 9.6 (a)  
<https://www.bnu.edu.pk/portals/pros-24-25-web.pdf>
- b. Sample Course Outlines from various programs: Detailing the distribution, weighting, and timing of different assessment components (e.g., Quizzes: 10%, Midterm: 25%, Assignments: 20%, Final: 45%). - [Annex 9.6 \(b\)](#)
- c. Policies on deferral of exams- [Annex 9.6 \(c\)](#)

### Expected Outcome Indicator EOI 9.7

**Does the HEI publish, and implement consistently, clear mechanism, criteria and SOP for the marking and grading of assessments?**

BNU ensures comprehensive transparency and consistency in the marking and grading of all assessments through clearly published mechanisms, criteria, and Standard Operating Procedures (SOPs). The institutional grading policy, readily available in the BNU Academic Catalogue/Student Handbook and on the university website, defines a standardized letter grading system (e.g., A, A-, B+) with corresponding grade point values for calculating Semester GPA and Cumulative GPA, alongside clearly defined minimum passing grades for both individual courses and overall program completion. For all assessments, Standard Operating Procedures (SOPs) for marking are strictly adhered to: course instructors prepare detailed marking schemes for examinations, while comprehensive rubrics outlining specific criteria and performance descriptors are developed for projects, presentations, and assignments. To ensure consistency, especially for courses taught by multiple instructors, internal moderation meetings are regularly held. Crucially, these rubrics and assessment criteria are communicated to

students in advance—typically via course outlines or during class sessions—ensuring they clearly understand the expectations for their assessed work. The grade submission, review, and finalization process are robust: faculty securely submit grades to the Controller of Examinations (CoE) office via an online system.

### **Evidence / Document**

a. Official BNU Grading Policy - Annex 9.7 (a)

<https://bnu.edu.pk/portals/Examination-Rules-&-Regulations-2023-24-Updated.pdf>

b. Policy on Grade Change Requests - Annex 9.7 (b)

<https://bnu.edu.pk/portals/Examination-Rules-&-Regulations-2023-24-Updated.pdf>

c. SOPs for grade entry and result processing - Annex 9.7 (c)

<https://bnu.edu.pk/portals/Examination-Rules-&-Regulations-2023-24-Updated.pdf>

### **Expected Outcome Indicator EOI 9.8**

**Does the university ensure that there are robust mechanisms for marking and for the moderation of marks that draws on the expertise of external stakeholders?**

BNU maintains robust mechanisms for marking consistency and moderation of marks, strategically drawing on both internal expertise and, crucially, the insights of external stakeholders to ensure unwavering academic rigor and fairness. Internal mechanisms for marking consistency include second marking or sample marking for high-stakes assessments or large-enrollment courses, alongside regular internal moderation meetings where faculty discuss and standardize marking approaches. Department heads or deans further review grade distributions to identify and scrutinize any outlier grades, ensuring fairness and adherence to BNU's academic standards.

### **Evidence / Document**

a. Correspondence with external stakeholders regarding assessment - [Annex 9.8 \(a\)](#)

b. Reports from external examiners/moderators - [Annex 9.8 \(b\)](#)

### **Expected Outcome Indicator EOI 9.9**

**Does the university ensure that appropriate feedback is provided to students on assessed work in a way that promotes learning and facilitates improvement?**

BNU maintains a clear policy on providing timely, constructive, and developmental feedback to students on all assessed work, firmly ensuring that it actively promotes learning and facilitates continuous improvement. This institutional expectation for timely and meaningful feedback is outlined in the BNU Academic Catalogue/Student Handbook and reinforced through faculty guidelines and training. Faculty employ diverse methods to provide comprehensive feedback, including specific written comments highlighting strengths and areas for improvement, detailed rubric scores for clear performance

understanding, and actionable suggestions for improvement for future assignments. Opportunities for one-on-one discussions are regularly available during office hours, and for some online submissions, recorded audio or video feedback offers a personalized touch. The Quality Enhancement Cell (QEC) and academic departments play a crucial role in training faculty on effective feedback, covering principles of constructive feedback (clarity, specificity, timeliness), designing effective rubrics, and strategies for efficient feedback delivery. Various feedback mechanisms are utilized, including direct written feedback (physical or digital), oral feedback during discussions and presentations, encouraged peer feedback for collaborative learning, and self-assessment using rubrics to promote metacognition. Additionally, automated feedback is provided for quizzes and certain online exercises for immediate results. BNU actively emphasizes closing the feedback loop by encouraging students to act on feedback for improvement through revision opportunities in select courses and expecting them to apply lessons learned to subsequent assignments, ultimately leading to continuous enhancement of their learning outcomes.

### **Evidence / Document**

- a. Student's Faculty Course Evaluation Survey - [Annex 9.9 \(a\)](#)
- b. Student's Graduating Survey - [Annex 9.9 \(b\)](#)

### **Expected Outcome Indicator EOI 9.10**

#### **Does the HEI publish a transparent procedure for academic appeals?**

BNU is deeply committed to fairness and due process, and as such, publishes a clear, formal, and multi-stage Academic Appeals Procedure, ensuring students have a transparent avenue to address grievances. This comprehensive policy, prominently available in the BNU Academic Catalogue/Student Handbook and on the university website, meticulously details the grounds for appeal (e.g., procedural error, demonstrable bias, calculation error, or misapplication of policy). The multi-stage process typically begins with an informal resolution attempt with the instructor or Head of Department, escalating to a formal review by a Departmental Appeals Committee, then a Faculty Appeals Committee, and finally, the University Academic Appeals Committee as the ultimate stage of appeal. The policy also specifies strict timelines for lodging appeals at each stage to ensure timely resolution, along with the required documentation to be submitted by the appealing student. Crucially, the composition of these Appeal Committees is clearly defined, ensuring they consist of senior, impartial faculty members and academic administrators, with provisions for recusal in case of conflicts of interest. BNU's commitment to fairness and impartiality throughout this process is paramount, ensuring that all appeal cases are handled with utmost confidentiality and that decisions are based on an objective review of evidence and strict adherence to university policies, guaranteeing due process for all parties involved.

## **Evidence / Document**

- a. Official BNU Academic Appeals Policy Document - Annex 9.10 (a)
- b. Composition of the Academic Appeals Committee/University Academic Appeals Committee - Annex 9.10 (b)

<https://bnu.edu.pk/portals/Examination-Rules-&-Regulations-2023-24-Updated.pdf>

## Standard 10: Student Support Services

### Expected Outcome Indicator EOI 10.1

**Does the university have an institutional mechanism to include the voice of the students in the decision-making processes for academic improvement?**

BNU strongly believes in the importance of student voice in fostering a responsive and continuously improving academic environment, systematically integrating student feedback into academic decision-making through various formal channels. At the end of each semester, students complete anonymous course evaluations, providing comprehensive feedback on teaching methodology, course content, and overall learning experience, with summary reports meticulously reviewed by faculty, Heads of Departments, and Deans. Many departments also have informal yet structured discussions on academic matters and improvement suggestions with students. Further anonymous channels, such as virtual suggestion boxes and online feedback platforms, are readily available. This robust system directly leads to concrete academic improvements: student feedback informs curriculum revisions (e.g., in 2024, contributing to more AI-focused modules in the BS Computer Science program), drives teaching methodology changes (promoting interactive pedagogies and new technologies), influences resource allocation (for library materials, lab equipment, or software), and leads to vital policy adjustments in academic regulations or examination procedures.

#### **Evidence / Document**

- a. Minutes of Academic Council and Board of Studies meetings - Annex 10.1 (a) (refer to hard files)
- b. Student Course Evaluation Forms and Summary Reports - Annex 10.1 (b)  
[www.cms.bnu.edu.pk](http://www.cms.bnu.edu.pk) (Intranet)
- c. Student Feedback Collection and Utilization - Annex 10.1 (c) (Student E- portal)  
<https://cms.bnu.edu.pk/eportal-dashboard> (Intranet)

### Expected Outcome Indicator EOI 10.2

**Does the university have a mechanism for developmental and remedial learning opportunities, particularly in the areas that are critically relevant to their future success?**

BNU is dedicated to ensuring students overcome academic challenges and excel in areas critical for their future success by providing a comprehensive range of developmental and remedial learning opportunities. All students benefit from personalized academic advising with faculty mentors who guide them and identify areas needing support. Tailored remedial courses and workshops are offered, including those focused on enhancing English language proficiency (academic reading, writing, communication), strengthening foundational skills in Mathematics and Basic Sciences for STEM students, and

developing crucial Research Methodology skills essential for all disciplines. Furthermore, tutoring centers and peer mentoring programs facilitate subject-specific assistance from high-achieving senior students, while a dedicated Writing Lab/Center provides one-on-one support for all academic writing needs. Regular academic workshops on study skills, time management, and digital literacy equip students with vital transferable competencies. These opportunities are strategically identified through various mechanisms, including initial admission test results, ongoing course performance monitoring by faculty, direct faculty recommendations from advisors and instructors, and active student self-referral. Ultimately, these integrated support systems directly contribute to students' future success by improving academic performance, building confidence, developing essential transferable skills, and thereby enhancing their overall employability, ensuring BNU graduates possess the critical competencies demanded by employers.

### **Evidence / Document**

- a. Academic Support Services- Annex 10.2 (a)- Weak students' portal on CMS/ITRC: <https://cms.bnu.edu.pk/eportal-dashboard> (Intranet)

### **Expected Outcome Indicator EOI 10.3**

#### **Does the university have an institutional mechanism and defined institutional forums to resolve students' grievances in timely manners?**

BNU maintains a clearly defined, multi-tiered, and transparent institutional mechanism to address and resolve student grievances in a timely, fair, and impartial manner, covering a broad range of concerns and providing clear avenues for redressal. The detailed Student Grievance Policy, published in the BNU Student Handbook and on the university website (share point), outlines a multi-stage process: initially encouraging informal resolution with the instructor or Head of Department, then progressing to a formal written grievance at the Departmental/School Level if unsatisfactory. Unresolved issues can be escalated to the University Grievance Committee (UGC), a formal institutional forum, with a final recourse potentially to the University Vice Chancellor for high-level appeals.

