



(Department of Interdisciplinary Studies)

**Program Review for Effectiveness &
Enhancement (PREE)**

For the Academic Year: 2023-2024

(MA Art Education)

**PREPARED BY
MA AE Coordinators**

Contents

Program Team 3

Section 1: Brief Description of the Program	4
Section 2: THE TRACK RECORD IN MANAGING QUALITY AND STANDARDS:	5
Section 3: The PREE Standards	6
Standard 1: PROGRAMME MISSION, OBJECTIVES AND OUTCOMES	7
Standard-2: CURRICULUM DESIGN AND ORGANIZATION	13
Standard-3: Subject Specific Facilities	17
Criterion 4: STUDENT SUPPORT AND ADVISING.....	20
Standard 5: TEACHING FACULTY/STAFF	23
STANDARD 6: INSTITUTIONAL POLICIES AND PROCESS CONTROL	26
STANDARD 7: INSTITUTIONAL SUPPORT AND FACILITIES	33
STANDARD 8: INSTITUTIONAL GENERAL REQUIREMENTS	37
8.1 Expectation outcome indicators (EOIs): General Principles.....	37
8.2: The research environment.....	37
8.3: The selection and admission of students	38
8.4: Student information and induction	39
8.5: The approval of research projects.....	39
8.6: Skills training	39
8.7: Supervision.....	39
8.8: Assessment	40

Program Team

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Section 1: Brief Description of the Program

The description should cover:

- the institution's mission and ethos

Beaconhouse National University's objectives encompass a wide spectrum of educational, cultural, and societal dimensions, all aimed at fostering a transformative educational experience that prepares students to become globally aware, socially conscious, and academically accomplished individuals.

Objectives Of Beaconhouse National University

- Holistic Education
- Higher Education Access
- Equal Opportunities and Inclusiveness
- Academic Freedom and Excellence
- Liberal Arts Environment
- Research and Knowledge Expansion
- Socially Conscious Approach
- Cultural and Artistic Enrichment
- Engagement and Extracurricular Activities
- Global Citizenship
- National and International Impact
- Quality Infrastructure and Learning Environment

• recent major changes since the last self-assessment (if it is first, just provide background/genesis of the program.

Through the annual survey, a few courses have been identified as needed revision such as Research Methods in Art Education (from Fall faculty), Studio-II, Context & Strategies in Making & Teaching & Advanced Strategies for Making and Teaching (from students feedback). The instructors of the above mentioned courses were informed about the feedback specific to them. They went over their course outlines and teaching strategies to incorporate it in their next semester of teaching.

- implications of changes, challenges, strategic aims or priorities for

safeguarding academic standards and the quality of students' learning opportunities

Implications and Strategic Aims:

- Emphasis has shifted from traditional academics to **practice-based learning** rooted in contemporary pedagogy.
- The program now supports **customized thesis tracks**: either a traditional research paper or a research-led practice project.
- Greater focus on **student research support**, resulting in improvements like **access to HEC digital resources**, and dedicated sessions to build research capacity.

Strategic Priorities:

- Ensure **high-quality supervision** and faculty development.
- Provide **online and blended learning tools** to support the low-residency model.
- **Curriculum revisions** have already been implemented based on surveys and course evaluations, e.g., Studio-II and Research Methods in Art Education.
- details of the external reference points, other than the Qualifications Framework, which the institution is required to consider (for example, the requirements of accreditation councils and other professional bodies).

The MA Art Education (MA AE) program is designed in accordance with the guidelines of the Higher Education Commission (HEC), which serve as the primary external reference point for curriculum structure, credit hours, assessment, and postgraduate research requirements.

Additionally, the program takes direction from:

- HEC's guidelines for self-assessment and program accreditation, particularly in aligning course learning outcomes, thesis requirements, and student evaluation with national academic standards.
- Internal academic policies and procedures approved by the Board of Studies (BOS) and the Academic Council of Beaconhouse National University.
- UNESCO's Frameworks on inclusion through arts education relevant to BNU's own UNESCO Chair on Art for Social Inclusion.

Section 2: THE TRACK RECORD IN MANAGING QUALITY AND STANDARDS:

Briefly describe the institution and programme team's background and experience in managing quality and standards.

Institution and Program Team Background in Quality Assurance

Beaconhouse National University (BNU), through the Quality Assurance Department established in 2005, has an institutional framework for managing academic quality aligned with HEC's Self-Assessment Manual. The Mariam Dawood School of Visual Arts and Design (SVAD), under which the MA Art Education (MA AE) program is offered, follows this framework closely. The program team comprises highly qualified and experienced faculty, most of whom are actively engaged in teaching, research, and professional art education practice.

The MA AE program, being the first of its kind in Pakistan as a low-residency postgraduate art education program, was developed with an emphasis on innovation, interdisciplinary content, and responsiveness to teaching professionals' needs. The program team has experience in academic planning, curriculum design, implementation of HEC-mandated assessments, and responding to stakeholder feedback.

Provide the outcomes of previous external and internal review activities and the institution's responses. Where relevant, describe how the recommendations from the last external and internal reviews have been addressed, or if not addressed, what justification could be provided, and how good practice identified has been built on. Refer to any action plans that have been produced as a result of reviews.

Outcomes of Internal and External Quality Reviews

Recent quality reviews have led to meaningful improvements in curriculum and program delivery. Several courses, such as Research Methods in Art Education, Studio II: Contexts and Strategies for Making and Teaching, and Advanced Strategies for Making and Teaching, were revised to better align with student needs and teaching contexts. Course formats were adjusted to improve relevance, student engagement, and alignment with thesis projects.

Supervision practices were also reviewed, resulting in the reassignment of thesis advisors and clearer structures for advisement and thesis seminars. These adjustments have strengthened the support provided to students during their final year.

Access to academic research materials was another identified area of improvement. In response, VPN access was enabled for the HEC Digital Library, and orientation sessions were introduced to help students navigate these resources effectively.

Response to Recommendations and Action Taken

Informed by student, faculty, and alumni feedback, the program has made structural and pedagogical changes to enhance quality. Action steps included:

- Revising course outlines and teaching strategies.
- Replacing or reassigning academic advisors based on performance.
- Enhancing digital infrastructure to improve research access.
- Formalizing orientation and academic support systems.

Section 3: The PREE Standards

An institution under review should comment on each Standard separately, focusing on:

- ***what the programme does to meet the standard***
- ***how it is done***
- ***Why the programme does it that way***
- ***how well the programme performs***
- ***how the programme evaluates what it does***
- ***how the programme will enhance what it does.***

The evidence for this section should include a representative sample of programme and periodic accreditations, as well as the university's response to those accreditation reports, where applicable. It is vital that the self-assessment identifies the evidence that illustrates or substantiates the evaluation.

The same key pieces of evidence can be used in several different parts of the self-assessment.

It will be difficult to complete the review without including the following sets of information:

- **policy, procedures and guidance on quality assurance and enhancement**
- **a diagram of the structure of the main committees which are responsible for the assurance of quality and standards; this should indicate both central and local (that department or similar) committees**
- **minutes of central quality assurance committees for the two academic years prior to the review** • **overview reports (for example, periodic accreditation report) where these have a bearing on the**

assurance of quality and standards for the two years prior to the review.

Standard 1: PROGRAMME MISSION, OBJECTIVES AND OUTCOMES

1: Expectation:

Each programme must have a mission, measurable objectives and expected outcomes for graduates. Outcomes include competency and tasks graduates are expected to perform after completing the programme. A strategic plan must be in place to achieve the programme objectives. The extent to which these objectives are achieved through continuous assessment and improvements must be demonstrated.

1.1 Expectation outcome indicators (EOIs)

The program must have documented measurable objectives that support Faculty / College and institution mission statements.

1.1.1 Document institution, college and program mission statements

University Mission Statement:

"A truly national higher-education institution, emerging as a world-class Liberal Arts university with a merit-driven, need-based recruitment and admission policy at all levels; offering modern curricula in a range of conventional and new disciplines; while preserving the history and culture of Pakistani society; enriching the overall intellectual growth of a student through interaction and professional excellence."

Institute / College Mission Statement:

Vision Statement (School of Visual Arts and Design)

The School of Visual Arts and Design seeks to develop an independent vision amongst its students, faculty and alumni, through ideas and practices in contemporary art and design that cut across geographical and cultural boundaries: Through a discursive dialogue between diverse perspectives and paradigms, giving way to Interdisciplinarity. The School aims for a research environment that nurtures well-informed and reflective professionals who can contribute to the world collaboratively, critically and **creatively**.

Program Mission Statement:

The Master Art Education is an HEC accredited low residence Master of Arts program. It is ideally suited for people with full time jobs. Conducted over 3 Years (3 Summer Semesters, 5 weeks each) it addresses teachers of Art, Design and related disciplines from primary schools to university levels, as well as those who aim to become teachers in these and related disciplines, particularly ones that rely on visual literacy.

The program offers students a core of courses in educational theory integrated with professional practice in teaching and studio art. Beyond this core students

have the flexibility to design individual research projects under faculty supervision, in areas of concern that emerge from their educational experiences and their specific teaching context.

Indicative Evidence: Attached as Annexure 1.1.1

1.1.2 State Program Educational Objectives:

(Program educational objectives are intended to be statements that describe the expected accomplishments of graduates during the first several years following graduation from the program.)

Program Objectives:

- 1 - To enable students to explore and understand educational practice in art and design and other creative / related areas through parallel theoretical and studio content and inquiry.
- 2- To introduce students to educational research methods and strategies in order to carry out an action based self-study, historical, ethnographic or other field-based research on pedagogy, curriculum or policy in art and design education.
- 3- To introduce students to the curriculum design and implementation process and its constituents in real life situations.
- 4- To encourage independent thinking, self-learning, self-reflection and self-assessment both in and through their professional practice as teachers or future teachers. Students are guided in this process by placing their educational practice in the broader contexts of society and knowledge of both past and current art educators.
- 5- To give students a contextual reference for art and design education and how technological, environmental, economic, social and political issues influence education in these areas for children, adolescents and adults in institutional as well as non- institutional contexts.
- 6- To make students proficient in contributing to the community through curriculum design and/or pedagogical interventions through art or design.

1.1.3 Describe how each objective is aligned with the institution mission statements..

Program Objectives	Institute/college Mission Statement
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To this end, the department follows the systems and procedures prescribed by the HEC as well as international art and design education models in the area of postgraduate teacher education.

- 1- To enable students to explore and understand educational practice in art and design and other creative / related areas through parallel theoretical and studio content and inquiry.
- 2- To introduce students to educational research methods and strategies in order to carry out an action based self-study, historical, ethnographic or other field-based research on pedagogy, curriculum or policy in art and design education.
- 3- To introduce students to the curriculum design and implementation process and its constituents in real life situations.
- 4- To encourage independent thinking, self-learning, self-reflection and self-assessment both in and through their professional practice as teachers or future teachers. Students are guided in this process by placing their educational practice in the broader contexts of society and knowledge of both past and current art educators.
- 5- To give students a contextual reference for art and design education and how technological, environmental, economic, social and political issues influence education in these areas for children, adolescents and adults in institutional as well as non-

The School of Visual Arts and Design seeks to develop an independent vision amongst its students, faculty and alumni, through ideas and practices in contemporary art and design that cut across geographical and cultural boundaries: Through a discursive dialogue between diverse perspectives and paradigms, giving way to Interdisciplinarity. The School aims for a research environment that nurtures well-informed and reflective professionals who can contribute to the world collaboratively, critically and **creatively**.

<p>institutional contexts.</p> <p>6- To make students proficient in contributing to the community through curriculum design and/or pedagogical interventions through art or design.</p>	
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1.1.4. Outline the main elements of the strategic plan to achieve the programme objectives.

The first of its kind in the country, the Master of Art Education program at BNU is a platform for integrating contemporary art and design sensibilities with pedagogical training in the same areas. We provide a space for rigorous professional development of highly skilled teachers of art, design or related fields, or those who aspire to become teachers in these fields.

1.1.5. Provide for each objective how it was measured, when it was measured and improvements Identified and made. (Use Alumni and Alumni survey, Focus group interview of employers and alumni, Job Placement & Career Progression Data, Community & professional engagement, results of Standardized exams, Advisory Board Input etc.

