Conference Proceedings

International Conference on Future Trends of Quality Assurance in Higher Education 2022 (ICFT-QAHE 2022)

16th and 17th May, 2022
Karachi, Pakistan

Organized by:
Quality Enhancement Cell
NED University of Engineering and Technology
Ziauddin University
Sindh Higher Education Commission

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Ms. Asiya Bukhari, *Director QEC, Khyber Medical Universi.ty, Peshawar, Pakistan.*

Dr. Bassam AI-Hamad, Quality Expert and former Director of Quality Assurance and Accreditation Center at University of Bahrain, Bahrain.

Dr. Donald Staub, Assistant Professor & Director of the School of Foreign Languages at Izmir University of Economics in Izmir, Turkey.

Ms. Emilia Todorova, Academic Quality and Learning Manager, at University of Gibraltar, Gibraltar.

Dr. Muhammad Abdul Wahid Usmani, Director QEC, Jinnah Sindb Medical University, Karachi, Pakistan.

Dr. Selva Staub, Associate Prof. Dr. at Band1rma Onyedi Eyliil University, International Trades and Logistics, Izmir, Turkey

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Message of the Convenor

On behalf of the Conference Committees of International Conference on Future Trends of Quality Assurance in Higher Education (ICFT - QAHE) 2022, we are privileged to welcome you to NED University of Engineering and Technology, Karachi, Pakistan for this conference.

This conference provides a platform for Quality Assurance Professionals in Higher Education, Researchers & Innovators and Faculty Members of Higher Education Insitutes (HEIs) to share and exchange knowledge, discuss findings and challenges in their respective fields of knowledge. The focus of the conference is on future trends of Quality Assurance in Higher Education. The conference will provide an opportunity for participation physically. We accepted twenty-two (22) papers conference, in which seven (7) are keynote speakers, five (5) are international keynote speakers and two (2) are National keynote speakers. The main theme of the conference includes the frameworks developed for the higher education institutes, enhancing the quality and standardizing the policies and procedures. The theme of the conference is specially decided to gather the representatives of the Quality Enhancement Cell of the higher education institutes to the share the intuitions and ideas with others.

We would like to acknowledge the financial support of Sindh Higher Education Commission for sponsoring this conference. Contribution of a number of diligent and enthusiastic persons has made this conference possible to be organized. We would like to acknowledge the conference organizing committee, abtract review committee and registration committee for their time and support. We would like to thank all authors who have submitted their papers to make this conference possible. Our sincere thanks go to members of conference committees along with the students for their untiring efforts and continuous support.

Prof. Dr. Asif Ahmed Shaikh
Director Quality Enhancement Cell,
NED University of Engineering and Technology,
Karachi, Pakistan.

Programme Outline

Day 01 (16th May, 2022)		
08:45 hrs – 11:30 hrs Inaugural Session		
08:45	09:00	Gathering
09:00	09:05	Recitation of Holy Quran
09:05	09:10	National Anthem
09:10	09:15	Welcome Note by **Prof. Dr. Asif Ahmed Shaikh**, *Director QEC, NED UET*
09:15	09:25	Speech of **Prof. Dr. Nida Hussain**, Pro Vice Chancellor Ziauddin University
09:25	09:50	Keynote Speech by **Dr. Donald Staub**, on "*Online Teaching Needs Quality Too*", Assistant Professor & Director, of the School of Foreign Languages at Izmir University of Economics in Izmir, Turkey
09:50	10:00	Speech by **Dr. Sarosh Hashmat Lodi**, Vice Chancellor NED UET
10:00	10:15	Speech by Guest of Honor **Mr. Muhammad Ismail Rahoo**, Minister Universities & Boards, Sindh
10:15	10:30	Speech by Chief Guest Honourable **Syed Murad Ali Shah**, Chief Minister of Sindh
10:30	10:40	Vote of Thanks by **Prof. Dr. Muhammad Tufail**, Pro Vice Chancellor, NED UET
10:40	**10:55**	**Shield Distribution**
10:55	**11:00**	**Group Photograph**
11:00	**11:30**	**Refreshment**
11:30 hrs – 14:00 hrs Session 01		
Chair: **Dr. Bassam Mohammed Alhamad**, Quality Expert and Former Director of Quality Assurance and Accreditation Center at University of Bahrain- Bahrain **Co-Chair: Dr. Iram Rani Shaikh**, Director QEC, Shah Abdul Latif University- Khairpur, Pakistan		
11:30	11:50	Keynote Speech by **Dr. Anca Prisacariu**, on "*Student engagement in higher education governance and quality assurance*", Senior Expert, Quality Assurance of Higher Education, Romania
11:50	12:10	Keynote Speech by **Ms. Asiyah Bukhari**, on "*Impact of quality Enhancement practices in HEIs*", Director QEC, Khyber Medical University, Peshawar, Pakistan
12:10	12:30	Presentation by **Ms. Tasneem Anwar** on "*Shaping the Future of Teaching at Higher Education: Signature Pedagogies for Uncertain Times*", Institute for Educational Development, The Aga Khan University, Pakistan
12:30	12:50	Presentation by **Mr. Sajjad Ali Mangi** on "*Managing the Risk in HEIs: A case study of Mehran University*", Jamshoro, Pakistan
12:50	**13:00**	**Moderation + Shield Distribution**
13:00	**14:00**	**Lunch Break**