### **Evidence / Document**

- a. Official BNU Student Grievance Policy - [Annex 10.3 \(a\)](#)
- b. Records of grievance cases, their resolution, and resolution times (anonymized and aggregated for privacy) - Annex 10.3 (b) (available in hard files)
- c. Minutes of University Grievance Committee meetings (redacted for privacy) - Annex 10.3 (c) (available in hard files)
- d. Awareness campaigns for students on how to file grievances (e.g., orientation sessions, posters, website announcements). - Annex 10.3 <https://cms.bnu.edu.pk/share-point-portal> (Intranet)



## Expected Outcome Indicator EOI 10.4

**Does the university 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)?**

BNU is fostering a vibrant campus life by providing equal opportunities and resources for extracurricular activities to all students, irrespective of gender, program of study, or background. A diverse array of student societies and clubs caters to every interest, including various sports (with dedicated male and female teams for Cricket, Football, Basketball, etc.). Mechanisms for equitable access ensure open membership for all registered students, and gender - inclusive promotion of events and activities. BNU actively supports and encourages female participation in sports by fielding dedicated female teams and providing coaching, while ensuring activities are conducted in accessible venues to accommodate students with disabilities. The fair allocation of resources is overseen by the Department of Student Affairs, which distributes funding, venues, and technical support to clubs based on merit and engagement. Dedicated facilities, including sports grounds, a gymnasium, multi-purpose halls, and club rooms, are provided, and each society benefits from faculty mentorship. Special initiatives promoting female participation include dedicated female sports facilities (changing rooms, washrooms, designated timings), occasional female-only events to address unique needs, and highlighting successful female alumni and student leaders as role models.

### **Evidence / Document**

- a. BNU Policy on Student Clubs/Societies and Extracurricular Activities (from Student Affairs Department). - Annex 10.4 (a) <https://www.bnu.edu.pk/societies-clubs>
- b. List of active student clubs and societies (current academic year), with their mandates and membership data (including gender breakdown for key clubs). - Annex 10.4 (b) <https://www.bnu.edu.pk/societies-clubs>
- c. Calendar of extracurricular events (annual), showing the diversity of offerings across various interests. - Annex 10.4 (c) <https://www.bnu.edu.pk/portals/pros-24-25-web.pdf>
- d. Budget allocation reports for student activities (from Student Affairs Department), demonstrating equitable distribution. - [Annex 10.4 \(d\)](#)
- e. Descriptions of dedicated female facilities (e.g., common rooms, specific sports timings for females). - [Annex 10.4 \(e\)](#)
- f. Role and Responsibilities of Student Affairs Office (SAO) – [Annex 10.4 \(f\)](#)

## Expected Outcome Indicator EOI 10.5

**Does the university 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?**

BNU is deeply committed to providing essential, high-quality basic services that are crucial for student well-being, academic success, and an enriching overall campus experience. The university boasts a spacious, multi-outlet cafeteria with ample indoor and outdoor seating, offering a variety of hygienic and affordable food options, and rigorously upholding strict hygiene standards through regular inspections and vendor requirements. The BNU library is a well-designed, spacious facility providing a conducive environment for study and research, featuring various seating arrangements, an ample collection of physical books, journals, and multimedia resources, and extensive access to digital databases like HEC Digital Library, JSTOR, and ProQuest, all available during extended operating hours. For female students, dedicated, well-maintained common rooms are provided across campus, offering private and comfortable spaces equipped with comfortable seating, climate control, attached washrooms, and prayer facilities. Recognizing the importance of mental health, BNU offers professional psychological counseling services on campus, staffed by qualified and experienced psychologists, ensuring strict confidentiality and easy accessibility for all students. Furthermore, a dedicated First Aid Center, staffed by trained medical personnel during university hours and equipped with essential medical supplies, provides immediate assistance, complemented by an on-campus ambulance facility and arrangements with nearby hospitals for rapid emergency medical attention, with emergency contact numbers prominently displayed throughout the campus.

### **Evidence / Document**

- a. Photos of cafeteria, library interior/exterior, female common rooms, and the first aid center. - [Annex 10.5 \(a\)](#)
- b. Library annual reports - [Annex 10.5 \(b\)](#)
- c. Staffing details for health and counseling services (e.g., names and qualifications of medical staff/counselors). - [Annex 10.5 \(c\)](#)
- d. MOUs with nearby hospitals or ambulance services for emergency medical support. - [Annex 10.5 \(d\)](#)

### **Expected Outcome Indicator EOI 10.6**

**Does the HEI 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?**

The university has established its IQC in October 2024. Furthermore, it was decided during the initial IQC meeting, Student Council for Academic Learning & Enhancement

(SCALE) will be established as per the guidelines circulated by QAA in the light of revised QAA framework after due deliberation.

### **Evidence / Document**

- a. IQC Notification - [Annex 10.6 \(a\)](#)
- b. Minutes of IQC meetings - Annex 10.6 (b) (available in hard copy)
- c. Attendance Sheet IQC Meetings- [Annex 10.6 \(c\)](#)

### **Expected Outcome Indicator EOI 10.7**

#### **Does the HEI solicit and take account of student and other stakeholder feedback in designing and delivering student support?**

BNU operates a systematic and continuous process for collecting feedback from a wide range of stakeholders to inform the design, delivery, and ongoing improvement of all student support services. Continuous feedback is gathered via e-portal, while Student Affairs staff and service providers engage in direct consultations and provide specific feedback forms at key service points like the library or health center. Feedback is not limited to current students; BNU also consults alumni for long-term impact insights, parents through meetings and surveys on the overall student experience, and employers on graduates' preparedness and soft skills to inform service design, as well as community members for relevant services. The analysis and utilization of this feedback involve regular review meetings by the Department of Student Affairs, QEC, and individual service departments, leading to the formulation of concrete action plans to address improvements, enhance quality, or introduce new services. BNU actively closes the feedback loop by publishing "You Said, We Did" reports to demonstrate how student input leads to tangible changes and builds trust. Concrete examples of improvements resulting from this feedback include extended library hours during exam periods, a diversified cafeteria menu based on student suggestions, increased counseling sessions in response to demand, and new workshop topics informed by career needs.

### **Evidence / Document**

- a. Examples of service improvements initiated directly by student feedback (e.g., updated cafeteria menu, new career workshops, revised transport routes) - [Annex 10.7 \(a\)](#)

### **Expected Outcome Indicator EOI 10.8**

#### **Does the university ensure that everyone involved in supporting student learning is appropriately qualified, supported and developed?**

BNU recognizes that the quality of student support services is directly dependent on the competence and professionalism of the staff providing them. Therefore, BNU ensures that all personnel involved in supporting student learning are appropriately qualified, receive ongoing support, and benefit from continuous professional development. This

commitment begins with qualification requirements and rigorous, merit-based recruitment processes, where each student support staff position (e.g., counselors, librarians, lab technicians, IT support, career advisors, administrative staff, hostel wardens) has a clearly defined job description outlining necessary qualifications, experience, and competencies. Recruitment involves formal interviews, technical assessments, and background checks, ensuring only qualified individuals with a student-centric approach are hired; for example, counselors must hold relevant degrees in psychology or counseling, and librarians must possess library science qualifications. BNU significantly invests in the ongoing professional development and training opportunities for its student support staff, offering workshops on student-centric service that cover effective communication, empathy, crisis intervention, and conflict resolution. Technical training is provided for IT support, lab technicians, and librarians to keep them updated on new technologies, while regular briefings ensure staff are fully aware of and consistently apply university policies related to student support. Staff are also encouraged to attend external conferences and seminars to stay abreast of best practices. Furthermore, robust evaluation and appraisal mechanisms are in place: all student support staff undergo annual performance appraisals that assess their effectiveness, professionalism, responsiveness, and adherence to service standards. Student feedback from satisfaction surveys and direct channels significantly contributes to these appraisals, and direct supervisors provide regular feedback and conduct formal reviews to identify areas for growth and acknowledge achievements.

### **Evidence / Document**

- a. Job descriptions for key student support staff positions: Highlighting required qualifications and competencies. - [Annex 10.8 \(a\)](#)
- b. Budget allocation for Training plans for student and support staff - [Annex 10.8 \(b\)](#)
- c. Training records for student support staff – [Annex 10.8 \(c\)](#)

### **Expected Outcome Indicator EOI 10.9**

**Does the university ensure that adequate and readily accessible learning resources (for example subject-specific resources such as studios and laboratories, and generic resources such as libraries and learning resource centers) and student support (for example, academic tutorial, student counselling, career guidance, and tutorial) are provided?**

BNU is committed to providing comprehensive, adequate, and readily accessible learning resources and student support services to ensure a rich and enabling academic environment for all students. The university's learning resources are extensive, starting with a well-stocked central library offering a vast collection of physical and digital resources, including subscriptions to numerous academic databases (HEC Digital Library, JSTOR, EBSCO, ProQuest), e-journals, and e-books accessible both on and off-campus, complemented by reference services, inter-library loans, research support, and

extended operating hours. Laboratories are state-of-the-art and subject-specific, with examples spanning advanced computing and AI/ML labs in SCIT, specialized studios for various arts and design disciplines in SVAD, fully equipped media production studios in SMC, and design studios and model-making workshops in Architecture. All labs are regularly updated with industry-standard equipment and software, ensuring sufficient capacity and adherence to strict safety protocols. The robust IT infrastructure includes multiple well-equipped computer labs with up-to-date hardware and specialized software, campus-wide high-speed Wi-Fi connectivity, and a robust Learning Management System (LMS) for online course content and communication. Beyond the central library, some departments also maintain specialized learning resource centers.