Following Table provides a format for program objectives assessment.

Objective	How measured	When measured	Improvement identified	Improvement made
Current and Graduating Students Survey Faculty focus groups	Annually and at conclusion of three-year program	Revision of a few courses to realign them with the core objectives and the scheme of studies for the program.	<ul style="list-style-type: none"> - Meetings carried out with faculty to share feedback - Meetings carried out with students to identify the issues further - Course outlines were reviewed 	Current and Graduating Students Survey Faculty focus groups

			<ul style="list-style-type: none"> - Discussions to improve classroom strategies and methodologies 	
Alumni Survey Graduating Students Survey	Conclusion of three-year program and within one year of graduation	Supervision of individual theses needed to be better supported. Online resources for research were either inaccessible or not accessible at all.	<ul style="list-style-type: none"> Establishment of Self Learning Resource (SLR) Digital resources and their access were improved to allow access to the HEC Digital Library resources via a BNU VPN. Orientation session/Library session to be organized to introduce students with these resources 	Alumni Survey Graduating Students Survey
Current and Graduating Students Survey. Employer Survey Faculty focus groups	At and within one year of graduation After completion of curriculum projects	<ul style="list-style-type: none"> - Finding the studio course irrelevant during their thesis - Concerns about Thesis Advisors 	<ul style="list-style-type: none"> - Course's format to be reviewed + Dean and program coordinators met the year three students to brainstorm ideas to revamp the course. These ideas have to be presented in BOS to discuss and approve 	Current and Graduating Students Survey. Employer Survey Faculty focus groups

			The concerned advisors, after gauging the validity of complaints, not engaged further for advisement of MA AE scholars.	
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Table 1.1.5: Program objectives assessment

National Database/published reports/

- i. **conduct a survey of alumni every two years**
- ii. **conduct a survey of employers every two years (other tools may be used as needed)**

1.2 Expectation Outcome Indicators (EOIs)

The program must have documented outcomes for graduating students. It must be demonstrated that the outcomes support the program objectives and that graduating students are capable of performing these outcomes.

List the Program Outcomes (around 7-13 PLOs to be listed below):

1. MA AE students and alumni are working and practicing in various fields and tiers of education and making a difference i.e. one of the alumni just received 'Pride of Performance'
2. A focus to develop rigor in research through courses like Research Methods
3. Acquainting students with theory and practice of curriculum in formal and non-formal settings

1.2.1 Describe how the programme outcomes support the programme objectives.

Table 1.2.1: Outcomes versus objectives

Program Objectives	Program Outcomes							
	1	2	3	4	5	6	7	8
i	MA AE students and alumni are working and practicing in		Work produced in Studio course with core at	Students led thesis projects			Production of knowledge and discourse	

	various fields and tiers of education and making a difference i.e. one of the alumni just received 'Pride of Performance'		pedagogy.			in art education	
ii	A focus to develop rigor in research through courses like Research Methods	A playground for praxis; Theory into practice by offering courses like teaching Practicum.		Teaching and project outcomes in Curriculm & instruction Design		Students carrying out independent research	
iii	Acquainting students with theory and practice of curriculum in formal and non-formal settings	Problem based Practice in making and teaching	Mandatory component of fieldwork	A playground for praxis; Theory into practice by offering courses like teaching Practicum.			

1.2.2 Describe the means for assessing the extent to which graduates are performing the stated program outcomes/learning objectives. This should be accomplished by the following:

This should be accomplished by the following:

- i. conducting a survey of graduating seniors every semester
- ii. carefully designed questions asked during senior projects presentations; these questions should be related to programme outcomes.
- iii. Outcomes examinations (Exit Exam)

- iv. Results of Capstone Courses/assignment
- v. Mapping results

Program Learning Outcomes	How Assessed	Results & Improvement Identified/made
1.	conducting a survey of graduating seniors every semester	<ul style="list-style-type: none"> - Meetings carried out with faculty to share feedback - Meetings carried out with students to identify the issues further - Course outlines were reviewed - Discussions to improve classroom strategies and methodologies
2.	Outcomes examinations (Exit Exam)	<p>Establishment of Self Learning Resource (SLR)</p> <p>Digital resources and their access were improved to allow access to the HEC Digital Library resources via a BNU VPN.</p> <p>Orientation session/Library session to be organized to introduce students with these resources</p>
3.	Results of Capstone Courses/assignment	The concerned advisors, after gauging the validity of complaints, not engaged further for advisement of MA AE scholars.

Indicative Evidence:

The data obtained from the above sources should be analyzed and presented in the assessment report. It is recommended that the above surveys should be conducted, summarized and added to the self-assessment report.

Departments should utilize the results of the surveys for improving the programme as soon as they are available. (Annex 1.2.2)

1.3 Expectation outcome indicators (EOIs)

The results of programme's accreditation and the extent to which they are used to improve the programme must be documented.

1.3.1 Describe the actions taken based on the results of periodic accreditation

- **Extensive Documentation**
- **Mandatory Reading List(s) for Theory Courses**
- **Frequent Feedback**

Indicative Evidence: Compliance of last Accreditation Report/PGPR.

1.3.2 Describe major future program improvements plans based on recent assessments.

- Course's format to be reviewed
- + Dean and program coordinators met the year three students to brainstorm ideas to revamp the course. These ideas have to be presented in BOS to discuss and approve

Annex 1.3.2

1.3.3 List strengths and weaknesses of the program

Program Strengths	Program Weaknesses
Interdisciplinary approach	Summer intensive
Experiential Learning	
Broad-based	
Tailor-made for in-service teachers	
Rigorous theory & research	

1.3.4 List significant future development plans for the program.

- Using its faculty and capacity to offer certificate courses to art-teachers
- Organize workshops

1.4 Expectation outcome indicators (EOIs)

1.4.1 The department must assess its overall performance periodically using quantifiable measures.

Performance Measures	Results
Present student enrolments (undergraduate and graduate) during the last three years indicating percentages of honours students	40%
Student faculty ratio	20:1
Average graduating grade point average per semester	
Average time for completing the program	2.5 years
Attrition rate	
Percentage of employers that are strongly satisfied with the performance of the department's graduates (employer Survey)	100%
Indicate the median/average student evaluation for all modules	4/5
% of faculty awarded excellence in teaching award	N/A
No. of journal publications per faculty per year	2-3
No. of funded projects	N/A
No. of conference publications per faculty per year	3

% of faculty awarded excellence in research award	N/A
Number of short courses per year, workshops and seminars organized for community services	3 per year
Faculty and students satisfaction regarding the administrative services offered by the department	90%

Indicative Evidence: Attached as Annexure (1.4.1)

1.5 Expectation outcome indicators (EOIs)

The department/programme must take deliberate steps to engage all students, individually and collectively, as partners in the assurance and enhancement of their educational experience.

1.5.1. Describe actions taken to involve students in the evaluation of teaching and learning.

Meetings with the Dean:
Student representatives meet regularly with the Dean to share feedback on teaching and learning. These meetings ensure student voices are included in academic decision-making.
Frequent Feedback through Surveys:
Surveys are conducted throughout the semester to gather student input on teaching. Results are analyzed and shared with faculty to inform improvements.
Mid-Semester Evaluations:
Mid-term feedback helps identify issues early in the course. This allows instructors to adjust teaching strategies in real time.

1.5.2 Describe actions taken as a result of student evaluation.

Revision of Courses:
Course content and delivery methods were updated based on student feedback. This included refining topics, updating reading materials, and clarifying learning outcomes.
Improved Course Structures:
Changes were made to course timelines, assessment methods, and workload balance.

1.5.3 Describe how actions are communicated to students.

Via Email:

Students are informed of any changes or improvements through official email updates.

Via WhatsApp Groups for Each Cohort:

WhatsApp groups are used to share quick updates and gather informal feedback. These groups promote real-time communication and student engagement.

1.5.4 Describe actions taken to engage students in decision-making about the quality of their higher education.**Feedback**

Students regularly complete feedback forms to share their learning experience.

Course

Formal evaluations are conducted at the end of each course. The results directly inform curriculum updates and teaching practices.

Open

Students are encouraged to participate in open forums and class discussions.

Forms:**Evaluations:****Discussions:****1.5.5 Describe actions taken to recruit student members to appropriate deliberative committees.****Open****Calls****for****Nominations:**

Students are invited through open calls shared via email and WhatsApp to explain the role and encourage voluntary participation.

1.5.6 Describe training given to students to enable their participation in decision-making committees.

One-on-One Guidance: Students receive individual mentoring on their roles and responsibilities.

Critical Feedback Training: Students are encouraged to give thoughtful, constructive input.

1.5.7 Terms of reference of deliberative committees on which students sit.

NA

Since MA AE students are not on campus during the regular semesters. We cannot include them in committee meetings of the Curriculum Committee that looks after the academic matters at SVAD. However, student feedback is regularly collected and considered through google forms.

Indicative evidence (Generic)

1. Programme specification clarifying programme missions, objectives and outcomes
2. Academic development plan clarifying how to develop programme structure, curriculums, and resources
3. Analysis reports of the process adopted for development of mission and subsequent goals and periodic reviews of mission and goals
4. Analysis reports of the process of application of these goals and coordination for implementation
5. Review reports of processes adopted to disseminate the mission and goals to
 - i. faculty, students and members of the governing body and efforts to maintain the
 - ii. institution's commitment to the mission among members of the institution

Standard-2: CURRICULUM DESIGN AND ORGANIZATION

The curriculum must be designed and organized to achieve the program's objectives and outcomes. Also course objectives must be in line with program outcomes. The breakdown of the curriculum must satisfy the standards specified in this section. Curriculum standards are specified in terms of credit hours of study. A semester credit hour equals one class hour or two to three laboratory hours per week. The semester is approximately fifteen weeks.

**Provide the following information about the programme's curriculum:
Program Specification Template:**

Information Required	Information Provided
Title of degree program.	Master of Art Education (MA AE)
Definition of credit hour	Theory 1 hour = 1 credit hour Studio 1 hour = 0.5 credit hours
Degree plan (attach a flow-chart showing the prerequisites, core, and elective courses)	https://www.bnu.edu.pk/program/master-of-art-education-ma-ae
Curriculum breakdown in terms of mathematics and basic sciences, major requirements, social sciences and other requirements (Please fill Table 2.0)	total credit hours = 36

Semester	Course Code	Course Title	Core/Elective	Credit Hour (Theory-Lab)
1	AE 701	Studio I: Thinking Through Materials	Mandatory Studio	3
	AE702	History and Philosophy in Art Education	Mandatory Theory	3
	AE 703	Curriculum and Instructional Design	Mandatory	1.5

			Theory	
	AE 704	Artistic Development and Psychology	Elective Theory	1.5
	AE 705	OR Diversity in Art Education	Elective Theory	1.5
	AE 706	OR Tools and Technology in Art Education	Elective Theory	1.5
2	AE 707	Teaching Practicum	Mandatory Theory + Fieldwork	3
3	AE 708	Studio II: Contexts and Strategies for Making and Teaching	Mandatory Studio	3
	AE 709	Research Methods in Art Education	Mandatory Theory	3
	Ae 710	Critical Pedagogy in Art Education	Mandatory Theory	1.5
	AE 704	Artistic Development and Psychology	Elective Theory	1.5
	AE 705	OR Diversity in Art Education	Elective Theory	1.5
	AE 706	OR Tools and Technology in Art Education	Elective Theory	1.5
4	AE 716	Thesis Seminar 1	Mandatory Theory	3

5	AE 712	Thesis Advisement I	Mandatory Thesis	3
6	AE 712	Advanced Strategies for Making and Teaching	Mandatory Hybrid	3
	AE 714	Thesis Advisement II	Mandatory Thesis	3
	AE 717	Thesis Seminar II	Mandatory Theory	3
				12

Table 2.1: Curriculum course requirements

Course Specification Template:

For each course in the program that can be counted for credit, provide the following details:

Information Required	Information Provided
Course title	Attached as Annexure 2.1
Course Learning Outcomes	
Catalog description	
Text book(s) and references	
Syllabus breakdown in lectures	
Computer usage	
Laboratory	
Detailed Course Outline (please attach)	

All data provided in Course Outlines attached (Annex 2.1)

2.1 Expectation outcome indicators (EOIs)

2.1.1 The curriculum must be consistent and supports the program's documented objectives.

Describe how the program content (courses) meets the program objectives

Courses / Groups of Course	Program Outcomes						
	1	2	3	4	5	6	7
Studio I: Thinking Through Materials	X	X	X	X			X
History & Philosophy of Arts Education			X			X	
Curriculum & Instruction Design	X	X	X		X	X	X
Diversity in Art Education	X	X	X		X	X	X
Artistic development & psychology							
Tools & Technologies in Art Education							
Research Methods in Art & Art Education			X	X			X
Studio-II: Contexts & Strategies for Making & Teaching	X	X			X	X	X
Critical Pedagogy							

	X	X	X		X	X	X
Thesis Seminar-I	X	X	X	X		X	
Advanced Strategies for Making & Teaching	X	X	X	X			X
Thesis Advisement-I	X						
Thesis Seminar-II	X						
Thesis Advisement- II	X						

Table: 2.1.1

2.1.2 Complete the matrix shown in Table 2.1.2

linking courses to program outcomes. List the courses and mark the contribution of the course against relevant outcomes with I, R, M/A . (Introduced the Concept, Reinforced the Concept, Mastery/Assess the concept.)