14:00 hrs – 16:00 hrs Session 02		
Chair: <u>Dr. Anca Prisacariu</u>, Senior Expert, Quality Assurance of Higher Education- Romania **Co-Chair: <u>Dr. Asiyah Bukhari</u>,** Director QEC, Khyber Medical University, General Secretary PNQAHE, Peshawar- Pakistan		
14:00	14:20	Keynote Speech by **Dr. Bassam Mohammed Alhamad**, on "*The role of NQF in Quality Assurance of Higher Education*", Quality Expert and former Director, Quality Assurance and Accreditation Center at University of Bahrain, Bahrain
14:20	14:40	Presentation by **Dr Farrukh Idrees** on "*Implementation of RADAR Methodology to Enhance University's Performance*", National Defence University, Islamabad, Pakistan
14:40	15:00	Presentation by **Dr. Riaz Ahmed Shaikh, Prof. Dr. Iram Rani Shaikh** on "*Adoption of Cloud Computing for Quality Online Education in HEIs of Pakistan*", Shah Abdul Latif University, Khairpur, Pakistan
15:00	15:20	Presentation by **A. Razak Mahar, A. Jabbar, Mr. M. Dastagir and Mr. Tariq Aziz Rao** on "*Impact of Self-Assessment Institutional Performance Evaluation (IPE) process for enhancement of quality education in degree awarding institutes/universities*", Textile Institute of Pakistan (TIP), Karachi, Pakistan
15:20	15:30	**Moderation + Shield Distribution**
15:30	16:00	**Refreshment**
16:00 hrs – 17:30 hrs Session 03		
Chair: <u>Dr. Donald Staub</u>, Assistant Professor and Director of the School of Foreign Languages, Izmir University of Economics, Turkey **Co-Chair: <u>Dr. Sumaira Imran Farooqui</u>,** Principal, Ziauddin University, Karachi		
16:00	16:20	Keynote Speech by **Ms. Emilia Todorova**, on "*Internal Quality Assurance in Higher Education Institutes*", Academic Quality and Learning Manager, at University of Gibraltar, Gibraltar
16:20	16:40	Presentation by **Mr. Ahsan Nawaz Khan** on "*Tqrg'QhlS ge'kp cuuwtkpi 's wckxf 'kp 'kgcej kpi $.*"The University of Haripur."Rcnkucp
16:40	17:00	Presentation on **Mr. Tauseef Akhlaq**, "*Developing Quality Assurance Environment in Public Sector Institution – Challenges & Issues*", Sindh Institute of Physical Medicine & Rehabilitation, Karachi, Pakistan
17:00	17:20	Presentation by **Ms. Amberin Tanveer** on "*Application of Information Technology in Teaching and Learning Improvement at the Lahore School of Economics*", Government College University Lahore, Pakistan
17:20	17:30	**Moderation + Shield Distribution**
End of Sessions in Day 1		