In terms of student support services, BNU offers: a systematic academic advising/tutorial support system where every student is assigned a faculty advisor for personalized guidance, along with dedicated tutorial sessions for in-depth problem-solving, and robust remedial support. Professional student psychological counseling services are readily available on campus with strict confidentiality. Comprehensive career guidance and placement services include career planning, job search strategies, resume writing, mock interviews, internship placements, and networking events. Health services comprise an on-campus first aid center with trained personnel and immediate linkages with nearby hospitals and ambulance services for emergency response. All these resources and services are designed for maximum accessibility, with clearly defined and reasonable operating hours, 24/7 online access for digital resources and student information systems, and concerted efforts to ensure physical accessibility for students with disabilities, including ramps, elevators, and assistive technologies for learning resources.

### **Evidence / Document**

- a. Inventory of labs, equipment, and IT infrastructure - [Annex 10.9 \(a\)](#)
- b. Library resource reports, usage statistics, and subscription lists for digital databases. - [Annex 10.9 \(b\)](#)
- c. Brochures and website information on all student support services. - Annex 10.9 (c)  
<https://www.bnu.edu.pk/>
- d. Photos of facilities (library, labs, studios, common areas). - [Annex 10.9 \(d\)](#)

### **Expected Outcome Indicator EOI 10.10**

**Does the university maintain physical, virtual and social learning environments that are safe, accessible and reliable for every student, promoting dignity, courtesy and respect in their use?**

BNU prioritize in providing a learning environment physical, virtual, and social, that is unequivocally safe, accessible, and reliable for every student, actively fostering a culture of dignity, courtesy, and respect through a dedicated 24/7 campus security force, comprehensive CCTV surveillance, controlled access points, and clearly defined

emergency response plans with regular drills; continuous efforts to enhance physical accessibility via ramps, accessible elevators, restrooms, wheelchair-friendly pathways, and accessible virtual platforms; reliable infrastructure maintained by dedicated facilities and IT teams ensuring regular upkeep, network reliability, and data protection; and the cultivation of a respectful and inclusive campus culture through strict anti-harassment and anti-discrimination policies, a comprehensive Code of Conduct, regular awareness workshops, and counseling services, all supported by a zero-tolerance policy for any form of bullying, harassment, or disrespectful behavior.

### **Evidence / Document**

- a. Anti-harassment policy and clear reporting mechanisms (e.g., designated contact persons, committee details). - [Annex 10.10 \(a\)](#)

### **Expected Outcome Indicator EOI 10.11**

#### **Does the university ensure that readily available social and recreational facilities are provided, including necessary student societies and clubs?**

BNU understands the importance of a balanced student life, providing a wide array of readily available social and recreational facilities, complemented by a vibrant ecosystem of student societies and clubs, to foster holistic development. The campus offers diverse and high-quality social and recreational facilities, including a well-equipped sports complex/gym, outdoor playgrounds for sports like football and cricket, comfortable common rooms for relaxation, and dedicated student activity centers and multi-purpose halls (such as an Amphitheatre, auditoriums, and art galleries) for events and gatherings. Lush green lawns and outdoor seating areas provide additional spaces for informal interaction, while the cafeteria and food courts serve as central social hubs. BNU prides itself on a dynamic student life, driven by numerous student societies and clubs that cater to diverse interests, encompassing academic/departmental societies (e.g., Computer Science, Marketing, Architecture), a thriving arts and culture scene (Music, Dramatics, Photography, Fine Arts, Fashion Design), active Literary & Debating societies, impactful Community Service groups, various sports clubs, and special interest clubs like Film, Gaming, and Adventure. These clubs collectively organize a plethora of enriching events throughout the year. The management and support for these facilities and clubs are centralized under the Department of Student Affairs, which allocates a dedicated annual budget for student activities and facility maintenance. The department has dedicated staff who assist student bodies with event planning, resource allocation, and logistical support, facilitated by clear booking procedures for facilities. BNU hosts a vibrant calendar of key events throughout the academic year, largely driven by student clubs and the Student Affairs Department, including the annual BNU Olympiad (an inter-university sports and cultural festival), Convocation, the Annual Art & Design Degree Show, regular concerts, drama productions, and debates, as well as numerous seminars, workshops, guest lectures, charity drives, and community service projects.

## Evidence / Document

- a. Photos of social and recreational facilities (sports grounds, gym, common rooms, multi-purpose halls). - [Annex 10.11 \(a\)](#)
- b. List of active student societies and clubs (current academic year), with examples of their recent activities. - [Annex 10.11 \(b\)](#)
- c. Annual Calendar of student events (published by Student Affairs). - [Annex 10.11 \(c\)](#)
- d. Budget reports for student activities and facilities (from Student Affairs Department). - [Annex 10.11 \(d\)](#)
- e. Operational Handbook BNU Student Societies and Clubs – [Annex 10.11 \(e\)](#)

## Expected Outcome Indicator EOI 10.12

**Does the HEI have an institutional policy on alumni engagement; by having a strong alumni association with a reasonable budget, keeping an up-to-date database, involving alumni in campus life, including taking their feedback for academic and institutional improvement?**

BNU maintains a robust and strategic institutional policy on alumni engagement, recognizing its graduates as invaluable stakeholders for ongoing institutional growth, reputation building, and quality enhancement. Alumni Relations Center operates under a formal policy committed to fostering lifelong connections, building a strong alumni network, and leveraging alumni support for institutional advancement, seeing them as ambassadors, mentors, and crucial feedback providers. The BNU Alumni Association (BNUAA), a formally registered body with an elected executive committee, organizes a diverse range of regular meetings and events, including annual reunions, networking mixers, webinars featuring alumni expertise, and social gatherings, all supported by a dedicated annual budget from the university.

## Evidence / Document

- a. <https://www.bnu.edu.pk/event/-bnu-hosts-annual-alumni-gala-2024> (Alumni details and details available in hard file)
- b. List of BNU alumni <https://www.bnu.edu.pk/alumni> (details available in hard copy)
- c. Official BNU Alumni Engagement Policy - [Annex 10.12 \(c\)](#)
- d. Details of alumni events (annual) showcasing diverse engagement opportunities. - [Annex 10.12 \(d\)](#)
- e. Minutes of alumni meet up meetings: Documenting their input on academic programs and strategic initiatives. - [Annex 10.12 \(e\)](#)

## Standard 11: Impactful Teaching and Learning and Community Engagement

### Expected Outcome Indicator EOI 11.1

#### **Is the university creating an enabling environment to support teaching with technology?**

BNU understands that technology is integral to modern pedagogy and provides a robust technological infrastructure and comprehensive support systems to enable its effective integration in teaching and learning. The university's technological infrastructure is built around a well-established and regularly updated Learning Management System (LMS) like Moodle, serving as a central hub for all course content, assignments, quizzes, and communication. All classrooms are equipped as smart classrooms with interactive boards, multimedia facilities, and dedicated computers. Furthermore, specialized multimedia labs and studios are available for content creation, and computer labs across all schools are furnished with industry-standard specialized software crucial for their respective disciplines (e.g., Adobe Creative Suite, AutoCAD, 3ds Max, various programming environments). Campus-wide high-speed Wi-Fi connectivity ensures seamless access to online resources and the LMS for both faculty and students. These resources are bolstered by comprehensive policies and support systems, including a dedicated IT Services Department providing prompt technical assistance, and regular training workshops conducted by the ITRC on effective LMS utilization, multimedia integration, and online assessment design. User guides and online tutorials are also readily available for common technological tools. The integration of technology in teaching is evident through widespread adoption of blended learning approaches, combining face-to-face instruction with online components.

#### **Evidence / Document**

- a. LMS usage statistics (e.g., number of active courses, faculty and student login rates, feature utilization reports) and a list of key LMS features. - Annex 11.1 (a) [www.cms.bnu.edu.pk](http://www.cms.bnu.edu.pk)
- b. Examples of course materials utilizing technology (e.g., screenshots of online modules on LMS, links to interactive simulations used in courses, examples of student digital projects). - [Annex 11.1 \(b\)](#)

### Expected Outcome Indicator EOI 11.2

#### **Is the university creating support systems that promote the pedagogical effectiveness of academic staff?**

BNU is enhancing the pedagogical effectiveness of its academic staff through dedicated support systems, recognizing that continuous faculty development is key to impactful teaching and learning. The Quality Enhancement Cell (QEC) plays a central role in organizing and facilitating faculty development programs focused on teaching and learning, complemented by internal workshops and peer-learning sessions conducted by



academic departments. BNU offers a diverse and regularly updated range of pedagogical training and workshops, covering essential areas such as Outcome-Based Education (OBE) and curriculum design, various active learning strategies (collaborative, problem-based, inquiry-based, experiential learning), effective assessment design and rubric development, student engagement techniques, classroom management, and inclusive teaching practices to cater to diverse student needs and learning styles. The integration of technology in teaching is also a key area of focus. These support systems are designed to equip faculty with modern pedagogical tools, encourage reflective teaching practices, facilitate the adoption of student-centered learning approaches, and enable them to design more engaging and effective learning experiences.