Courses / Groups of Course	Program Outcomes						
	1	2	3	4	5	6	7
Studio I: Thinking Through Materials	X	X	X	X			X
History & Philosophy of Arts Education			X	X	X	X	
Curriculum & Instruction Design	X	X	X		X	X	X
Diversity in Art Education	X	X	X		X	X	X
Artistic development & psychology	X			X			X
Tools & Technologies in Art Education		X	X		X	X	
Research Methods in Art & Art Education		X	X	X		X	X
Studio-II:Contes & Strategies for Making & Teaching	X	X	X		X	X	X
Critical Pedagogy	X	X	X		X	X	X
Thesis Seminar-I	X	X	X	X		X	
Advanced Strategies for Making & Teaching	X	X	X	X	X		X
Thesis Advisement-I	X	X	X	X	X	X	X
Thesis Seminar-II	X	X	X	X	X	X	X

Thesis Advisement- II	X						
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Table 2.1.2: Courses versus program outcomes

2.2 Expectation outcome indicators (EOIs)

Theoretical background, problems analysis and solution design must be stressed within the program's core material.

Indicate which courses contain a significant portion (more than 30%) of the following elements:

All the courses listed in Table 4.4 comprise of theoretical background (40-50%), problem analysis (30-40%) and solution design (30-40%). For problem analysis, group work and assignments are given. For Solution design students either prepare a term paper or project presentations on related skills acquired from each course.

Elements	Courses
Theoretical background	Curriculum & Instructional Design, Diversity in Art education, Artistic Development & Psychology
Problem analysis	History & Philosophy, Critical pedagogy, Tools & Technologies in Art Education,
Solution design	Thinking Through Materials, Context & Strategies for Making & Teaching, Advanced Strategies for Making & Teaching

Table 4.5: Standard 2-2 requirement

2.3 Expectation outcome indicators (EOIs)

The curriculum must satisfy the core requirements for the program, as specified by the respective accreditation body.

All the courses of this program are tailor-made to fulfill program objectives keeping in view the HEC guidelines. Our esteemed faculty members enjoy complete freedom to design and develop courses while keeping these overarching program objectives in view.

2.4 Expectation outcome indicators (EOIs)

The curriculum must satisfy the major requirements for the program as specified by HEC, the respective accreditation body / councils.

The MA Art Education program includes core courses such as *Curriculum and Instructional Design*, *History and Philosophy in Art Education*, and *Thinking Through Materials* that directly meet major disciplinary requirements. These courses cover curriculum theory, pedagogy, critical discourse, and studio-based practice, aligned with national academic standards.

2.5 Expectation outcome indicators (EOIs)

The curriculum must satisfy general education, arts, and professional and other discipline requirements for the program, as specified by the respective accreditation body / council.

Courses integrate studio practice, educational theory, and interdisciplinary content (e.g., diversity, psychology, critical pedagogy), ensuring a balanced development across general education, arts, and professional training. For example, *Diversity in Art Education* and *Artistic Development & Psychology* address broader educational and social dimensions.

2.6 Expectation outcome indicators (EOIs)

Information technology component of the curriculum must be integrated throughout the program.

The curriculum incorporates digital tools across multiple courses. *Tools and Technologies in Art Education* specifically focuses on the use of contemporary digital media, software, and technology in art teaching and learning. Additionally, *Diversity in Art Education* includes video production, and *Thinking Through Materials* involves digital documentation, animation, and sound-based exploration—ensuring students develop strong digital literacy throughout the program.

2.7 Expectation outcome indicators (EOIs)

Oral and written communication skills of the student must be developed and applied in the program.

Students practice communication through reflective journals, peer discussions, teaching philosophies, presentations, and critical reading responses (e.g., CRRs and seminar-style debates in *History & Philosophy in Art Education*), fostering strong writing and speaking abilities.

2.8 Expectation outcome indicators (EOIs)

The curriculum must offer opportunities for experiential, collaborative, and interdisciplinary learning.

Experiential and interdisciplinary learning is a core feature of the program. Courses like *Thinking Through Materials*, *Curriculum & Instructional Design*,

Diversity in Art Education, Artistic Development & Psychology, and Tools & Technologies in Art Education engage students in hands-on projects, critical reflection, and collaborative group work. These courses integrate diverse fields such as education theory, studio practice, psychology, and digital media, encouraging students to connect ideas across disciplines while developing practical teaching and art-making strategies.

- **Programme development policy**
 - **Evidence of well-defined and coherent programme goals and objectives reflecting institutional mission, such as module specifications**
 - **Evidence of the balance between theory and practice to achieve programme and institutional goals**
 - **Mapping programme specifications to national qualifications framework for higher education**
 - **Defined student learning outcomes**

Graduate destinations

Standard-3: Subject Specific Facilities

Expectation:

Subject-specific facilities must be adequately available and accessible to faculty members and students to support teaching and research activities.

Lab Specification Template:

Describe the laboratory/ computer facilities that are available for use in the program under assessment. Indicate for each lab the following

Information Required	Information Provided
Course title	<ul style="list-style-type: none"> • Studio I: Thinking Through Materials • Studio-II: Contexts & Strategies for Making & Teaching • Advanced Strategies for Making & Teaching • Tools & Technologies in Art Education
Location and area	Within the vicinity of school accessible to students conveniently
Objectives	The labs and studio facilities at Mariam Dawood School of Visual arts are equipped with cutting edge technology and up-to-date equipment.
Adequacy for instruction	Each lab is looked after by a trained and highly skilled lab in-charge, who provides support and facilitation to students.
Courses taught	<ul style="list-style-type: none"> • Studio I: Thinking Through Materials • Studio-II: Contexts & Strategies for Making & Teaching • Advanced Strategies for Making & Teaching • Tools & Technologies in Art Education

Software available if applicable	<ol style="list-style-type: none"> 1. Adobe 2. Premier 3. Midjourney 4. 3D Blender 5. After Effects 6. Adobe Photoshop 7. Adobe Illustrator 8. Maya 9. Adobe Premier
Major Apparatus	<p>High tech machines such as iMacs, 3D printer, projectors</p> <p>The Department of School of Visual Arts & Design integrate design skills with hands on skills for all studio courses and facilitate the students and faculty with technical knowledge by offering the following labs on campus.</p>
Major Equipment	<p>Tools and Machines Facilities for students:</p> <p>Weaving Stations, stitching stations, Block printing, small print making stations, soldering stations (gas fired torches), casting machine, Furnaces, ultrasonic machine, tumbler machine, wood cutting machines, welding machines, all tools from wood carving, clay carving, hammers, drill machines, glues, tapes, rolling mill, wire rolling mill, flex shafts, drill machines, grinder, polisher, heavy anvils, vulcaniser, wax injecting unit, etc.</p> <p>Computing and Technical Equipment:</p> <p>2 Computer labs with systems, softwares, viacom tablets, Mac lab, DSLR cameras, tripods, audio recorders, video cameras, lights, etc.</p>
Safety regulations	Students are only allowed to use 3D studios in supervision of facilitators and lab attendants while wearing safety gears.

3.1 Expectation outcome indicators (EOIs): Laboratory manuals/documentation/instructions for experiments must be available and readily accessible to faculty and students.

3.1.1 Describe the subject-specific facilities that are available for use in the programme under assessment..

The below mentioned labs facilitate the students in accomplishing lab exercises and projects relating to all the undergraduate and graduate course/programs offered at the School of Visual Art & Design. Laboratory manuals and important safety instructions are given to the students at the beginning of the course.

- **Cameras with Lenses (24):** High-quality digital cameras with various lenses are available for photography, videography, and documentation of student work.
- **Projectors (18):** Used for lectures, presentations, and crit sessions across classrooms and studios.
- **Headphones (4):** Studio-grade headphones support sound editing, video production, and audio-based projects.
- **Tripods (8):** Provided to stabilize cameras during filming or photography, essential for professional-quality output.
- **Lights (12):** A variety of studio and softbox lights are available for controlled lighting in video shoots and product/studio photography.
- **iMacs (14):** High-performance Apple desktops are equipped with creative software for editing, design, and digital art production.

Details of all facilities have been attached as annexure

Indicative Evidence: List of facilities (verified)- (Annex 3.1.1)

3.1.2 Explain how students and faculty have adequate and timely access to the manuals/documentation and instructions.

A comprehensive document is shared with the students during their orientation week. It is read and discussed during their visits to the labs.

Attached as Evidence: SVAD Handout for all Studios (Annex 3.1.2)

3.1.3 Benchmark with similar departments in reputable institutions to identify shortcomings in laboratory.

None

3.2 Expectation outcome indicators (EOIs): There must be adequate support personnel for instruction and maintaining the laboratories.

3.2.1. Indicate for each laboratory: support personnel, level of support, nature and extent of instructional support.

All the labs are fully equipped with the necessary equipment and software. However, the school is actively working to incorporate additional facilities for both students and faculty members.

3.3 Expectation outcome indicators (EOIs): The institution's computing infrastructure and facilities must be adequate to support the programme's objectives

3.3.1: Describe how the computing facilities support the computing component of the programme.

Students are given counselling sessions and workshops by the senior faculty and the specialized staff member.

3.3.2: Benchmark with similar departments in reputable institutions to identify shortcomings in computing infrastructure and facilities.

None

Indicative evidence for Standard-3 (Generic)

- [Video evidence of resources](#)

Criterion 4: STUDENT SUPPORT AND ADVISING

Expectations:

Student must have adequate support to complete the program in a timely manner and must have ample opportunity to interact with their instructors and receive timely advice about program requirements and career alternatives.

4.1 Expectation outcome indicators (EOIs) 4: Modules must be offered with sufficient frequency and number for students to complete the programme in a timely manner.

4.1.1 Provide the department's strategy for course offerings.

Students are given an orientation at the beginning of the program to familiarize with the structure, faculty and program. Students are provided with the handbook of the department which has department's vision, program's vision, dean's note, other programs offered by the department along with code of conduct which they are expected to follow in order to maintain discipline. Students are explained in detail about the content and objectives of all mandatory courses.

4.1.2 Explain how often required courses are offered.

As it is an intensive program with all mandatory courses so students are expected to take those courses in their respective regular semester. If any student gets his/her semester frozen due to medical or other personal reason, or if they fail a course; they are given chance by offering that course again so they can complete their degree on time. Depending on number of students it is determined that if it is an independent study course or otherwise.

4.1.3 Explain how often elective courses are offered.

Three elective courses are offered during the length of the program ensuring that the students have multiple chances to opt them during their academic stay

4.1.4 Explain how required modules outside the department are managed to be offered in sufficient number and frequency.

Students are given detailed course descriptions of all courses offered at the time of courses registration. In their Fall semester, students can opt from a wide pool of electives from across SVAD

4.2 Expectation outcome indicators (EOIs) : Modules in the major area of study must be structured to ensure effective interaction between students, department and teaching assistants.