Day 02 (17th May, 2022)		
09:00 hrs – 11:00 hrs Session 01		
Chair: <u>Associate Prof. Dr. Selva Staub,</u> Bandirma Onyedi Eylul University, International Trades and Logistics, Turkey **Co-Chair: <u>Dr. Sheikh Muhammad Munaf,</u>** Director Postgraduate Engineering Program, Ziauddin University, Karachi		
09:00	09:20	Keynote Speech by **Dr. Muhammad Abdul Wahid Usmani (Ph.D)** on "*The Question of Integration: A Review of Quality Assurance Reforms in Higher Education in Pakistan*", Jinnah Sindh Medical University, Karachi, Pakistan
09:20	09:40	Presentation by **Muhammad Aslam Bhutto** on "*Increasing Non-Teaching Load on Faculty -A Big Challenge to Quality Assurance in Higher Education*", NED University of Engineering & Technology Karachi, Pakistan
09:40	10:00	Presentation by **Ms. Sara Musaddiq** on "*Academic Resilience: Performance of Academic Staff on Institutional Stability during COVID-19 Pandemic*", The Women University Multan, Pakistan
10:00	10:20	Presentation by **Mr. Riaz Ahmed** on "*The crude scores of teacher evaluation survey mislead universities: A case study of University of Turbat*", Turbat, Balochistan, Pakistan
10:20	10:30	Moderation + Shield Distribution
10:30	11:00	**Refreshment**
11:00 hrs – 14:00 hrs Session 02		
Chair: <u>Dr. Muhammad Abdul Wahid Usmani,</u> Director QEC, Jinnah Sindh Medical University, Karachi- Pakistan **Co-Chair: <u>Ms. Emilia Todorova,</u>** Academic Quality and Learning Manager, University of Gibraltar, Gibraltar		
11:00	11:20	Keynote Speech by **Associate Prof. Dr. Selva Staub**, on "*Quality 4.0: Are we ready!*", Bandirma Onyedi Eylul University, International Trades and Logistics, Turkey
11:20	11:40	Presentation by **Ms. Aysha Mehmoor** on "*Quality 4.0 in Higher Education: Opportunities and Conditions for Success in Pakistan*", DHA Sufa, Karachi, Pakistan
11:40	12:00	Presentation by **Dr. Farhan Ahmed** on "*Distance Education and Mobile Phones during COVID-19 Crisis: Integrating Technology Acceptance Model with Innovation Diffusion Theory*", NED University of Engineering and Technology, Karachi, Pakistan
12:00	12:20	Presentation **Ms. Suraiya Khatoon** on "*Determining the Improvement in Institutional Performance of a Public Sector Medical University through the HEC Prescribed IPE measure: A Case Study*", Jinnah Sindh Medical University, Karachi, Pakistan

12:20	**12:40**	Presentation **Dr. Irfan Ullah Khan** on "Perceptions of Undergraduate Students Regarding the Role of Information Communication Technologies (ICTs) in Education after COVID-19", University of Lakki Marwat Khyber Pakhtunkhwa, Pakistan
12:40	**12:50**	**Moderation + Shield Distribution**
12:50	**13:00**	**Networking and Socializing**
13:00	**14:00**	**Lunch Break**
Closing Ceremony (14:00 - 15:30)		
14:00	**14:10**	Gathering
14:10	**14:15**	Recitation of Holy Quran
14:15	**14:20**	National Anthem
14:20	**14:30**	Speech by **Dr. Muhammad Asif**, Director QEC, Ziauddin University
14:30	**14:45**	Speech by Guest of Honour **Dr. Sarosh Hashmat Lodi**, Vice Chancellor NED UET
14:45	**15:00**	Speech by **Mr. Muhammad Mureed Rahimoon**, Secretary Universities & Boards, Sindh
15:00	**15:15**	Vote of Thanks by **Prof. Dr. Muhammad Tufail**, Pro Vice Chancellor, NED UET
15:15	**15:25**	**Shield Distribution**
15:25	**15:30**	**Group Photograph**
15:30		**Refreshment**
Session Close		

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KEYNOTE SPEAKERS

Student engagement in higher education governance and quality assurance

Dr. Anca Prisacariu

Senior Expert in Quality Assurance of Higher Education, Romania
Email: anca.prisacariu@gmail.com
PhD in Education Management, thesis topic „The ideological reconstruction of quality assurance in higher education. Critical aspects and pragmatic orientations"
Acting as a chair, secretary or member of panels at study programme, institutional and quality assurance agency level for more than 25 accreditation authorities and agencies; to date formed part of more than 50 teams for audits, accreditations, reviews and enhancement-led visits on all continents
Former Head of Quality Assurance at Wintec Saudi Arabia in Al-Wajh and Umluj
Former Director of Quality Assurance at the African Leadership University in Mauritius and Rwanda
Former Advisor to the Minister of Education and Research, Romania
Former Vice-President Education of the National Union of Students in Romania
Author, co-author, peer-reviewer and Editorial Board Member in the area of quality assurance of higher education, focusing on enhancement-led systems and processes

ABSTRACT

As members of the academic community, students must be recognised as crucial stakeholders who have a say on their learning experience and the shaping of their education; in most developed countries students are recognised as partners and their participation is seen as one of the fundamental values of the higher education sector. Students engaged in the governance and quality assurance of higher education actively and evidently contribute to the development of policies as they are the ones benefiting directly from them, while also contributing to raising awareness on how different approaches can be implemented to achieve common goals. European Students Union believe that students' participation is not only fundamental for the wellbeing of democratic institutions but also for our democratic society as a whole.