### **Evidence / Document**

- a. Annual plans of the QEC related to pedagogical training and faculty development initiatives. - Annex 11.2 (a) (<https://www.bnu.edu.pk/quality-assurance>)
- b. List of workshops conducted and participant feedback reports (demonstrating the impact of training). - Annex 11.2 (b) (<https://www.bnu.edu.pk/quality-assurance>)
- c. University policies encouraging and sometimes mandating faculty participation in pedagogical training - [Annex 11.2 \(c\)](#)
- d. Examples of improved teaching practices resulting from support systems - [Annex 11.2 \(d\)](#)

### **Expected Outcome Indicator EOI 11.3**

#### **Is the university creating collaborative environments to enhance teaching and learning through scholarship of teaching and learning?**

BNU fosters a culture of continuous improvement in teaching and learning by creating collaborative environments and actively encouraging faculty engagement in the Scholarship of Teaching and Learning (SoTL). The university actively supports faculty in SoTL initiatives, encouraging them to systematically investigate student learning to improve teaching practices. This includes designing and conducting research on their own methodologies, analyzing student learning outcomes to identify effective pedagogical interventions, presenting SoTL findings at internal or external forums, and publishing related articles in relevant journals. BNU also promotes mechanisms for inter-departmental collaboration to enhance teaching and learning. This is achieved through interdisciplinary course development, where faculty from different schools collaborate on courses or modules, and through QEC-organized workshops that bring together faculty from various disciplines to discuss universal pedagogical challenges and share effective strategies. The university also encourages the formation of Communities of Practice (CoPs) where faculty with shared teaching interests can regularly meet, share experiences, and co-create solutions. Various forums for sharing and learning are established, including internal teaching conferences/symposia (e.g., "Teaching and Learning Innovations Forum") where faculty present pedagogical research and innovative

practices. Regular departmental seminars are dedicated to discussing teaching effectiveness and sharing insights, and online forums or platforms are utilized for faculty to share resources and seek advice from peers.

### **Evidence / Document**

- a. List of faculty publications in journals related to higher education pedagogy or specific discipline-based teaching innovations - [Annex 11.3 \(a\)](#)
- b. Minutes of inter-departmental meetings focused on teaching and learning enhancement, curriculum integration, or shared pedagogical challenges - [Annex 11.3 \(b\)](#)
- c. List of Internal faculty teaching awards or internal incentives received by the faculty – [Annex 11.3 \(c\)](#)

### **Expected Outcome Indicator EOI 11.4**

#### **Does the university ensure that learning and teaching practices are informed by reflection, evaluation of professional practice, and subject-specific and educational scholarship?**

BNU ensures its learning and teaching practices are dynamic and continuously improved by grounding them in faculty reflection, systematic evaluation of professional practice, and the integration of both subject-specific and educational scholarship. The university actively encourages and supports reflection on teaching practices through various mechanisms, including the maintenance of teaching portfolios, formal and informal peer observation programs that provide constructive feedback, and self-assessment tools provided by the QEC for faculty to critically evaluate their own effectiveness. Formal mechanisms for evaluating teaching effectiveness include student course evaluations are a primary source of feedback and are reviewed by individual faculty, HoDs, and Deans. Experienced faculty also conduct peer reviews of teaching, and teaching effectiveness is a key component of annual performance appraisals where improvement goals are set. Furthermore, faculty and departments engage in self-assessment as part of the QEC's process, reflecting on teaching practices against specific quality standards. BNU also emphasizes staying current with subject-specific advancements by encouraging and supporting faculty attendance at national and international conferences and workshops, promoting active research engagement to keep teaching content and methods at the forefront of disciplines, and fostering regular industry linkages to integrate current trends and practices.

### **Evidence / Document**

- a. Student evaluation results from faculty and departments - [Annex 11.4 \(a\)](#)
- b. Evidence of faculty attending subject-specific conferences or workshops (e.g. travel grants, participation certificates, conference programs with faculty names) - [Annex 11.4 \(b\)](#)

### Expected Outcome Indicator EOI 11.5

**Does the university 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?**

BNU employs a systematic and data-driven approach to collect, analyze, and interpret various sources of information, continuously ensuring the effectiveness of its strategic approach to learning opportunities and the enhancement of teaching practices. The sources of data collected are comprehensive, encompassing student course evaluations, direct assessment data of Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) through capstone projects and rubric-based assessments, faculty performance data from appraisals and peer reviews, and critical institutional metrics like student retention and graduation rates. Additionally, BNU gathers invaluable insights from alumni feedback and employer feedback on graduate competencies, along with admission data to inform foundational support needs, and infrastructure utilization data for labs, the library, and IT resources. Institutional mechanisms for data collection and analysis are robust: the Quality Enhancement Cell (QEC) serves as the central coordinating body, designing surveys, collecting data, and generating comprehensive analytical reports. The Registrar's Office is responsible for maintaining institutional data on enrollment, retention, and demographics. Departmental Review Committees and Boards of Studies meticulously analyze program-specific data, while BNU may utilize internal data dashboards and business intelligence tools to visualize and analyze trends in teaching effectiveness and student learning outcomes. This comprehensive data analysis directly leads to data-driven strategic adjustments across the university. Analysis of teaching effectiveness data shapes faculty development initiatives, ensuring targeted training and support. Finally, data on student retention, academic performance, and counseling needs guides the continuous enhancement of student support services.

#### **Evidence / Document**

- a. Minutes of Boards of Studies and Board of Studies where data - driven decisions on teaching and learning are made and approved - Annex 11.5 (b) (refer to hard file)
- b. "Action taken" reports or improvement plans (e.g., from Self-Assessment Reports) explicitly detailing improvements made based on data analysis from student evaluations, PLO assessment, or employer feedback. - [Annex 11.5 \(b\)](#)

### Expected Outcome Indicator EOI 11.6

**Does the university ensure that every student is provided with clear and current information that specifies the learning opportunities and support available to them?**

BNU is providing every student with clear, current, and easily accessible information about all available learning opportunities and support services, empowering them to make informed decisions throughout their academic journey. Information is strategically

disseminated through various channels: the university website ([www.bnu.edu.pk](http://www.bnu.edu.pk)) serves as the primary and most comprehensive source, detailing academic programs, curriculum, PLOs, admission processes, faculty profiles, a full spectrum of student support services (academic advising, counseling, career services, health facilities), extracurricular activities, the academic calendar, and all university policies. A comprehensive Student Handbook/Academic Calendar, available both in print and online, is distributed to all students at the start of their studies, providing detailed information on academic regulations, responsibilities, grievance procedures, and all support services. Specific Program Handbooks or brochures offer detailed course structures, specialized facilities, and career paths for each academic program. At the beginning of every semester, faculty provide detailed Course Outlines for each course, clearly specifying CLOs, content, schedules, assessment methods, deadlines, required readings, and contact information. Personalized guidance is offered through academic advising, where faculty advisors clarify information and direct students to relevant resources. Mandatory orientation sessions for new students provide a comprehensive overview of university life and support services. Important announcements, event schedules, and deadlines are also communicated via campus notice boards and digital displays, and the Learning Management System (LMS) acts as a central repository for course-specific information and links to university resources. BNU places a strong emphasis on the currency, accuracy, and understandability of this information, ensuring all online platforms are regularly updated by relevant departments (Registrar's Office, Student Affairs, IT Services, QEC). Academic content undergoes a rigorous review process by academic committees (e.g., Boards of Studies, Academic Council) to guarantee accuracy, and all information is presented in clear, concise, and easy-to-understand language, minimizing jargon.

### **Evidence / Document**

- a. Links or direct excerpts from the official BNU website: Clearly detailing academic programs, learning opportunities, and all support services. - Annex 11.6 (a) ([www.bnu.edu.pk](http://www.bnu.edu.pk))
- b. Digital or physical copies of the latest Student Handbook/Academic Calendar- Annex [11.6 \(b\)](#)
- c. Sample Course Outlines: Provided to students at the beginning of each semester. - [Annex 11.6 \(c\)](#)
- d. Evidence of orientation sessions for new students: (e.g., orientation schedules, presentation slides, attendance records). - [Annex 11.6 \(d\)](#)

### **Expected Outcome Indicator EOI 11.7**

**Does the HEI take deliberate steps to assist every student to understand their responsibility to engage with the learning opportunities provided and to shape their learning experience?**

BNU takes deliberate steps to instill in students a sense of ownership over their learning, encouraging active engagement with available opportunities and empowering them to shape their own educational experience. This commitment is evident through various initiatives for active student participation and self-directed learning. Faculty are trained and encouraged to implement active learning methodologies that require student participation, such as discussions, debates, group work, presentations, case studies, and problem-based learning, all designed to foster critical thinking, collaboration, and solution-oriented approaches. For capstone projects, students may be involved in defining project scope and objectives, thereby fostering a sense of ownership. Where applicable, programs offer personalized learning pathways, allowing students to select electives or specialized tracks that align with their interests. Independent research projects under faculty supervision are also strongly encouraged. BNU actively encourages the utilization of resources by guiding students through academic advising to leverage academic support, counseling, and career services. New students receive comprehensive library orientation to promote self-directed research, and regular workshops on resume writing, interview skills, and career planning are promoted by Career Services. Students also receive training on how to effectively use the Learning Management System (LMS) and other digital learning tools.