Describe how you achieve effective student / faculty interaction in

courses taught by more than one person such as two faculty members, a faculty member and a teaching assistant or a lecturer.

The courses are planned to provide students with effective learning. The studio /class are divided into three sections. Class begins with a detail discussion on the theme to be worked on followed by a presentation /notes. Students are given a task to be completed in a given time. At the end teachers and students have a mutual discussion on the work they had done in class. Students are also encouraged to engage in their work outside of campus and bring back more information about their work so teacher can give feedback and advise them.

4.3 Expectation outcome indicators (EOIs): Guidance on how to complete the programme must be available to all students and access to academic advising must be available to make module decisions and career choices.

4.3.1 Describe how students are informed about program requirements.

The students are informed about new programs and requirements through faculty and course announcements via email, circular or bulletin board; advertising in newspapers, social media and updating the university website.

4.3.2 Describe the advising system and indicate how its effectiveness is measured.

Realizing the need for it with increasing student body, SVAD has a full time student advisor, who provides advice and support to students in their academic matters.

4.3.3 Describe the student counseling system and how students get professional counseling when needed.

Students are given counseling sessions by senior and junior faculty, course instructors and their thesis supervisors and if students are still not sure then they are referred to the dean or a professional career counselor.

4.3.4 Indicate if students have access to professional counseling; when necessary.

There is a academic advisor present in the school who keeps a check on student attendance, and potential failures to inform them beforehand in order to avoid dropping a course.

4.3.5 Describe opportunities available for students to interact with practitioners, and to have membership in technical and professional societies.

The University provides a platform for students to interact with practitioners by conducting seminars, talks, conferences, and guest lectures. Students are encouraged to participate in these activities and student clubs and societies such as Animal club, Cricket club, debating society, public speaking etc.

Indicative evidence

Video evidence of resources

Standard 5: TEACHING FACULTY/STAFF

Expectation

Teaching faculty/staff must be current and active in their discipline and have the necessary technical depth and breadth to support the programme. There must be enough department members to provide continuity and stability, to cover the curriculum adequately and effectively, and to allow for scholarly activities

Expectation outcome indicators (EOIs)

5.1 Expectation outcome indicators (EOIs): There must be enough full-time teaching staff who are committed to the programme to provide adequate coverage of the programme areas/modules with continuity and stability. The interests and qualifications of all teaching staff must be sufficient to teach all modules, plan, modify and update modules and curricula. All teaching staff should have a level of competence that would normally be obtained through graduate work in the discipline. The majority of the teaching staff should hold a PhD in the discipline and/or vocational experience in their area of expertise.

5.1.1: Complete a table indicating programme areas and number of teaching staff in each area.

S #	Program Areas	Teaching Staff In Each Areas
1	Curriculum & Instruction Design	4
2	Research	4
3	Pedagogy	7
4	Studio Practice	6

5.1.2: Each member of teaching staff should complete a CV.

Name of Teaching Staff	Designation	CV Submission status
Rashid Rana	DEAN SVAD/PROFESSOR	Yes (Attached as annexure)
Salima Hashmi	DIRECTOR UMISSA/ PROFESSOR	Yes (Attached as annexure)
Quddus Mirza	PROFESSOR	Yes (Attached as annexure)
Risham Hosain Syed	PROFESSOR	Yes (Attached as annexure)
Kiran Farooq Khan Kakar	ASSOCIATE PROFESSOR	Yes (Attached as annexure)
Aarish Sardar	ASSOCIATE PROFESSOR	Yes (Attached as annexure)

Rohma Khan	ASSOCIATE PROFESSOR	Yes (Attached as annexure)
Zainab Barlas	ASSISTANT PROFESSOR	Yes (Attached as annexure)
Atiqa Sheikh	ASSISTANT PROFESSOR	Yes (Attached as annexure)
Rabeya Jalil	ACADEMIC & PROFESSIONAL ADVISOR Adjunct Faculty	Yes (Attached as annexure)
Nida Azeemi	Visiting Faculty	Yes (Attached as annexure)
Zoona Khan Kundi	ACADEMIC ADVISOR Sr. Assistant Professor	Yes (Attached as annexure)
Muniza Zafar	ACADEMIC & PROFESSIONAL ADVISOR Adjunct Faculty	Yes (Attached as annexure)
Gulnaz Ayaz	ACADEMIC & PROFESSIONAL ADVISOR Adjunct Faculty	Yes (Attached as annexure)
Syed Faizan Ahab	ACADEMIC & PROFESSIONAL ADVISOR Adjunct Faculty	Yes (Attached as annexure)
Tazeen Hussain	ACADEMIC & PROFESSIONAL ADVISOR Adjunct Faculty	Yes (Attached as annexure)
Yasmeen Zahra Salman	ACADEMIC & PROFESSIONAL ADVISOR Visiting Faculty	Yes (Attached as annexure)
Asad Hayee	ACADEMIC & PROFESSIONAL ADVISOR Adjunct Faculty	Yes (Attached as annexure)
Umer Rehman	Adjunct Faculty	Yes (Attached as annexure)
Mahreen Hasham	Adjunct Faculty	Yes (Attached as annexure)
Sana Aziz	Adjunct Faculty	Yes (Attached as annexure)
Asna Khan	Visiting Faculty	Yes (Attached as annexure)

5.1.3: The totality of teaching staff is sufficient to deliver the programme curriculum and objectives.

Yes, as mentioned above there are 28 faculty members for this program.

5.1.4: Conduct feedback surveys each semester from students for

evaluation of teaching and assessment (Provide the result analysis only)

After each semester, Google response forms are sent to students on which they conduct evaluation for teachers. For the past year, the overall evaluation result was satisfactory.

5.2 Expectation outcome indicators (EOIs) : Teaching staff must remain current in the discipline and sufficient time must be provided for scholarly activities and professional development. Also, effective programmes for staff development must be in place.**5.2.1 Describe the criteria for teaching staff to be deemed current in the discipline and based on these criteria and information in the teaching staff member's CV, what percentage of them is current. The criteria should be developed by the department.**

MDSVAD provides the opportunity to excel in specialized fields by encouraging faculty to participate in conferences, art & design residencies and workshops.

5.2.2 Describe the means for ensuring that full-time teaching staff have sufficient time for scholarly and professional development.

The contract of working 30 hours per week for the permanent faculty helps in practicing art, design and research in specialized fields.

5.2.3 Describe existing teaching staff development programmes at the departmental and institutional levels. Demonstrate their effectiveness in achieving teaching staff development.

Various initiatives have been introduced for professional development of existing faculty such as workshops, seminars and short courses.

5.2.4 Indicate how frequently faculty programmes are evaluated and if the evaluation results are used for improvement.

After the completion of each professional development activity existing faculty feedback is acquired and used for future planning.

5.3 Expectation outcome indicators (EOIs): All teaching staff should be motivated and have job satisfaction to excel in their profession.

5.3.1 Describe programmes and processes in place for staff motivation.

- Faculty members are provided with a pleasant working environment which contributes in teaching, supervision and practice in specialized fields. To facilitate teachers to get access to HEC National Digital Library, high tech computers and internet connectivity is provided to faculty members.
- Faculty can undertake professional development training and also get study leave for improving their qualification at any other Institution locally or internationally, subject to providing a service bond.
- The performance of faculty is appraised on annual basis and they are awarded annual increment

5.3.2 Indicate how effective these programmes are.

These activities proved to be of great support for the faculty. It is reflected in their improved teaching practices.

5.3.3 Survey teaching staff to measure motivation and job satisfaction

An adequate level of satisfaction is indicated in faculty's feedback.

Documented institution and programme's practices for faculty appointment, tenure Precepts and procedures, supervision, promotion, evaluation for both regular/full-time, part-time, adjunct and other faculty members

- Dissemination of evaluation criteria and procedures, review reports of teaching effectiveness, analysis of faculty peer review reports for teaching and scholarship
- Records of productivity in scholarship of teaching and research in the creation of knowledge, consistent with the mission of the institution
- Analysis reports of correlation between faculty profile and performance and student learning outcomes

STANDARD 6: INSTITUTIONAL POLICIES AND PROCESS CONTROL

Expectation

The processes by which major functions are delivered must be in place, controlled, periodically reviewed, evaluated and continuously improved.

Expectation outcome indicators (EOIs)

6.1 Expectation outcome indicators (EOIs): The process by which students are admitted to the programme must be based on quantitative and qualitative criteria and clearly documented.

6.1.1 This process must be periodically evaluated to ensure that it is meeting its objectives.

Periodically Evaluation Status
Each semester

6.1.2 Describe the programme admission criteria at the institutional level or department if applicable.

Applicants with a minimum of 16 years of prior undergraduate education in art-design, or related fields (BA / BA Hons., BFA / B.Des., MA / MFA), may be admitted to the program, and are required to complete 36 credits of coursework.

Students are required to continue their professional careers while working for the degree to enable the two experiences to inform each other thereby inculcating a model of reflective practice.

6.1.3 Describe policy regarding programme/credit transfer.

The School refers all transfer cases to the University Equivalence Committee. The Equivalence Committee, after thorough scrutiny in light of the HEC guidelines, gives approval for all transfers according to the Credit Transfer Policy .

BNU Credit Transfer Policy

For New Admissions

Students accepted at BNU may transfer to another School upon fulfilling the admission formalities of the school he/she wishes to transfer to, at least two weeks before commencement of classes. Fee differences, if any, will be paid at the time of transfer or adjusted against fee payment for the next semester whichever may be the case.

A student wishing to transfer from a recognized university or college to BNU will be considered subject to the following BNU regulations:

- Applications from the students for transfer of credits to BNU must be submitted to the Registrar's Office to be reviewed by the Dean of the School concerned who, in consultation with the University Equivalence Committee, will determine the position of the applicant.
- Courses for which credit has been awarded at the transferring institution will be accepted provided the courses being considered for credit must meet the programme requirements at BNU.
- Credit hours of only those courses shall be transferred which shall have C and above grade in Bachelor or B and above grades in Master programs in semester system.
- At least 60% of the credits required for a degree must be earned from BNU
- Official records will be evaluated, and notification will be forwarded from the Registrar's Office concerning the student's position in the programme at BNU, including number of credits awarded.
- Students with CGPA below 2.0 are NOT eligible to apply for 'Transfer of Credits'
- Transfer Credits from other institutions shall not be counted towards the GPA and CGPA. However, transfer credits may be considered towards the fulfillment of the requirement for a degree after an evaluation by the university Equivalence Committee.

For Existing Students

- Existing students of BNU who wish to switch to the degree programme of another School of BNU can apply for 'Transfer of Credits' within a year from the date of their admission. After one year they cannot apply for 'Transfer of Credits' and will have to seek fresh admission.
- Students with CGPA below 2.0 are NOT eligible to apply for 'Transfer of Credits'.
- Credit hours of only those courses shall be transferred which shall have at least C and above grade in Bachelor or B and above grades in Master programs.
- Internal transfer requests (i.e. transfer requests within the same school) shall be evaluated and finalized by the School's faculty in the light of BNU's Student Transfer Policy under intimation to the Offices of the Registrar and Examination.
- All requests of 'Transfer of Credits' should reach the Office of the Registrar within two weeks from the commencement of classes after which period such requests shall not be entertained.

6.1.4 Indicate how frequently the admission criteria are evaluated and if the evaluation results are used to improve the process

The admission criterion is reviewed annually in light of the HEC guidelines. The Board of Studies meets twice a year and reviews all matters regarding the

program. In addition Academic Council of the University also reviews the Admission procedure and subsequent approval is taken from the Board of Studies.

6.2 Expectation outcome indicators (EOIs): The process by which students are registered on the programme and monitoring of students' progress to ensure timely completion of the programme must be documented This process must be periodically evaluated to ensure that it is meeting its objectives.

6.2.1 Describe how students are registered on the programme.

- Students are admitted to Masters in Art Education (MA AE) program after completion of 16 years of their previous education in the relevant fields.
- Students are registered in this program by going through a thorough portfolio review and an interview.
- Students are required to maintain a CGPA 2 in their 1 year and CGPA 2.5 in 2nd and 3rd year. If a student is not able to meet this requirement he/she is sent a warning letter to improve.
- Students' academic progress is monitored by their work and class participation. Students are evaluated every week to ensure the standard of the course is maintained.

6.2.2 Describe how students' academic progress is monitored and how their programme of study is verified to adhere to the degree requirements.

The Academic Coordinator maintains a complete record of the students. These records are reviewed at the start and end of every semester to ensure the students are progressing and meeting all requirements of the program. This procedure allows administration to keep a check on student's performance.

6.2.3 Indicate how frequently the process of registration and monitoring are evaluated and if the evaluation results are used to improve the process.

At the start of each semester.

At the end of each semester, student's evaluation feedback is recorded to improve the process.

6.3 Expectation outcome indicators (EOIs) 6: The process of recruiting

and retaining highly qualified department members must be in place and clearly documented. Also, processes and procedures for department evaluation, and promotion must be consistent with the institution mission statement. These processes must be periodically evaluated to ensure that they are meeting with their objectives.

6.3.1 Describe the process used to ensure that highly qualified teaching staff are recruited to the programme.

MDSVAD believes in identifying and hiring faculty who are art educationists, practitioners and innovators in the field. Keeping with the vision of MA in Art Education, strong emphasis is laid on recruiting individuals with art and design backgrounds who have strong linkages with academia as well as the community. The hiring of the faculty is an extensive process. The identified personnel have to provide the HR office with their CV and Portfolio (electronic). The CV's are evaluated and the best candidate is called in for an interview with the Head of the concerned department. By the approval of HOD an interview is scheduled with the Dean of the school. Candidate is hired on visiting basis for initial three months to evaluate the faculty and after completing the three-month period an interview with the Vice Chancellor and approval by the Board of Governors is conducted to hire them on permanent basis.

6.3.2 Indicate methods used to retain excellent teaching staff members.

- 2 day campus presence as opposed to 5 days
- Professional leave for paid absence towards their professional activities

Challenges:

- No paid sabbatical leave
- No substantial increase in salaries in lieu of a phenomenal increase in inflation

6.3.3 Indicate how evaluation and promotion processes are in line with the institution mission statement.

The faculty is evaluated and promoted on regular bases as laid out by the Higher Education Commission.

6.3.4 Indicate how frequently this process is evaluated and if the evaluation results are used to improve the process.

Regular evaluations assess a faculty member's teaching, research, and service contributions. The HOD's assessment provides valuable insights into a faculty member's performance, work ethic, and fit within the department. The HOD's recommendation carries significant weight in promotion decisions. Evaluations and HOD assessments help determine whether a faculty member meets

promotion criteria, such as:

- Teaching effectiveness
- Research productivity and impact
- Service contributions
- Leadership and mentorship

6.4 Expectation outcome indicators (EOIs): The process and procedures used to ensure that teaching and delivery of module material to the students emphasises active learning and that module learning outcomes are met. The process must be periodically evaluated to ensure that it is meeting its objectives.

6.4.1 Describe the process and procedures used to ensure that teaching and delivery of module material is effective and focus on students learning.

To maintain the standard of education the MA Art Education, program has made internal Performa's to evaluate the courses. Every semester under the supervision of program Coordinator, an assessment is conducted to ensure students are getting the best possible learning outcomes.

6.4.2 Indicate how frequently this process is evaluated and if the evaluation results are used to improve the process.

- At the end of each semester
- At the time of degree completion

6.5 Expectation outcome indicators (EOIs): The process that ensures that graduates have completed the requirements of the programme must be based on standards, and effective and clearly documented procedures. This process must be periodically evaluated to ensure that it is meeting its objectives.

6.5.1 Describe the procedures used to ensure that graduates meet the programme requirements.

The Academic Coordinator maintains a complete record of the students. These records are reviewed at the start and end of every semester to ensure the students are progressing and meeting all requirements of the program. This

procedure allows administration to keep a check on student's performance.

6.5.2 Describe when this procedure is evaluated and whether the results of this evaluation is used to improve the process.

At the time of graduation the record of each student is thoroughly analyzed to ensure that students have fulfilled all requirements of the program to be able to award a degree.

Expectation outcome indicators (EOIs) 6.6: Programmes produce information for external audiences about the learning opportunities they offer that is fit for purpose, accessible and trustworthy.

6.6.1 Mission, values and overall strategy are publicly available on the institution's website.

The MA Art Education program is designed to cultivate reflective, research-informed, and socially engaged art educators. Its mission is to provide a rigorous academic and practice-based learning environment for professionals working in art, design, and creative education. The program emphasizes practice-led inquiry, contextual sensitivity, and inclusive, transformative pedagogies. Its core values include interdisciplinarity, social relevance, accessibility for in-service educators, and the integration of theory with studio and field-based learning. The program encourages collaboration, critical reflection, and educator agency in shaping responsive and innovative teaching practices. Strategically, the program aims to strengthen the field of art education in Pakistan by supporting context-specific research, building academic and studio-based teaching capacity, and fostering leadership in both formal and community-based learning spaces.

6.6.2 The process for application and admission to the programme of study is clearly described to prospective students.

The process is clearly mentioned on printed and e-prospectus which are available to download on the website.

6.6.3 Information is made available to prospective students to help them select their programme with an understanding of the academic environment in which they will be studying and the support that will be made available to them.

In prospectus, and open-studio in zero week before the start of the semester in which they are introduced to the university environment through a number of workshops.

Expectation outcome indicators (EOIs) 6.7: Programmes produce information for students about the learning opportunities they offer that is fit for purpose, accessible and trustworthy.

6.7.1 Information on the programme of study is made available to current students at the start of their programme and throughout their studies.

In interviews and in orientation sessions at the start of the semester.

6.7.2 Programmes set out what they expect of current students and what current students can expect of the programme.

All information is conveyed through handouts, presentations and seminars.

6.7.3 When students leave their programme of study, they are issued with a detailed record of their studies, which gives evidence to others of the students' achievement in their academic programme.

In the transcript which consists of grades with course name and codes.

6.8 Expectation outcome indicators (EOIs): Programmes are managed to high ethical standards when dealing with faculty, staff, students and other stakeholders.

6.8.1 Programmes practice and exemplify the values and ethical principles articulated in the institution's mission and ethics policies.

1. Include specific courses or modules that focus on ethical principles relevant to the field of study.
2. Faculty members exemplify the institution's values in their teaching practices, interactions with students, and professional conduct.
3. Ensure that assessments and evaluations reflect the institution's ethical principles, such as fairness, integrity, and respect.
4. Incorporate service-learning projects that align with the institution's mission and ethical principles, promoting community engagement and social responsibility.

6.8.2 Programmes safeguard the interests of students, faculty and staff.

For Students:

1. Establish transparent policies and procedures regarding academic integrity, grievance handling, and support services.
2. Provide access to academic advising, counseling, and mentorship programs to support students' academic and personal well-being.
3. Implement regular feedback mechanisms to understand students' concerns and suggestions, ensuring their voices are heard and addressed.
4. Foster an inclusive and safe learning environment that respects diversity and promotes equity.
5. Offer career counseling and professional development opportunities to prepare students for future success.

For Faculty:

1. Provide opportunities for professional growth, such as workshops, conferences, and research funding, to support faculty development.
2. Ensure fair and transparent evaluation processes for tenure, promotion, and performance reviews.
3. Offer resources and support for research activities, including access to libraries, labs, and research grants.
4. Implement fair workload management practices to prevent burnout and promote work-life balance.
5. Establish clear grievance procedures to address faculty concerns and conflicts in a timely and fair manner.

For Staff:

1. Offer training and development opportunities to enhance staff skills and career advancement.
2. Foster a positive work environment that values staff contributions and promotes well-being.
3. Ensure clear and transparent communication regarding policies, procedures, and expectations.
4. Implement health and safety protocols to protect staff from workplace hazards and ensure a safe

6.8.3 Programmes ensure equality, diversity and inclusion.

1. Ensure the curriculum includes diverse perspectives, histories, and contributions from various cultures and communities.
2. Implement outreach programs to attract students from underrepresented groups.
3. Use holistic admissions processes that consider a wide range of experiences and backgrounds.

6.8.4Programmes have a transparent approach to all communication, including academic integrity and complaints.

1. Establish and communicate clear policies and procedures regarding academic integrity, complaints, and grievances.
2. Provide regular updates to students, faculty, and staff on program changes, expectations, and important deadlines.
3. Make information about policies, procedures, and resources easily accessible to all stakeholders.
4. Foster open channels of communication where students, faculty, and staff feel comfortable asking questions or raising concerns.

Indicative evidence

- Marketing strategy
- Admissions policy
- Progression policy
- Certification policy
- Evidence of support programmes and services for students to improve the achievement of their educational goals and expected learning outcomes
- Periodic review reports of information provided on financial aid programmes, scholarships and grants
- Evidence of utilisation of review reports of financial aid component to further improve these and to assure the public information-sharing
- Evidence of utilisation of review report results to further improve the policies of admission, retention, persistence, and so on

- Evidence of utilisation of attrition data and drop-out analysis reports to investigate the reasons and to improve the situation for these students
- Effective teaching and learning environments with appropriate resources
- Demonstration of electronic resources to support teaching and learning, for example, a virtual learning environment (VLE)
- Staff development programme and evidence of staff attendance
- Examples of scholarship activities that support teaching and learning
- Observation of teaching and learning procedure, results of observations and followup activities
- Programme and module handbooks
- Student support procedure and records
- Student tutorial procedure and associated records
- Student feedback on their learning experiences

Guidelines Policies and processes are the main pillars of a coherent institutional quality assurance system that forms a cycle for continuous improvement and contributes to the accountability of the institution and its programmes. It supports the development of a quality culture in which all internal stakeholders assume responsibility for quality and engage in quality assurance at all levels of the institution. In order to facilitate this, the policy has a formal status and is publicly available.

The policy translates into practice through a variety of internal quality assurance processes that allow participation across the institution. How the policy is implemented, monitored and revised is the institution's decision.

STANDARD 7: INSTITUTIONAL SUPPORT AND FACILITIES

Expectation

The institution's support and the financial resources for the programme must be sufficient to provide an environment in which the programme can achieve its objectives and retain its strength. Also, the institutional facilities, including library, classrooms and offices, must be adequate to support the objective of the programme. To satisfy this criterion a number of standards must be met.

Expectation outcome indicators (EOIs)

7.1 Expectation outcome indicators (EOIs): There must be sufficient support and financial resources to attract and retain high-quality teaching staff and provide the means for them to maintain competence as teachers and scholars.

7.1.1 Describe how the programme meets this standard. If it does not, explain the main causes and plans to rectify the situation.

- 2 day campus presence as opposed to 5 days
- professional leave for paid absence towards their professional activities

7.1.2 Describe the level of adequacy of secretarial support, technical staff and office Equipment

Secretarial staff efficiently handle tasks like scheduling, record-keeping, and communication.

Technical Staff evaluate their knowledge and skills in areas relevant to the art school, such as graphic design, video editing, or digital media.

Office Equipment are available, conditioned, and functional such as computers, printers, photocopiers, and audiovisual equipment. The equipment is modern and compatible with current software and technology standards.

7.2 Expectation outcome indicators (EOIs): There must be an appropriate number of high-quality graduate students, research assistants and PhD students.

7.2.1 Provide the number of graduate students, research assistants and PhD students for the last three years.

2021: 55

2022: 52

2023: 53

PHD: N/A

RA: N/A

7.2.2 Provide the teacher: graduate student ratio for the last three years

12 : 1

7.3 Expectation outcome indicators (EOIs): Financial resources must be provided to acquire and maintain library holdings, laboratories and computing facilities.

7.3.1 Describe the resources available for the library.

BNU Library

BNU (Beaconhouse National University) has a state-of-the-art library to serve the faculty, students, researchers and staff of the university. The library has an extensive collection of printed and electronic books, electronic journals, magazines, catalogues and other resources.