### **Evidence / Document**

- a. Sections from the BNU Student Handbook outlining student responsibilities towards their learning - [Annex 11.7 \(a\)](#)
- b. Examples of course syllabi/outlines that mandate or strongly emphasize active student engagement (e.g., requirement for presentations, group projects, active participation in discussions) - [Annex 11.7 \(b\)](#)
- c. Usage statistics for student support services (e.g. library resources) - [Annex 11.7 \(c\)](#)

### **Expected Outcome Indicator EOI 11.8**

**Does the university ensure that every student is enabled to monitor their progress and further their academic development through the provision of regular opportunities to reflect on feedback and engage in dialogue with staff?**

BNU provides comprehensive mechanisms and opportunities for students to regularly monitor their academic progress, reflect on feedback, and engage in meaningful dialogue with faculty and staff, thereby supporting their continuous academic development. This is facilitated through robust mechanisms for regular and timely feedback, including the prompt return of graded assignments and quizzes by faculty to enable timely learning from mistakes. Students benefit from ample opportunities for one-on-one dialogue, with all faculty members holding designated office hours clearly communicated in course outlines for individual discussions on course content, grades, and academic challenges. Regular academic advising sessions serve as a dedicated forum for students to review progress, discuss academic goals, and receive personalized guidance. For major

projects, dedicated feedback sessions or individual meetings are often scheduled, fostering an open communication culture where students feel comfortable initiating dialogue with staff. Monitoring academic progress is made easy through secure, online access to grades and academic records via the BNU student portal and Learning Management System (LMS), allowing real-time tracking of individual course performance and cumulative GPA. Faculty are encouraged to update grades regularly on the LMS, providing continuous insight into student performance, and formal mid-term progress reports may be issued for some programs or for students on academic warning/probation. Finally, personalized academic advice and support are provided through proactive advising, where academic advisors reach out to struggling students to offer support and recommend remedial measures, and through referrals to professional psychological counseling services for students facing personal challenges impacting their academic performance.

### **Evidence / Document**

- a. Screenshots of the BNU student portal/LMS showing student access to grades, academic history, and progress tracking features - [Annex 11.8 \(a\)](#)
- b. Records of faculty office hours (e.g., published schedules) - [Annex 11.8 \(b\)](#)

### **Expected Outcome Indicator EOI 11.9**

**Does the HEI ensure institutional efforts/activities are directed towards making contribution to the 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?**

BNU's institutional efforts, research, and teaching priorities are fundamentally directed towards making tangible contributions to the community and society, guided by the principles of the Sustainable Development Goals (SDGs), actively addressing pressing local and global issues for significant impact. BNU's Strategic Plan explicitly integrates community engagement and alignment with SDGs as core pillars, outlining goals related to societal impact, applied research, and producing socially responsible graduates. The university strongly encourages and supports faculty and student research that directly tackles local and global challenges, linking them to specific SDGs. Teaching and learning are tailored for societal contribution through problem-based learning curricula that require students to develop practical solutions for real-world issues. Many final year projects and theses involve capstone projects with community partners, such as design students working on low-cost housing or media students producing documentaries on social issues. BNU also offers service-learning courses that integrate community service with academic learning, and emphasizes experiential learning through internships that expose students to societal issues and potential solutions. Community outreach programs and collaborations are central to BNU's approach, including formal MOUs with NGOs for

student volunteerism and joint research, engagement with government bodies on urban planning and public health, and industry partnerships for sustainability challenges.

### **Evidence / Document**

- a. Extracts BNU's Institutional Strategic Plan: With explicit mention of community engagement objectives - [Annex 11.9 \(a\)](#)
- b. List of research grants received by faculty directly linked to SDGs or societal impact (e.g., HEC grants, international funding) - [Annex 11.9 \(b\)](#)
- c. Faculty publications in journals or conference proceedings that demonstrate research addressing specific SDGs or local/global challenges - [Annex 11.9 \(c\)](#)
- d. MOUs (Memoranda of Understanding) with community organizations, local industries, or government agencies for collaborative projects - [Annex 11.9 \(d\)](#)
- e. Reports on community service initiatives, their outputs, and outcomes (e.g., number of beneficiaries, specific interventions, qualitative impact) - [Annex 11.9 \(e\)](#)
- f. Media coverage (newspaper clippings, online articles, TV reports) of impactful BNU projects and community engagement activities - [Annex 11.9 \(f\)](#)
- g. Marketing Department Strategy and Outreach Efforts - [Annex 11.9 \(g\)](#)

### **Expected Outcome Indicator EOI 11.10**

**Does the university have institutional mechanism to make students learn about SDGs and make contributions through active community engagement practices.**

BNU has established institutional mechanisms to explicitly educate students about the Sustainable Development Goals (SDGs) and provide ample opportunities for them to actively contribute to these goals through hands-on community engagement practices. BNU also incorporates mandatory or elective community engagement/service-learning components, where students apply academic knowledge to address real-world community needs, often involving structured reflection on their contribution to SDGs through service-learning courses or required community projects with partners (e.g., architecture students designing sustainable spaces, media students creating public awareness campaigns). The university actively encourages and supports voluntary community service through numerous student societies and clubs dedicated to social impact, which regularly organize volunteer drives, awareness campaigns, and fundraising activities aligned with various SDGs. Finally, BNU actively supports and promotes student societies explicitly focused on social impact and SDGs, which organize events, campaigns, and projects to raise awareness and foster action around specific global goals.

## **Evidence / Document**

- a. Curriculum maps for various programs showing explicit integration of SDG themes or dedicated courses on social responsibility/sustainability - [Annex 11.10 \(a\)](#)
- b. Records of student participation in community engagement activities (e.g., volunteer hours logged, list of projects undertaken by student societies) - [Annex 11.10 \(b\)](#)
- c. Partnership agreements with community organizations for student internships or service-learning projects - [Annex 11.10 \(c\)](#)
- d. Course Outlines for Service-learning course or courses with mandatory community project components, detailing their connection to SDGs – [Annex 11.10 \(d\)](#)



## Standard 12 – Research, Innovation, Entrepreneurship and Industrial Linkage

### Expected Outcome Indicator EOI 12.1

#### **Does the HEI have a well-thought-out policy on research, innovation, and entrepreneurship?**

We have established a robust framework to promote research, innovation, and entrepreneurship within the institution. Our institutional research incentive framework is designed to foster a culture of excellence and to encourage increased research output from faculty members. Additionally, we have a dedicated entrepreneurship center, Innovatrium, which has gained significant recognition. Innovatrium secured a bid from the National Incubation Center in Lahore and received a grant from The Asia Foundation to run the Google Cybersecurity Clinic at BNU, showcasing our commitment to both innovation and practical industry collaborations.

#### **Evidence / Document**

- a. BNU Faculty Incentive Policy – [Annex 12.1 \(a\)](#)
- b. Dox BNU – [Annex 12.1 \(b\)](#)
- c. Net-sol BNU MOU – [Annex 12.1 \(c\)](#)

### Expected Outcome Indicator EOI 12.2

#### **Does the university have a well-thought-out policy on intellectual property rights?**

We have a BNU Startup Policy that covers everything pertaining to innovation, IP, startups and commercialization

#### **Evidence / Document**

- a. Start-up Policy Document – [Annex 12.2 \(a\)](#)
- b. Policy on Intellectual Property & Copyrights – [Annex 12.2 \(b\)](#)

### Expected Outcome Indicator EOI 12.3

#### **Does the university have institutional initiatives and platforms for the promotion of innovation and entrepreneurship, such as Offices of Research, Innovation, and Commercialization (ORIC) and Business Incubation Centers (BICs)?**

BNU has established a state-of-the-art university wide incubation center called Innovatrium that supports student and faculty led startups with essential capacity building sessions and networking opportunities. We also have a collaboration with National Incubation Center Lahore as a consortium partner that further strengthens the entire initiative. We also have a dedicated program that fosters inter faculty collaboration called BNU Connect that makes sure that innovation and projects are conceived and conducted by incorporating

## Evidence / Document

- a. Pictures of Incubation Center – [Annex 12.3](#)

### Expected Outcome Indicator EOI 12.4

**Does the university only offer postgraduate research programs where students can be expected to meet the academic standards the institution has set for itself, which should reflect national expectations (National Qualifications Framework)?**

BNU exclusively offers postgraduate research programs that meet both its internal academic standards and the national expectations set by regulatory bodies. These programs undergo thorough scrutiny and evaluation to ensure their alignment with established academic benchmarks and are in accordance with the guidelines stipulated by relevant national accrediting agencies. Postgraduate research programs offered by the university adhere strictly to its academic standards and are aligned with national expectations, ensuring the highest quality of scholarly output.

## Evidence / Document

- a. Brochures detailing postgraduate research programs by BNU – Annex 12.4 (a)  
<https://bnu.edu.pk/bnu-program-finder>
- b. Accreditation reports validating the academic standards of BNU PG programs – Annex [12.4 \(b\)](#)

### Expected Outcome Indicator EOI 12.5

**Does the HEI have clearly defined policies and regulations, made readily available, and sufficiently comprehensive to cover the progression of research students from admission and registration through to final examination and award?**

Clear policies and regulations govern the progression of research students from admission to final examination and award, providing transparency and guidance throughout their academic journey

## Evidence / Document

- a. Academic regulations outlining the progression requirements for research students – [Annex 12.5 \(a\)](#)
- b. Records of thesis / dissertation guidelines, examinations procedure and evaluation criteria – [Annex 12.5 \(b\)](#)
- c. Student handbooks or guides detailing the research student journey from admission to graduation – [Annex 12.5 \(c\)](#)

## Expected Outcome Indicator EOI 12.6

### **Does the university regularly review these regulations at both local and institutional levels?**

The University conducts periodic reviews and maintains comprehensive records of meeting minutes and reports on the evaluation of regulations governing research activities. These reviews serve to assess the effectiveness and relevance of existing policies, identify areas for improvement, and ensure compliance with regulatory standards and best practices

#### **Evidence / Document**

- a. Departmental or institutional committees responsible for overseeing research activities – [Annex 12.6](#)

## Expected Outcome Indicator EOI 12.7

### **Does the HEIs have an institutional research policy that takes into account regional, national, and international social and industrial needs?**

BNU has developed a comprehensive research policy that aligns with regional, national, and international priorities. The institution actively pursues donor agency grants and partnerships with local organizations, including collaborations with leading entities such as JS Bank and OGDCL, particularly in areas like climate initiatives. A grant management policy has been created and implemented to ensure efficient oversight and execution of these projects. This policy enables faculty and students to contribute to research that addresses critical social and industrial needs while fostering mutually beneficial partnerships with local industries

#### **Evidence / Document**

- a. BNU Grant Management Policy – [Annex 12.7](#)
- b. Research Policy & Incentive Framework – [Annex 12.7 \(b\)](#)

## Expected Outcome Indicator EOI 12.8

### **Does the university have a Research Ethics Committee (REC) with a mandate to review research involving human participants to ensure their dignity, rights, and welfare are protected?**

At schools' level, BNU do have Research Committee. At University level, Institutional Review Board (IRB) is established to safeguard the rights, welfare, and well-being of research participants by ensuring that all research involving human subjects conducted under the institution's auspices complies with ethical and regulatory standards.