Library Membership

All the enrolled students of the university, visiting and permanent faculty members who have their logins on CMS are members of the library. Students can borrow books from the library by showing their university ID cards and faculty by their names.

Recent additions and Improvements in Library Infrastructure

BNU library was in a small building with a seating capacity of 50 persons along with library staff working areas like the Circulation Desk, Technical Service, Serial Section, Audio/Video Section etc. In December 2019 Library was moved to a newly structured, carpeted library. Three new shelves have been added to the library in November 2022.

In June 2023, the library has been extended and an 800(sq. ft.) area has been added. At present, the BNU library has 175 students seating capacity.

Before the total area of this new library portion was about 7000(sq. ft.) with a seating capacity of 100+ students and the following library sections and facilities: -

- Circulation Section**

Newly Designed and updated library circulation section at the entrance of the library

- Technical Section**

On the top floor of the building, a technical processing section has been made for the technical processing of library materials.

- Added Bean Bags**

24 bean bags have been added in the library for users to provide them comfortable library atmosphere.

- **OPAC (Online Public Access Catalog) Section / Research Section**

There are 7 Computers in this section for students to search the library OPAC. Students can search here the physical resources through the OPAC available within the BNU library. A Scanner is also installed on one of the OPAC computers where students and faculty can scan their documents. Students can also complete their assignments/research work in this section.

- **Wi-Fi Facility**

Wi-Fi facility is available for library users to provide them internet connection.

- **Washroom Facility**

A washroom facility is available for library users within the library.

- **Photocopy Facility**

A photocopier is available on the ground floor of the library building for library users to provide them photocopy facility.

- **Addition of a Sofa set**

A newly designed sofa set has been added to the library, having the capacity of seating 20 students. This is a very unique style of sofa set designed by a library Intern Miss Mehreen Anjum.

- **Construction of Four Group Study Cabins**

Four soundproof glass group study cabins have been constructed in the 500sf library area where students can discuss their group studies and projects. These study cabins have the capacity of 6 students seated with the facility of a table, whiteboard and Air conditioning. Students can reserve these study cabins through CMS.

Library Services

BNU library provides the following services to its users

- Circulation Service
- Reference Service
- Reservation of books
- Recommendation of library material
- Current Awareness Service
- Inter-Library Loan Service
- Photocopying / Scanning Service
- Orientation and Information Sessions
- Selective Dissemination of Information
- Audio Visual Service
- Digital Content delivery

Services in Figures

Here are the statistics of the services provided to the BNU students by the Library from 01-7-2023-27-02-2024.

Sr.No	Service	Statistics
-------	---------	------------

01	Books circulated	3988
02	Books emailed	448
03	Articles emailed	674
04	Users visit the BNU library	43745
05	Library clearance issued	985
06	Thesis Received	239
07	Similarity reports	56

SVAD Self Learning Resource Center (SLR)

To provide easy access to MA Art Education students to the library, a Resource Centre was established in 2023 in the School of Visual Arts and Design having the collections mentioned below: -

Books	Art Catalogs	Sufism/Poetry Collection
424		

- **Salma Mahmud Memorial Collections**

Rao Mahmud Elahi (Late Director at Beaconhouse Head Office) donated 3250 value-able books to BNU Library and Information Services and these books have been organized in "Salma Mahmud Memorial Collections" at BNU. This section contains very rare books on history, partition, literature, religions, Sufism and reference collections.

- **Dr. Gulzar Haider Collections**

Dr. Gulzar Haider, Dean RHSA (Razia Hasan School of Architecture) donated 1067 valuable books and 79 journals and reports to the BNU library. This section contains a rare collection on architecture, history and literature.

- **Sartaj Aziz Collections**

Family of the Mr Sartaj Aziz (The late founding VC of the BNU) donated 41 valuable books to the BNU library. These books have been organized in the library as "**Sartaj Aziz Collections**". These are very rare and unique books on history and literature.

- **Farzana Aqib Collections**

Ms Farzana Aqib (Poetess, and writer) donated 68 valuable books of her poetry and literature to the BNU library. These books have been organized in the library as "**Farzana Aqib's English Poetry & Literature**". These are very good collections of English literature and prose.

Facilities

- Library Catalog (Library Management System)

- OPAC (Online Public Access Catalog)
- E-Library (Caliber)
- E-Movies Collection
- VPN (Virtual Private Network)
- Scanning Services
- WI-FI
- New Arrival Display Services
- Social Media Updates

BNU Online Databases

BNU library subscribed valuable E-Databases for faculty, students and researchers which can be accessed within BNU premises and remotely through VPN from home as follows.

1. Institute for Operations Research and the Management Sciences (INFORMS)

INFORMS publishes 12 scholarly journals, including a journal for the practice of OR/MS (Interfaces), as well as an online open-access journal (INFORMS Transactions on Education).

Access URL: <http://journals.informs.org>

Subject Strengths

- Operations Research
- Management Science
- Analytics
- Operations Management
- Information Systems
- Decision Analysis
- Research Theory
- Marketing Research and Science
- Computing and Information Technologies
- Research Theory
- Strategic Management
- Mathematical Theory Supply Chain Management

2. JSTOR

It is an annually subscribed database that provides a full-text search of 2000 journals. Content in JSTOR spans many disciplines, with over 500 high-quality publications available in the archive.

JSTOR provides the ability to retrieve high-resolution, scanned images of journal issues and pages as they were originally designed, printed, and illustrated.

• ARTSTORE

Artstor features millions of high-quality images and media from some of the world's top

photo archives, museums, libraries, scholars, and artists. It is merged with JSTOR now and provided by JSTOR.

Access URL: <https://www.jstor.org/>

3. SPRINGERLINK

Springer is the world's second-largest STM publisher, delivering high-quality peer-reviewed journals through its acclaimed online service - Springer Link. Through Springer Link, Springer publishes more than 1,250 journals online of which 1,030 are now available to Institutes within a range of PERI countries. Springer also offers optional pricing for the remaining (new and takeover journals in its programme).

Access URL: <https://link.springer.com/>

Subject Strengths

- Astronomy
- Behavioral & Social sciences
- Chemical sciences
- Computer science
- Economics
- Engineering
- Environmental sciences
- Geosciences
- Humanities
- Law
- Life sciences
- Mathematics
- Medicine
- Physics

4. TAYLOR & FRANCIS Journals

It is a leading international academic publisher which provides access to more than 1000 journal titles in a full range of disciplines.

Access URL: <http://www.tandfonline.com>

Subject Strengths

- Arts & Humanities
- Anthropology & Archaeology
- Behavioral Science
- Business, Management & Economics
- Chemistry
- Criminology & Law
- Education
- Engineering, Computing & Technology
- Environment & Agriculture
- Geography, Planning, Urban & Environment
- Library & Information Science
- Mathematics & Statistics
- Mmedia, Cultural & Communication Studies
- physicss
- Ppolitics, International Relations & Area Studies
- Public Health & Social Care
- Sociology & Related Disciplines
- Sport, Leisure & Tourism
- Strategic, Defense & Security Studies

5. WILEY-BLACKWELL JOURNALS

Wiley-Inter science is an STM (Science, technology, and Medicine) and SSH

(Social Sciences and Humanities) publisher. Introduced in 1997, Wiley Inter Science is a leading international resource for scientific, technical, medical and scholarly content.

In June 2008, **Wiley Inter Science** incorporated the online content formerly hosted on Blackwell Synergy to provide access across 1,234 journals in science, technology, medicine, humanities and social sciences. Since the Blackwell-Synergy merger with Wiley-Interscience, all the journals available to the HEC consortium are now available through Wiley-Interscience.

Access URL: <https://onlinelibrary.wiley.com/>

Subject Strengths

- Agriculture, Aquaculture & Food Science
- Architecture & Planning
- Art & Applied Arts
- Business, Economics, Finance & Accounting
- Chemistry
- Computer Science & Information Technology
- Earth, Space & Environmental Sciences
- Humanities
- Law & Criminology
- Life Sciences
- Mathematics & Statistics
- Medicine
- Nursing, Dentistry & Healthcare
- Physical Sciences & Engineering
- Psychology
- Social & Behavioral Sciences
- Veterinary Medicine

6. FREE MEDICAL JOURNALS

47 leading international medical Journals available through "High Wire Press", without any registration.

Research Repository

BNU library is working on a Research repository in a library management system customized by the BNU ITRC software team. Complete details of research work conducted at BNU are available on the BNU research repository. Moreover, this highlights the publications of BNU faculty members in national and international research journals. School-wise thesis detail is mentioned below:

Sr.No	School Name	Total Thesis
1	Mariam Dawood School of Visual Arts & Design	176
2	Razia Hassan School of Architecture	365
3	School of Computer & Information Technology	314
4	School of Media and Mass Communication	427
5	Department of TV, Film, Theatre	219
6	School of Liberal Arts and Social Sciences (DLA)	88
7	School of Business	25
8	Department of Economics	25
9	School of Education	316
10	Institute of Psychology	472
Total		2427

BNU Publications

BNU library is organizing all BNU publications published by the Beaconhouse National University including:

- BNU Gazetteers
- IPP Reports
- Journal of Education
- Prospectus
- Maya Tree
- SVAD Degree Shows
- SMC Students Projects
- Short Plays (DVD's)

BNU Library Collections**• Print and E-Books Collections**

BNU library is available for students, teachers and researchers. There are 21850 Printed books available within the library including the Salma Mahmud Memorial Collections and Dr. Gulzar Haider Collections.

BNU Library has over 60,000 eBook collections in the digital library software Caliber.

• Serial Section

BNU library is subscribing to valuable national and international research journals for scholars. Detail is mentioned below

o Subscribed Journals	12
o Complementary	35
o E-Journals (Electronics)	5700

• Govt. Publications

BNU library has a wide collection of Government Publications i.e. Punjab Development Statistics, Pakistan Government Plans, Pakistan Economic Surveys, District Gazetteers, Budgets, Annual Reports and other Publications.

• Art Catalogs

BNU library has more than 943 art catalogues of different national and international artists.

• Rare Books collection

A good collection of rare books on literature is available in the BNU library, gifted by Amir Subhani (Ex. Senior Librarian at BNU)

- **Newspapers**

BNU library is getting the following daily newspapers for different schools and libraries.

- Dawn
- Jang
- Nawa-I-Waqt
- The News
- Tribune
- Business Recorder

Training/Workshops

BNU library has organized an overall 56 training workshops for BNU research scholars in all schools, in this academic year 2023-24 BNU library conducted 8 sessions in different schools. Detail is mentioned below:

Sr.N o	Date	School	Class	Resource Person
01	01-08-2023	School of Visual Arts & Design	MA Art Education	Zafar Iqbal / Avais
02	14-09-2023	Institute of Psychology	Orientation session	Zafar Iqbal / Avais
03	14-09-2023	Institute of Psychology	MS Research Students	Zafar Iqbal / Avais
04	15-09-2023	Institute of Psychology	BS Research Students	Zafar Iqbal / Avais
05	27-09-2023	School of Architecture	Orientation session	Avais Nawaz
06	22-11-2023	School of Education	Research Students	Zafar Iqbal / Avais
07	16-02-2024	School of Visual Arts & Design	Foundation Year	Zafar Iqbal / Avais
08	26-02-2024	School of Visual Arts & Design	MA Art 1 st Year Students	Zafar Iqbal / Avais

Orientations Session

BNU library attends the orientation sessions organized by schools at the start of the academic year and highlights the library and its services to the users.

Professional Training

BNU library officials Mr Sheikh M. Aamir (Librarian) and Zafar Iqbal (Associate Librarian) attended 2 days training workshop organized by the Punjab Higher Education Commission, held on 26-27th September 2023 at the University of Veterinary and Animal Sciences Lahore.

Book fairs/ Exhibitions

BNU library is organizing book fairs regularly to allow its faculty to select books for the BNU library at their doorstep. For this purpose, the following book exhibitions are organized:

- BNU Library organized book Exhibitions in **SVAD (School of Visual Arts & Design)** and **SA (School of Architecture)** at the request of the faculty of both schools.
- In March 2023, a book exhibition was organized for the **Institute of Psychology** at the request of their faculty. Four vendors from the city displayed their collections in this exhibition.