Every BNU faculty is required to get approval from IRB before publishing their research.

#### **Evidence / Document**

- a. Research Committee of Graduate Programs – [Annex 12.8 \(a\)](#)
- b. Composition of Institutional Review Board (IRB) – [Annex 12.8 \(b\)](#)

- c. TORs of Institutional Review Board – [Annex 12.8 \(c\)](#)
- d. Minutes of Meeting (IRB) – [Annex 12.8 \(d\)](#)

#### **Expected Outcome Indicator EOI 12.9**

**Does the university have an Advanced Studies & Research Board (ASRB), Board of Advanced Study and Research (BASR), or a relevant body with clearly defined institutional mechanisms and SOPs for the timely and fair conduct of its business?**

The university boasts an Advanced Studies & Research Board (ASRB) or a similar body equipped with defined mechanisms and Standard Operating Procedures (SOPs) to facilitate the timely and equitable conduct of its academic affairs

#### **Evidence / Document**

- a. BASR composition and TORs – [Annex 12.9](#)

#### **Expected Outcome Indicator EOI 12.10**

**Does the HEI offer research, innovation, and entrepreneurship opportunities where students can be trained and supported in an environment that is conducive and fit for purpose?**

At BNU, we actively involve students in grants and research projects, engaging them as interns and research associates. This hands-on experience enables them to develop practical skills and problem-solving acumen, preparing them to address real-world challenges in their respective career domains. To further streamline this process, BNU's Human Resources department has implemented an internship policy, providing a centralized mechanism to recruit students across schools for grant assignments and project-based roles. Additionally, a dedicated portal has been created to facilitate these opportunities, ensuring transparency and ease of access

#### **Evidence / Document**

- a. BNU Student Employment Policy – [Annex 12. 10](#)

#### **Expected Outcome Indicator EOI 12.11**

**Does the HEI ensure that students have access to training sufficient to gain the skills they need regarding research, innovation, and entrepreneurship, helping to prepare them for their subsequent careers?**

At BNU, we are committed to providing our students with comprehensive training that equips them with the essential skills for research, innovation, and entrepreneurship. BNU won the bid for the National Incubation Center (NIC) in Lahore as well. Moreover, we collaborate with Silicon-based companies such as Digital Ocean, offering students and faculty exposure to cutting-edge technological advancements and trainings with a focus on promoting women entrepreneurship, offering specialized programs tailored exclusively to female entrepreneurs. These initiatives ensure that our students are prepared for

successful careers in these fields. In all of BNU's grant funded initiatives, we prioritize hiring BNU's promising students in research assistantships as well.

#### **Evidence / Document**

- a. NIC Details – [Annex 12.11 \(a\)](#)
- b. BNU Grant list – [Annex 12.11 \(b\)](#)
- c. Digital Ocean RFPs – [Annex 12.11 \(c\)](#)

#### **Expected Outcome Indicator EOI 12.12**

##### **Does the university ensure that the institutional policy on entrepreneurship and the establishment of BICs adhere to international best practices and HEC guidelines?**

At BNU, our institutional policy on entrepreneurship and the establishment of Business Incubation Centers (BICs) is fully aligned with both international best practices and works in line with the guidelines set forth by the Higher Education Commission (HEC). Our collaboration with international universities further strengthens our approach, ensuring that we consistently adhere to global standards. We maintain an ongoing commitment to HEC's guidance, actively seeking their input and ensuring compliance at every stage of our entrepreneurial initiatives.

#### **Evidence / Document**

- a. Start-up Policy document – [Annex 12.12 \(a\)](#)
- b. BNU's Academic Partnerships Data – [Annex 12.12 \(b\)](#)
- c. BNU Academic Partnerships Update – [Annex 12.12 \(c\)](#)

#### **Expected Outcome Indicator EOI 12.13**

##### **Does the university have a well-thought-out institutional policy for industry engagement, including having MOUs with surrounding industries and other relevant government/private institutions involved in trade and commerce, such as the Chamber of Commerce, the Securities and Exchange Commission of Pakistan (SECP), and the regional chapter of IPO Pakistan?**

At Beaconhouse National University (BNU), we strongly believe that collaboration with industry is essential to our success. As such, we have adopted an aggressive policy to proactively seek partnerships with key industry stakeholders. This includes establishing Memorandums of Understanding (MOUs) with surrounding industries, as well as with relevant government and private institutions involved in trade and commerce. These partnerships allow us to create mutually beneficial opportunities for academic and industry collaboration, driving both innovation and practical exposure for our students.

#### **Evidence / Document**

- a. BNU's Corporate Partners – [Annex 12.13](#)

## **Institutional Development (Standards 13 – 16)**

### **Standard 13 – Fairness and Integrity**

#### **Expected Outcome Indicator EOI 13.1**

**Does the university practice and exemplify the values and ethical precepts articulated in its mission in dealing with all its stakeholders?**

The university ensures that its values and ethical principles are upheld in interactions with stakeholders through clear communication, ethics training, and robust policies. It prioritizes transparency, fairness, and accountability, engaging stakeholders for input and collaboration. Ethical leadership sets the tone, guiding decision-making and maintaining a culture of trust and integrity. Continuous monitoring and evaluation of interactions with stakeholders is conducted to ensure alignment with values and ethical standards, with adjustments made as necessary to uphold ethical integrity

#### **Evidence / Document**

- a. Records of ethics, training programs for faculty, staff and students i.e. Extracts of the trainings organized – [Annex 13.1 \(a\)](#)
- b. Ethical policies and procedures documentation i.e. Sexual Harassment Policy TORs / Committee Composition – [Annex 13.1 \(b\)](#)

#### **Expected Outcome Indicator EOI 13.2**

**Does the university have fair institutional mechanisms to safeguard the interests of students, faculty, and staff?**

The university has strong mechanisms to protect the interests of students, faculty, and staff fairly. These policies cover areas such as academic integrity, non-discrimination, grievance procedures, and ethical conduct, providing a structured framework for addressing concerns and ensuring equitable treatment. This includes clear policies on rights and responsibilities, overseen by committees like those for academic integrity and ethics. Regular training ensures everyone knows their rights and how to handle issues like discrimination or grievances. Transparent communication ensures everyone understands policies and can seek help if needed. Support services like counseling and mentoring are available, and feedback is used to improve these systems regularly.

#### **Evidence / Document**

- a. Student handbook detailing rights, responsibilities, and grievance procedures – [Annex 13.2 \(a\)](#)
- b. Faculty and staff code of conduct and grievance handling protocols – [Annex 13.2 \(b\)](#)
- c. Records of committees or boards overseeing fairness and safeguarding interests – [Annex 13.2 \(c\)](#)

### Expected Outcome Indicator EOI 13.3

#### **Does the university ensure equality, diversity, and inclusion are embedded in all the institution's policies and procedures?**

The university prioritizes equality, diversity, and inclusion (EDI) in its policies and procedures. It develops specific policies that outline its commitment to promoting EDI across areas like recruitment, admissions, retention, promotion, and disciplinary processes. These policies guide behavior and decision-making in line with EDI values. The university also offers EDI training for faculty, staff, and students to raise awareness, enhance cultural competence, and reduce bias and discrimination. It strives to create a supportive environment for diverse faculty, staff, and students. Facilities and services are accessible to everyone, and the university collaborates with diverse communities. Regular monitoring ensures accountability and progress in promoting EDI values across the university.

#### **Evidence / Document**

- a. Diversity and inclusion policy documents i.e. Sexual Harassment Policy – [Annex 13.3 \(a\)](#)
- b. Reports on diversity initiatives and outcomes i.e. events percentage gender wise – [Annex 13.3 \(b\)](#)

### Expected Outcome Indicator EOI 13.4

#### **Does the HEI have a transparent approach to all communication, including academic integrity and complaints?**

The university ensures transparency in communication about academic integrity and handling complaints through clear policies and accessible channels. These policies provide a well-defined framework that outlines expectations, procedures, and consequences related to academic integrity and complaints resolution, accessible to all stakeholders. Various communication channels, such as official websites, student handbooks, orientation sessions, and regular updates via emails or newsletters, are utilized to disseminate information about academic integrity policies and complaint handling procedures. Additionally, the university conducts training and awareness programs for faculty, staff, and students on academic integrity principles, ethical conduct, and complaint reporting procedures to promote transparency and accountability. Reporting mechanisms are easily accessible, investigations are conducted transparently, and feedback is welcomed for continuous improvement in transparency and accountability.