Library Budget

The annual Budget of BNU Library is Rs. 6.5 million for the purchasing of the books, subscription of the print research journals and online databases.

Annual Report

BNU library is working to launch its annual report regularly to present to the Vice Chancellor of the University. This annual report will highlight the Needs and problems, utilization of the library resources with statistical data, details of the purchasing/subscription of the financial years, training and orientation sessions details and will highlight the new arrivals in the library.

Books Acquisition During 2022-23

Books acquired details during the financial year 2023-2024, and the details of gifts/donations are mentioned below:

School	Previous Record	Purchased in 23-24	Total Books
SVAD	2625	3	2628
SA	1305	59	1364
SLASS DLA	2472	217	2689
SB ECO	1392	15	1407
SMC	1357	28	1385

TFT	469	6	475
SCIT	3468	0	3468
SE	1491	15	1506
IP	863	0	863
General (Gift/Donations)	6203	215	6418
Total	21645	558	22203

Library Management System (LMS)

BNU ITRC team customized an in-house Library Management System on the proposal of the BNU library that fulfils all requirements to meet the modern library trends and daily tasks of the library. The main features of this Library Management System are mentioned below.

- o Acquisition
- o Cataloging
- o Memberships
- o Circulation
- o Reports
- o Web OPAC
- o Stock Taking
- o Automated Reminders/Emails after due date
- o Serials
- o Data Exchange / Import
- o Standards
- o Digital Library
- o Management
- o Institutional Research Repository

Library Staff

The following staff is working in the library:

Sr.No	Name	Designation	Qualification	Experie nce
1	M. Aamir Sheikh	Librarian Head	MLIS	27 Years
2	Zafar Iqbal	Associate Librarian	MLIS, M.Phil. LIS	23 Years
3	Zaitoon Umar Hayat	Associate Librarian	MLIS, MBA	19 Years
4	Awais Nawaz	Assistant Librarian	MLIS, M.Phil. LIS	13 Years
5	Naqash Hanif	Library Assistant	BLIS	04 Years
6	Abid Bashir	Library Attendant	F.A (Continue)	19 Years
7	M. Imran	Library Attendant	F.A, BLIS Continue)	04 Years

7.3.2 Describe the resources available for laboratories.

The university offers specialized labs including photography studios, sculpture studios, and 3D workshops equipped with tools for wood, metal, clay, and plaster work. Safety gear, hand tools, power tools, and technical handouts are also provided to support practical learning.

7.3.3 Describe the resources available for computing facilities.

Multiple computer labs are equipped with high-performance PCs featuring AMD Ryzen and Intel i9 processors, large RAM capacity (up to 128 GB), NVIDIA RTX GPUs, and SSD storage. Labs support design, 3D modeling, video editing, and other creative digital applications.

7.4 Expectation outcome indicators (EOIs): The institution must have the infrastructure to support new trends in learning such as e learning.

7.4.1 Describe infrastructure and facilities that support new trends in learning.

The university provides well-equipped computer labs with high-spec systems, AV labs, and multimedia tools including cameras, graphic tablets, and sound equipment. These support digital learning, video production, and online content creation relevant to e-learning environments.

7.4.2 Indicate how adequate the facilities are.

Facilities are adequate and up to date, offering students access to advanced hardware, recording equipment, and technical support. This ensures they can produce and manage digital content effectively, meeting the demands of modern learning formats.

7.5 Expectation outcome indicators (EOIs): The library must possess an up-to-date technical collection relevant to the programme and must be adequately staffed with professional personnel.

7.5.1 Describe the adequacy of the library's technical collection.

BNU library has a significant number of books and resources related to art education. This pool of resources is up-to-date with the current trends in the discipline.

7.5.2 Describe the support rendered by the library.

All the staff at library is highly motivated and supportive to MA AE scholars. Each year, a team of librarians holds a special library seminar to orient scholars into effective use of library and other available digital resources and their use in research.

7.6 Expectation outcome indicators (EOIs): Classrooms must be adequately equipped, and offices must be adequate to enable teaching staff to carry out their responsibilities.

7.6.1 Describe the adequacy of the classrooms.

The classrooms have adequate space for studio work. The Studios are equipped with facilities, which accommodate the needs of the students. Each student is allocated an individual or shared studio space to facilitate fabrication and storage of work. Each studio is also equipped with common tables and chair. However, specialized equipment is available in the common studios for all the students to access them under supervision of trained studio attendants.

7.6.2 Describe the adequacy of teaching staff offices.

The faculty offices are fully equipped with Laptops with internet and wifi connectivity, printers and scanners for each of the permanent faculty members of the department. In house intercom system between faculty offices throughout the university helps to facilitate communication between faculty members and different studios and working areas within the university.

Indicative evidence

- Comprehensive analysis reports of student support services accessible to students

and other stakeholders

- Mechanism for resolutions of student grievances and complaints
- Review reports of student involvement and satisfaction with the provided academic support services, co-curricular and extracurricular activities
- Periodic assessment reports of student support and advising services with practicable recommendations for further improvement
- Video evidence of resources
- Print or electronic review reports of availability of required students' support and advisory services reflected through student handbooks, catalogues, newspapers
- Review reports of programme resources, fund raising and grant activities
- Review of periodic reports of programme planning, assessment and budget
- Review reports of work of various programme committees dealing with resource acquiring, allocation or replacement, and so on
- Review reports of resource availability and allocation and linkage with planning cycle
- Review reports of transparency of the system of all kinds of contracts and agreements regarding resource acquiring and sharing
- Review reports of endowment policies and procedures, if any
- Review reports of resource management.

Guidelines

For a good higher education experience, programmes provide a range of resources to assist student learning. These vary from physical resources such as libraries, study facilities and IT infrastructure to human support in the form of tutors, counsellors and other advisers. The role of support services is of particular importance in facilitating the mobility of students within and across higher education systems.

The needs of a diverse student population (such as mature, part-time, employed and international students as well as students with disabilities), and the shift towards studentcentred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing the learning resources and student support.

Support activities and facilities may be organised in a variety of ways depending on the institutional context and subject requirements. However, the internal quality assurance ensures that all resources are fit for purpose, accessible, and that students are informed about the services available to them.

In delivering support services the role of support and administrative staff is crucial and therefore they need to be qualified and have opportunities to develop their competences

STANDARD 8: INSTITUTIONAL GENERAL REQUIREMENTS

Expectation

The institution ensures that research degrees are awarded in a research environment that

provides secure academic Precepts, standards and international best practices for doing

research and learning about research approaches, methods, procedures and protocols, and

which takes account of social and industrial needs. This environment offers students quality opportunities and the support they need to achieve successful academic, personal and professional outcomes from their research degrees.

8.1 Expectation outcome indicators (EOIs): General Principles

8.1.I. Full and part-time postgraduate research programmes will only be offered where students can be expected to meet the academic Precepts the institution has set for itself, which should reflect national expectations.

Beaconhouse National University (BNU) collaborates on research and consultancy projects with prestigious organizations like UNESCO, the World Bank, CKU, GIZ, and UNDP. These initiatives include capacity building, advocacy, economic analysis, skill enhancement, and strengthening public entities. Explore this section to learn more about our impactful endeavors.

8.1.2 Regulations should be clearly defined, made readily available and be sufficiently comprehensive to cover the progression of research students from admission and registration through to final examination and award.

A thesis is required for completion of the degree. The Master's Thesis is a written paper or a field-based/practice-led initiative project produced during the final year of graduate study that applies the students' problem solving and analytical skills developed during coursework to investigate a topic relating to art, design or other visual form of education. The two thesis tracks will be:

- 1) **A Research Paper** (15,000 – 20,000)
- 2) **A Thesis Project** that may entail fieldwork and an output in any creative format (subject to approval of these supervisors), accompanied by a project report (3500-5000 words).

8.1.3. Regulations should be subject to regular review, at local and institutional

level.

Thesis Supervisors and co-advisors are engaged for the course of ***Thesis Advisement I & Thesis Advisement II*** offered within the Master of Art Education program (MA AE) at the Mariam Dawood School of Visual Arts and Design, Beaconhouse National University [BNU-SVAD].

The entire thesis process takes place in 4 parts. **Thesis Seminar-I** (students develop a Thesis proposal containing outline for first three chapters i.e. introduction, Literature Review & Methodology) **Thesis Advisement-I** (Students work with assigned thesis supervisors in spring), **Thesis Seminar-II** (Conducted where students are guided by Thesis Seminar faculty in summer) and **Thesis Advisement II** (Students continue to work with their assigned supervisors in late summer/early fall).

8.1.4. Research should take account of regional, national and international social and industrial needs.

Typically, MA AE scholars select this topic from their own practice of education. The thesis must demonstrate the student's abilities to design, produce, and present the results of an original professional inquiry in the broad fields of arts education.

Areas of educational inquiry can range from teaching and learning in art, design or related fields, curriculum projects, socio-cultural advocacy, to educational policy development and implementation at local and global levels.

8.2: The research environment

The institution should:

8.2.1 only offer research opportunities where students can be trained and supported within an environment that is supportive of research

The institution provides the scholars with most updated resource material in physical and digital libraries and repositories. A wide pool of seasoned academicians and researchers engaged to provide guidance and insight.

8.2.2. make sure that all publicity materials associated with postgraduate research programmes are clear, accurate and of sufficient detail to inform student choice.

The MA Art Education program provides comprehensive, clear, and accessible information regarding its postgraduate research component. Publicly available materials, including program documents and guidelines, outline the full thesis process, structure, credit distribution, advisement stages, grading criteria, submission protocols, and formatting requirements. Students are informed of two distinct thesis tracks (dissertation or project-based), the timeline across semesters, and expectations for internal and external evaluation. Requirements for plagiarism checks and final submissions (digital and print) are also explicitly detailed, enabling prospective and enrolled students to make informed academic and logistical decisions about the research component of their degree.

8.3: The selection and admission of students

The institution should:

8.3.1. make sure that admissions procedures are clear and consistently applied

The admission process at Mariam Dawood School of Visual Arts & Design (MDSVAD) is carefully structured and implemented with high standards of transparency and academic rigor. The process begins several months before the start of the academic semester, allowing sufficient time for evaluation and enrollment.

Applicants are first required to submit an online application by the announced deadline. This is followed by an admissions test, typically conducted online, to assess creative aptitude and academic readiness. Shortlisted candidates are then invited for interviews, which are also conducted virtually. Based on performance in the test and interview, a merit list is generated.

Successful candidates are given a defined period to complete registration and fee payment, after which they formally begin the academic journey with an orientation session at the start of the semester. This process ensures a fair, merit-based admission cycle that upholds the institution's commitment to academic excellence.

8.3.2. make sure that only appropriately qualified and/or prepared students are admitted onto research programmes

A panel of academicians and researchers from SVAD interviews and review the applicant's portfolio and writing sample(s).

8.3.3. make sure that admissions decisions involve the judgment of more than one member of the institution's staff with relevant expertise

The panel comprises 3-5 members hailing from relevant discipline(s).

Evidence: **Admission Committee Attached as Annexure 8.3.3**

8.3.4. make sure that admissions procedures promote equality of opportunity

The committee follows strict guidelines to assure equal opportunity.

8.3.5. make sure that the entitlements and responsibilities of a research student undertaking a postgraduate research programme at the institution are defined and communicated clearly

The entitlements and responsibilities of research students enrolled in the MA Art Education program are clearly defined and communicated through official documentation and academic support. Students are guided through each stage of the thesis process, from proposal development to final submission, with structured advisement, seminar courses, and review procedures.

Responsibilities are communicated via detailed thesis guidelines, covering research expectations, formatting, supervision protocols, grading criteria, academic integrity (including plagiarism policies), and submission requirements. Students are offered two distinct thesis tracks, research dissertation or project-based and are assigned dedicated supervisors. Review committees provide oversight and ensure that research standards are met. This structured and transparent process enables students to understand and fulfill their academic roles with clarity and confidence.

8.4: Student information and induction

The institution should:

8.4.1: make sure that research students are provided with opportunities by the institution to enable them to commence their studies with an understanding of the academic and social environment within which they will be working.

The school is rooted in values of diversity, inclusiveness, and academic freedom, BNU offers a comprehensive education spanning conventional and emerging

disciplines. Its commitment to need-based scholarships has provided over one billion rupees in financial assistance, ensuring accessibility for all eligible students.

At BNU, we offer interdisciplinary higher education programs. The curriculum fosters a well-rounded understanding, preparing students for diverse challenges. With a blend of modern content with respect for Pakistani culture, nurturing skilled professionals and responsible citizens among our graduates.

8.5: The approval of research projects

The institution should:

8.5.1: give adequate consideration to the feasibility of both full and part-time students undertaking and successfully completing a particular research project.

The thesis is written in two main Thesis Courses i.e. Thesis Advisement-I & II. These are student led research projects with guidance of two advisors over a period of 9-10 dedicated months.

Since the degree is tailor-made for the in-service teachers and practitioners, these advisements are online where students work at their own pace meeting the deliverables and guidelines.

8.6: Skills training

The institution should:

8.6.1: make sure that research students have access to training sufficient to gain the skills they need to design and complete their programmes effectively and to help prepare themselves for their subsequent career.

Various courses are designed to support students in their research and future careers i.e Thesis courses, Thesis Support courses and professional practices and fieldwork courses.

8.7: Supervision

The institution should:

8.7.1: make sure that supervisors possess recognized subject expertise

The advisors are assigned after much deliberation considering the background and area of expertise.

8.7.2: make sure that supervisors have the necessary skills and experience to monitor, support and direct research students' work

These advisors are seasoned professional, art educators and researchers in art, design and relevant fields.

8.7.3: make sure that research students receive support and direction sufficient to enable them to succeed in their studies

The program structure, school environment and faculty provides support to the students through advice, consultation and resource material.

8.7.4: make sure that the progress made by research students is consistently monitored and regularly communicated to the students.

Students are engaged with the Thesis advisors throughout their advisement period. They stay connected to the Program coordinator for consistent monitoring and support (see attached Thesis Info Pack).

8.8: Assessment

The institution should:

8.8.1: make sure that postgraduate research assessment processes are communicated clearly and fully to research students and supervisors

Assessment processes for postgraduate research in the MA Art Education program are clearly defined and communicated to both students and supervisors. Detailed grading breakdowns, timelines, and evaluation criteria are outlined in the official Thesis Guidelines. These include structured advisement phases, progress reports, seminar evaluations, and final

assessments involving internal and external examiners. Supervisors submit formal progress and evaluation reports, and students are informed of expectations through scheduled meetings, written guidelines, and coordinated communication from the program office.

8.8.2: postgraduate research assessment processes are clear and operated rigorously, fairly, reliably and consistently

Thesis Advisement-I

Students will be graded on the basis of Progress Reports submitted by their Supervisors/Co-Supervisors. A total of **3 Progress Reports** will be submitted to the MA AE department for *Thesis Advisement I*.

Thesis Advisement-II

Students will be graded on the basis of **1 Progress Report and 1 Final Evaluation Report** submitted by their Supervisors/Co-Supervisors within the course of *Thesis Advisement II*.

FINAL THESIS EVALUATION

For final thesis evaluation ***Thesis Advisement II and External Evaluation*** grades will be considered.

Students' final research papers go through a rigorous blind peer review by highly accomplished researchers in relevant field(s).

Feedback, complaints and appeals

8.8.3: make sure that mechanisms exist to enable open and constructive feedback to be provided by research students and their supervisors on the learning experience and support infrastructure

Mechanisms are in place to ensure open and constructive feedback from both research students and their supervisors. Students are encouraged to share feedback through structured channels such as advisement sessions, supervisor evaluations, and informal check-ins with program coordinators. Supervisors may also provide feedback on student progress and institutional support. Additionally, regular communication with the department and administration helps identify areas for improvement in the learning experience and support infrastructure.

8.8.4: make sure that complaints and appeals procedures are fair, open and consistently applied, allowing students access to relevant information and an opportunity to present a case

Students can access the complaint portal, which is a very efficient and time based facility.

8.8.5: make sure that independent and formal procedures exist to deal swiftly with complaints from research students about the quality of the institution's learning and support provision

The students and faculty are encouraged to reach out to the program coordinators in case of any support required. Their concerns are heard and resolved on a priority basis.

8.8.6: make sure that formal procedures exist to deal with any academic appeals made by postgraduate research students

Formal procedures are in place to address academic appeals made by postgraduate research students. These follow the university's official academic regulations, which provide a structured process for submitting, reviewing, and resolving appeals related to assessment, supervision, or examination outcomes. Students can initiate appeals through the academic office, and cases are reviewed by relevant departmental and university committees to ensure fairness, transparency, and due process.

8.8.7: make sure that the acceptable grounds for appeals are clearly defined

Acceptable grounds for academic appeals are clearly defined in the university's academic regulations and are communicated to students. These include procedural errors, unfair assessment practices, supervisor misconduct, or extenuating circumstances that may have impacted academic performance. Appeals based solely on disagreement with academic judgment are not considered valid unless linked to a breach in process.

Evaluation

The institution should:

I make sure that the extent to which institutions are discharging their responsibilities for the Precepts of the research awards granted in their name, and for the quality of the education provided to enable research students to attain those Precepts, are regularly reviewed.

Indicative evidence

General principles

The expectation for general principles might be evidenced by the institution's:

- institutional regulations.

The research environment

The expectation for the research environment might be evidenced by the institution's:

- information about what constitutes a successful community of academic staff and postgraduate students engaged in research
- information about the quality of supervision available, including the research skills of prospective supervisors
- information about the facilities and equipment that will be made available to research students
- information about what provision should be made available to develop research and employment-related skills
- information about access to academic and welfare support facilities
- information about the opportunities for effective student representation
- information about what implementation and monitoring mechanisms need to be applied where a project is undertaken in collaboration with another organisation.

The selection and admission of students

The expectation for the selection and admission of students might be evidenced by the

institution's:

- information about how to ensure that suitably experienced and trained staff are used in the selection process
- information about how interviews with candidates might be used as part of the admissions process (including arrangements for assessing the suitability of candidates based overseas)
- information about the use, where a prospective student lacks a first degree and/or a taught postgraduate award, of alternative mechanisms for assessing student qualification and preparedness, reflecting professional or other work experience
- information about the use of references and other information in helping to assess the suitability of a candidate to undertake postgraduate research
- information about whether the prospective student has, or is likely to secure, the necessary financial support to undertake their studies
- information about the assurance of language proficiency, particularly where programmes involve work in a language other than the candidate's native language.

The definition of minimum proficiency levels and the provision of in-house training should be considered

- information about the balance of responsibilities between staff in local units and central postgraduate administration
- information about the maintenance of confidentiality throughout the admissions process.

Student information and induction

The expectation for student information and induction might be evidenced by the institution's:

- information about the institution and its postgraduate portfolio
- information about the challenges that will typically face research students during the course of their studies and where guidance may be sought in the event of difficulties
- information about the institution's registration, enrolment, appeals and complaints procedures, assessment requirements, and research degree regulations

- information about the facilities that will be made available to the student and the institution's learning support infrastructure
- information about relevant health and safety and other legislative information; information about student welfare
- information about supervision arrangements, including evaluation, monitoring and review procedures
- information about skills training programmes (both those available and those that may be required)
- information about the opportunities that exist for meeting other research students, faculty and staff; information about the opportunities that exist to develop scholarly competence and independence of mind; postgraduate research programmes
- information about the opportunities that exist to share experience and understanding beyond a research student's immediate study area.

The approval of research projects

The expectation for the approval of research projects might be evidenced by the institution's:

- information about how to establish a clear project proposal and the objectives of the project
- information about the relationship between the approval of the research project by academic peers and the admission of the student to the postgraduate programme
- information about the skills, knowledge and aptitude required by student and supervisor for successful completion of the project
- information about the resources (including staffing and facilities) needed to support the research project and arrangements for monitoring the continued availability of such resources
- information about arrangements for support and monitoring of students' progress during extended periods of off-campus fieldwork or work in collaborating organisations.

Skills training

The expectation for skills training might be evidenced by the institution's:

- information about how students are enabled to develop analytical and research skills, including the understanding of project design and research methodologies, appropriate to the subject and programme of study
- information about how students are enabled to develop general and employmentrelated skills, including, for example, interpersonal and teamworking skills; project management, information retrieval and database management, written and oral presentational skills, career planning and advice and intellectual property rights management
- information about how students are enabled to develop language support and academic writing skills
- information about how students are enabled to develop training and support for those researchers who may be involved in teaching and demonstrating activities.

Supervision

The expectation for supervision might be evidenced by the institution's:

- information about the provision of training for supervisors and continuing faculty/staff development; information about the provision of a point of contact if a supervisory team is appointed
- information about alternative arrangements where the supervisor(s) is unavailable to act for a temporary or extended period
- information about arrangements that ensure that supervisors are not overloaded
- frameworks for regular supervisor/research student interaction, with a minimum frequency of (and responsibility for initiating) scheduled review meetings between the student, supervisor(s) and, if appropriate, other individuals
- arrangements that enable students to be introduced to other researchers (and appropriate academic bodies and societies) in their field
- information about routes for the research student and supervisor(s) to seek independent advice should communication links within the relationship break down
- information about how support is provided to the supervisor(s) where serious concerns of student ability or application to the study programme have been identified
- information about the nature and frequency of contact between the supervisor(s) and research student

- information about the nature and adequacy of monitoring reports (including their production and agreement, institutional review mechanisms and feedback arrangements)
- information about the mechanisms for advising research students if desired academic Precepts have not yet been, or are unlikely to be, achieved
- information about the provision of counselling and advisory services
- information about the transfer arrangements between registration categories
- information about the mechanisms by which decisions to suspend or terminate a research student's registration may be taken.

Assessment

The expectation for assessment might be evidenced by the institution's:

- information about the form in which postgraduate research assessment regulations and information should be made available to their research students, faculty/staff and external examiners, and how they draw attention to any exceptions or additional requirements that apply
- information about the timing of the provision of such information
- information about the mechanisms used for communicating deadlines in respect of the submission of research project work
- information about the mechanisms used for communicating procedures relating to the nomination of examiners, the examination process (including any oral examination), the process and time taken to reach a decision and the potential outcomes of the assessment
- information about the mechanisms used for the identification and maintenance of Precepts of research student achievement
- information about procedures for the appointment of at least two examiners of a postgraduate research dissertation or thesis, of whom at least one should be external to the institution
- information about how to ensure that assessment is undertaken only by those individuals with relevant qualifications and experience and with a clear understanding of the task
- information about under what circumstances (if at all) a student's supervisor should be an examiner
- information about the avoidance of conflicts of interest between internal or external examiners and researchers who have had a substantial direct

involvement in the research student's work or whose work is the focus of the research project

- information about how students declare that the material presented for examination is their own work and has not been submitted for any other award (and, where relevant, how it relates to a group project)
- information about communication to the student and any sponsor of assessment outcomes and any consequent procedures
- information about the mechanisms used to secure and promulgate feedback
- information about representation on institutional progress monitoring and decisionmaking bodies
- information that demonstrates that the appeals procedures are clear and well publicised and serve to protect the rights of all concerned
- information about what mechanisms are used to communicate appeals procedures, how students may lodge an appeal and how decisions are taken to grant an appeal hearing
- information about the constitution of an appeals panel, and the relation of its members to those involved in the original assessment decision, how records are maintained of an appeal hearing and the mechanisms for communicating the results of an appeal hearing to interested parties.

Evaluation

The expectation for evaluation might be evidenced by:

- the time taken to submit these and other materials for assessment
- pass and fail rates
- feedback received from research students and employers
- career progression information relating to full and, where appropriate, part-time research students
- comments received from external examiners
- the extent to which institutional research training programmes meet the Precepts set for such provision by the institution
- feedback received from research students, employers, sponsors and any other external funders.

Guidelines

This relates to higher education research in the specific context of research degrees and particular requirements for doctorates and research master's degrees. It refers to the research environment and the supervisory process which are distinct requirements of research degrees and enable higher education institutions to provide an effective student experience and maintain academic Precepts for research degrees.