#### **Evidence / Document**

- a. Academic integrity policy and guidelines documentation – Refer to student handbook- [Annex 13.4 \(a\)](#)

- b. Communication protocols / TORs for handling complaints – Annex 13.4 (b) <https://share.bnu.edu.pk/sites/students/Exam%20Policy/Forms/AllItems.aspx?web=1> (Intranet)
- c. Records of complaint resolution and communication with stakeholders – Annex 13.4 (c) <https://share.bnu.edu.pk/sites/students/Exam%20Policy/Forms/AllItems.aspx?web=1> (Intranet)

### Expected Outcome Indicator EOI 13.5

**Does the university ensure the availability of fair and transparent procedures for handling complaints, issues, and appeals, which are accessible to all students, faculty, and administration. This includes a robust mechanism for online complaints and feedback on the main page of the website, duly supported by clear and well-defined institutional mechanisms to address such complaints/feedback within a specific timeframe, with timely responses on resolution communicated back to the complainant (students/parents, faculty, and staff)?**

The university ensures easy access to reporting mechanisms for complaints, including online platforms, dedicated hotlines, and designated offices, making it convenient for individuals to submit their complaints and feedback. Clear and well-defined policies and procedures are in place for handling complaints, outlining the steps to be followed and the timelines for resolution, and these policies are easily accessible to all stakeholders. The university also encourages feedback from individuals involved in the complaint process to assess their satisfaction with how their complaints were handled and identify areas for improvement. Based on this feedback and evaluation, the university continuously reviews and refines its complaint handling processes to enhance fairness, transparency, and efficiency

#### Evidence / Document

- a. Complaint handling procedures documentation i.e. Students Discipline Committee TORs & Grievance Committee TORs – [Annex 13.5 \(a\)](#)
- b. Records of online feedback mechanisms and response times i.e. VC Virtual Box official link screenshot available on website – [Annex 13.5 \(b\)](#)
- c. Reports on complaint resolution outcomes VC Virtual Box, SDC and GC etc. – [Annex 13.5 \(c\)](#)

### Expected Outcome Indicator EOI 13.6

**Does the university have the necessary policies in place to instill integrity and fairness in its institutional system of teaching, learning, assessment, research, and publications?**

The university has established various policies to promote integrity and fairness across teaching, learning, assessment, research, and publications. These policies cover areas like academic integrity, ethical conduct, fair assessment practices, research integrity,



publication ethics, and professional conduct. The university provides Ethical Conduct guidelines for faculty, researchers, and authors involved in teaching, research, and publications. These guidelines address research ethics, data integrity, authorship, and conflicts of interest, promoting responsible conduct and adherence to ethical standards. Fair assessment practices are also emphasized through policies that ensure evaluation methods are objective, transparent, and aligned with learning objectives, including guidelines for grading, examination procedures, and feedback mechanisms. The university may have Professional Conduct Codes for faculty, staff, and researchers, outlining expectations for professional behavior, interactions, and ethical responsibilities in their roles. Training and awareness programs are conducted for students, faculty, and staff to educate them about ethical principles, promote responsible conduct, and prevent misconduct. The university has compliance mechanisms and monitoring processes in place to ensure adherence to these policies and ethical standards

### **Evidence / Document**

- a. HEC Anti – Plagiarism Policy Adoption evidences – [Annex 13.6 \(a\)](#)
- b. BNU research incentive policy – [Annex 13.6 \(b\)](#)
- c. Ethics and guidelines for faculty and students to follow at BNU – [Annex 13.6 \(c\)](#)

## Standard 14 – Public Information and Transparency

### Expected Outcome Indicator EOI 14.1

**Does the university 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 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 programs' 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 program reviews**
- xi graduate employment information (for example, information regarding what most graduates from the program do after graduation) that is clear, accurate, objective, up to date and readily accessible**
- xii alumni information and engagement opportunity**

Yes, the university maintains a website that is both user friendly and mobile responsive, ensuring easy access and navigation for all users

- i. The contact details of Board of Governors / Syndicate members, including their names, designations, working emails and contact information
- ii. The contact information of the statutory positions has been diligently provided
- iii. Required information about the faculty member has been diligently provided
- iv. Required information i.e. programs, curricula, learning outcomes and clear admission rules has been diligently provided
- v. Required information i.e. approved policies, SOPs, Statutes etc. has been diligently provided
- vi. A strategically located search box on the website facilitates effortless navigation and quick access to desired information.

- vii. The university location, clearly marked on a map, making it easier for visitors to find the campus
- viii. Yes, there is a prominently placed box for complaints/feedback, supported by a robust institutional mechanism for resolution and redressal.
- ix. Required information i.e. external audit and examinations outcome have been diligently provided
- x. Evaluation/review reports by external QA bodies, including assessments of both institutional and program reviews, are diligently provided
- xi. Graduate employment information, including post - graduation pursuits of alumni, is presented in a clear, accurate, and readily accessible manner, offering valuable insights into career pathways for current and prospective students
- xii. Opportunities for alumni engagement and access to alumni information are actively facilitated, maintaining a strong sense of community and enabling meaningful connections between alumni and the institution.

### **Evidence / Document**

University's official website link – Annex 14.1 <https://www.bnu.edu.pk/>

- a. List of the Board of Governors members and their contact details – [Annex 14.1 \(i\)](#)
- b. Official documents listing the detailed contact information of statutory offices, such as the Vice Chancellor, Dean, Registrar, Controller of Exams, student affairs, and Director of QEC/ORIC – [Annex 14.1 \(ii\)](#)
- c. Information about faculty members, including brief personal profiles, working emails, and contact information, is organized by respective faculty/department for easy access and interaction – [Annex 14.1 \(iii\)](#)
- d. Prospectus 2024 – 2025 / Student Handbook – [Annex 14.1 \(iv\)](#)
- e. University official repository or documentation containing approved policies, SOPs, statutes, rules, and regulations – [Annex 14.1 \(v\)](#)
- f. University's website official link or screenshots demonstrating the presence of a strategically located search box for easy navigation – Annex 14.1 (vi)
- g. Access to the university's official website or documentation containing the location of the institution on a map – Annex 14.1 (vii) <https://g.co/kgs/JUxWrnN>
- h. Access to the institution's official website or documentation showcasing the prominently placed box for complaints /feedback and details of the institutional mechanism for resolution and redressal – [Annex 14.1 \(viii\)](#)
- i. Examination results reports – [Annex 14.1 \(ix\)](#)

- j. Reports or documentation from external QA bodies such as the Quality Assurance Agency (QAA) and accreditation councils, evaluating both institutional and program reviews – [Annex 14.1 \(x\)](#)
- k. Data or reports showcasing graduate employment information – [Annex 14.1 \(xi\)](#)
- l. Alumni engagement documentation and access to alumni information – Annex 14.1 [\(xii\)](#)
- m. BNU digital marketing details - [Annex 14.1 \(xiii\)](#)

#### **Expected Outcome Indicator EOI 14.2**

**Does the university have a policy and institutional mechanism for the systematic evaluation of public information to ensure its accuracy?**

The university maintains an institutional mechanism to systematically evaluate its public information, ensuring accuracy and reliability in all communications and representations

#### **Expected Outcome Indicator EOI 14.3**

**Does the university ensure the availability of a transparent mechanism where all stakeholders, particularly students and faculty, have access not only to decisions made (such as minutes of meetings) but also to the processes and procedures of decision-making (agenda/working papers, forum members' information, etc.)?**

A transparent mechanism is in place where stakeholders, particularly students and faculty, have access to decisions made, meeting minutes, agenda/working papers, and forum members' information, promoting openness and inclusivity in decision-making processes

#### **Evidence / Document**

- a. Access to meeting minutes, agendas, working papers, and forum members' information or documentation showcasing transparent decision-making processes i.e. Students Discipline Committee, Student Feedback Mechanism, Grievance Committee – Annex [14.3](#)

#### **Expected Outcome Indicator EOI 14.4**

**Does the university have necessary policies in place to instill the element of integrity and fairness in its institutional systems of teaching, learning, assessment, research, and publications?**

Yes, comprehensive policies are firmly established to ensure integrity and fairness across all institutional systems, including teaching, learning, assessment, research, and publications

## **Evidence / Document**

- a. Policies and documentation outlining integrity and fairness in institutional systems i.e. Faculty Appraisal Method, Research Incentive Policy, QA policy etc. – [Annex 14.4](#)

## **Expected Outcome Indicator EOI 14.5**

**Does the university ensure the availability of fair and transparent procedures for handling issues, complaints, and appeals that are accessible to all students, faculty, and administration?**

Fair and transparent procedures for handling issues, complaints, and appeals are accessible to all stakeholders, ensuring equity and accountability within the institution. BNU has separate Students Discipline Committee (SDC) for its each school and there is Grievance Committee to resolve the issues of faculty and administration.

## **Evidence / Document**

- a. Notifications of Student Discipline Committee (SDC) and Grievance Committee – [Annex - 14.5 \(a\)](#)
- b. Minutes of Meetings outlining that all issues are handled in fair and transparent manner – Annex 14.5 (b) (refer to hard file)

## Standard 15 – Institutional Effectiveness, Quality Assurance and Enhancement

### Expected Outcome Indicator EOI 15.1

**Does the institution have a well-defined quality policy and mechanisms to ensure continuous improvement through its rules and regulations and activities related to faculty teaching, student learning, educational programs, and administrative and educational support services, with the ultimate outcome of providing students with a high-quality learning experience and attaining nationally/internationally comparable qualifications and awards?**

Yes, the university has clear rules and regulations in place, along with a new quality policy under the umbrella of PSG – 2023 framework has been developed. This policy ensures that all stakeholders associated with the BNU are actively involved in ensuring continuous improvement. These policies and mechanisms are regularly reviewed and updated to maintain effectiveness and relevance

#### **Evidence / Document**

- a. University regulations and policies document – [Annex 15.1 \(a\)](#)
- b. QA policy – [Annex 15.1 \(b\)](#)

### Expected Outcome Indicator EOI 15.2

**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?**

Each faculty/department & program evaluate its performance through a variety of methods such as student feedback, assessment of learning outcomes, faculty evaluations, graduates feedback, and program reviews i.e. (Internal & External Audit Data) collected from these evaluations are analyzed and utilized for continuous improvement initiatives

#### **Evidence / Document**

- a. Feedback mechanism (survey forms i.e. Teacher & Course Evaluation, Graduating Survey etc) involving students and Faculty – [Annex 15.2 \(a\)](#)
- b. Program Assessment Reports – [Annex 15.2 \(b\)](#)
- c. Data Analytics Report – [Annex 15.2 \(c\)](#)

### Expected Outcome Indicator EOI 15.3

**Does the institution have robust mechanisms to create and sustain an environment in which students and other stakeholders participate in internal quality assurance processes?**

The university actively involves students and stakeholders in QA processes through surveys. Regular surveys and feedback mechanisms are employed to gather input from students and stakeholders about their experiences with different aspects of university life, including teaching quality, facilities, support services, and overall satisfaction. University analyzes this feedback to identify areas for improvement and implement necessary changes. Collaboration with external stakeholders ensures that educational offerings remain current and responsive to changing demands

#### **Evidence / Document**

- a. Feedback mechanism (survey forms i.e. Teacher & Course Evaluation, Graduating Survey etc) involving students and Faculty – [Annex 15.3 \(a\)](#)
- b. Extracts of Stakeholder Plans or strategies – [Annex 15.3 \(b\)](#)
- c. Record of Students Societies / Committees – [Annex 15.3 \(c\)](#)

#### **Expected Outcome Indicator EOI 15.4**

**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?**

BNU QA procedures are aligned with national and international standards for internal and external assessment. The university regularly conducts internal audits, mock reviews and undergo external audits / assessments (i.e. QAA HEC visits and Accreditation Bodies visit) to ensure compliance with these standards

#### **Evidence / Document**

- a. Records of compliance with accreditation requirements – [Annex 15.4 \(a\)](#)
- b. Evidence of participation in external quality assurance processes (audits, reviews) – [Annex 15.4 \(b\)](#)

#### **Expected Outcome Indicator EOI 15.5**

**Does the institution ensure that internal quality assurance procedures and resulting action plans from cyclical program reviews are monitored for effective implementation?**

The university monitors the implementation of action plans resulting from cyclical program reviews through regular progress reports, follow-up assessments, and data analysis. This ensures that the action plans are effective in addressing identified areas for improvement

#### **Evidence / Document**

- a. Implementation Plans / CA Plans of Internal and External Audits – [Annex 15.5 \(a\)](#)
- b. Progress reports on Implementation plans/ CA Plans – [Annex 15.5 \(b\)](#)

c. Evidence of monitoring mechanisms (meetings, reports, emails) – [Annex 15.5 \(c\)](#)

### Expected Outcome Indicator EOI 15.6

**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. For instance, no HEC or other government's 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 may be required to be made more stringent to match the institution's culture?**

The university engages stakeholders in policy-making through consultation forums, committees, and working groups. This ensures shared governance and effective implementation of policies, including those mandated by the Higher Education Commission (HEC) and government guidelines

#### **Evidence / Document**

- a. Minutes of Meetings of BOF, AC etc. – Annex 15.6 (a)- (Refer to Hard Files-Available on Request)
- b. Evidence of adherence to regulatory guidelines i.e. HEC policies adoption – Annex [15.6 \(b\)](#)
- (c) Policies available on share point:  
<https://share.bnu.edu.pk/sites/facultynstaff/HEC%20Policies/Forms/AllItems.aspx?web=1>  
(Intranet)

### Expected Outcome Indicator EOI 15.7

**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, BNU established Institutional Quality Circle (IQC) in October 2024. It is headed by the Vice Chancellor of the university. It includes all the statutory positions (All Deans, Registrar, Controller of Examinations, Director Finance), All Administrative Heads, while GM QA is the secretary of IQC. The university is well-prepared for external quality assurance processes, with participation from faculty, administrators and external experts. This ensures shared governance and institutionalization of a quality culture, with a focus on continuous improvement.



## **Evidence / Document**

- a. Extracts / Evidence of External quality assurance preparation plans being discussed in IQC – [Annex 15.7 \(a\)](#)
- b. Reports on outcomes of external quality assurance processes – [Annex 15.7 \(b\)](#)

## **Expected Outcome Indicator EOI 15.8**

**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?**

The Board of Governors (BOG) plays a crucial role in overseeing fiduciary responsibilities and university performance. They stay informed about quality assurance processes and outcomes through regular reports, presentations, and discussions during board meetings. The BOG meets two to three times in a year to review the performance of the university.

## **Evidence / Document**

- a. Minutes of Meetings of BOG for the year 2024 – 2025 – Annex 15.8 (a) - (Refer to the BOG Hard File-Available on Request)

## Standard 16 – CQI and Cyclical External Quality Assurance

### Expected Outcome Indicator EOI 16.1

**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?**

BNU is dedicated in upholding the highest standards of academic excellence and institutional effectiveness through a well-defined quality policy and a commitment to continuous quality improvement (CQI). The university is also employing the PDCA (Plan, Do, Check, Act) cycle for continuous improvement and it has established robust institutional mechanisms to ensure quality enhancement across all decision-making processes. BNU regularly reviews its academic programs, administrative operations, and student services through structured evaluations, feedback systems, and stakeholder engagement.

#### **Evidence / Document**

- a. QA Policy – [Annex 16.1 \(a\)](#)
- b. Audit Reports (Implementation Reports / Compliance Reports) – [Annex 16.1 \(b\)](#)

### Expected Outcome Indicator EOI 16.2

**Does the HEI 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?**

BNU strengthens its internal quality assurance processes by embracing collaboration, consultation, and collective wisdom as key pillars of its quality management approach. Collaboration involves fostering a culture of teamwork and cooperation among different departments, faculty members, and staff to collectively work towards shared quality objectives. This collaborative effort includes joint planning, implementing quality initiatives, and sharing best practices to enhance overall quality standards across the institution.

Additionally, the university actively seeks input and feedback from various stakeholders, including students, faculty, staff, and external experts, through regular consultations and feedback mechanisms. This feedback is instrumental in identifying areas for improvement, gathering diverse perspectives, and making informed decisions regarding quality assurance processes. Moreover, the university values and leverages collective wisdom by tapping into the knowledge, expertise, and experience of its stakeholders. This entails utilizing faculty expertise in curriculum design & engaging subject specialist in program reviews to benefit from their insights and recommendations.

Furthermore, the university emphasizes a culture of continuous improvement by regularly reviewing and refining its internal quality assurance processes. This involves conducting

self-assessments, mock up reviews benchmarking against industry standards, and implementing feedback-driven improvements to enhance effectiveness and efficiency. Additionally, the university invests in capacity-building initiatives to equip staff, faculty, and administrators with the necessary skills, knowledge, and tools to actively participate in and contribute to quality assurance processes. This comprehensive approach ensures that the university's internal quality assurance processes are robust, inclusive, and continuously evolving to meet the institution's quality objectives and stakeholder expectations

#### **Evidence / Document**

- a. QA Policy – [Annex 16.2 \(a\)](#)
- b. Extracts of Self – Assessment Reports for Internal Audit – [Annex 16.2 \(b\)](#)

#### **Expected Outcome Indicator EOI 16.3**

**Does the university ensure the CQI mechanism has a robust and effective mechanism for follow-up and closing the loops?**

The university has established effective mechanisms within its continuous quality improvement framework to ensure follow-up and closure of loops. These mechanisms include gathering feedback from stakeholders like students, faculty, and staff to identify areas for improvement. Based on this feedback, the university develops action plans with clear goals and timelines, addressing the identified issues systematically. Progress is monitored through performance metrics and indicators, allowing the university to track success and make necessary adjustments. Regular reviews and assessments are conducted to evaluate the impact of improvements and refine strategies as needed. Additionally, ongoing training programs are provided to staff and faculty to enhance their skills in quality management. Comprehensive documentation and reporting ensure accountability and transparency throughout the continuous improvement process

#### **Evidence / Document**

- a. Implementation Plan / Compliance reports from the concerned stakeholders – Annex [16.3 \(a\)](#)

#### **Expected Outcome Indicator EOI 16.4**

**Is the university takes 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?**

The university engages in external quality assurance activities to check the effectiveness of its internal quality processes and find ways to improve. This includes participating in external reviews, audits, and benchmarking with other institutions. Collaborating with other universities, consulting experts, and aligning with global standards also helps in gaining insights for enhancement. university engagement in external quality assurance

activities serves as a catalyst for continuous learning, improvement, and innovation. The feedback, recommendations, and insights gathered from external assessments and engagements are used to refine internal processes, address areas of concern, and implement proactive measures to enhance the quality of education and services provided to students and stakeholders

### **Evidence / Document**

- a. External quality assurance engagement records (e.g., audit reports, reviews) – Annex [16.4 \(a\)](#)
- b. Documentation of participation in external quality assurance processes – [Annex 16.4 \(b\)](#)

### **Expected Outcome Indicator EOI 16.5**

#### **Does the university prepare and participate in international accreditation processes?**

Three undergraduate programs of BNU are accredited with Pakistan Council of Architects and Town Planners (PCTAP- Bachelor of Architecture) and National Computing Education Accreditation Council (NCEAC - Bachelor of Compute Sciences & Bachelor of Software Engineering) respectively. Furthermore, efforts are in hand to arrange zero visit for the recognition of BBA with National Business Education Accreditation Council (NBEAC) in Fall 2025.

After acquiring the national accreditation, BNU will strive to get the international accreditations of its program with Association to Advance Collegiate Schools of Business (AACSB) and other international accreditation processes as outlined in the five-year strategic plan (2025 – 2030) of the university.

### **Evidence / Document**

- a. Strategic Plan extracts for International Accreditation – [Annex 16.5 \(a\)](#)
- b. Evidences / Extracts of National Accreditation Bodies recognition – [Annex 16.5 \(b\)](#)