This keynote provides guidelines to support the higher education institutions that may wish to ground-break student engagement in Pakistan, answering the questions of where? how? and why? student participation can be achieved. Further, the keynote presents for discussion principles that student engagement in higher education governance and quality assurance should be based on.

Keywords: Student engagement; Students as partners; Governance; Quality assurance; Higher Education.

Impact of quality Enhancement practices in HEIs.

Syeda Asiyah Bukhari

Director Quality Enhancement Cell, Khyber Medical University Peshawar General Secretary PNQAHE.
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ABSTRACT

The Quality Assurance Agency of Higher Education Commission, Pakistan established Quality Enhancement Cells (QEC) in Higher Education Institutes (HEIs) across Pakistan in stages, and funding for the project period was provided to HEIs on the condition that it be included in the university's recurring budget. The goal of QEC is to create a quality culture in academia and research. The mandate of QEC was to implement quality enhancement practices and guidelines of the Higher Education Commission. QECs are engaged in programme assessment, feedback from the stakeholders of HEIs, M.Phil, PhD programme reviews, evaluation of universities on institutional performance evaluation standards, and accreditation of programmes by the Accreditation Council. The capacity building of faculty members on self-assessment processes and quality assurance is also one of the main areas of the performance parameters of the QEC office. These practices have been in use for more than 15 years in HEIs. Now this is the time to evaluate and identify the impact of all these procedures and suggest a way forward to set the future trend of quality assurance in Pakistan.

Keywords: Quality Enhancement Cell, Quality Assurance Agency, Impact, Higher Education Institutes (HEIs)

The role of NQF in Quality Assurance of Higher Education

Dr. Bassam Alhamad

Quality Expert, Former Director of Quality Assurance and Accreditation Center at University of Bahrain, Former NQF Advisory Board Member at BQA
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ABSTRACT

There are various models or frameworks that are used to design a component, unit or a course or a curriculum. Such frameworks include different approaches such as integrated design curriculum framework (IDCF), theme-based curriculum, subject-centered, spiral, problem-based learning, etc. Besides, the curriculum has many dimensions that could be considered while designing, which includes intended curriculum, implemented curriculum, experienced curriculum, hidden curriculum, and null curriculum. Recent efforts had been put into building national qualifications framework (NQF) all over the globe. In specific, the NQF had been built in Bahrain and aligned with the Scottish Qualification Framework. It is in the process to align with the European Qualifications Framework. The NQF has key inputs in the development of program curriculum and maintaining its quality. It provides standards and guidelines to develop and identify the level of the units (courses, modules) and curriculum. The NQF identifies two main dimensions, the first related to the design of the entity of the program, its aims, link to the market, and other teaching and assessment policies and procedures that sustain the development and the improvement of the courses and the program. The other dimension of the NQF includes the details of teaching, assessment, credit and contact hours, areas of learning (sub-strands), and the level of expected learning for each area of learning, including knowledge, skills, and competence. The benefits of such framework would be reflected on 1) all types of lifelong learning (LLL) and path-related progressions, 2) outcomes-based learning and links to market needs, 3) quality assurance, 4) transparency to students, parents and employers, 5) stakeholders' cooperation, 6) referencing to other frameworks, credit transfer and recognition of prior learning (RPL). The management of the NQF supports the implementation to gain the highest benefits out of the framework and its implementation.

In this paper, the national qualification framework (NQF) will be investigated in terms of developing the course syllabus and identifying the level of the course, which eventually identifies the expecting teaching, learning and assessment methods that align with the expected level of the course. The credit framework of the NQF will also be presented to provide general guidance for developing program curriculums. The strands and sub-strands that identify the level and credit will also be presented. This paper will present the standards at the institution and the program level that maintain and sustain the quality delivery of the program. Comparisons will be shown with other frameworks, Australian Qualifications Framework (AQF); Malaysian Qualifications Framework (MQF); Regulated Qualifications Framework (RQF) - UK; and Scottish Credit and Qualifications Framework (SCQF).

Keywords: curriculum framework, national qualifications framework, credit framework

Online Teaching Needs Quality Too

Asst. Prof. Dr. Donald Staub

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ABSTRACT

Prior to the pandemic, online instruction was generally conducted by those who were drawn to the technology and/or the sense of freedom that this mode of delivery had to offer.

Then, suddenly, we were all thrown into Emergency Remote Teaching, which clearly demonstrated that despite our years of being around technology, and the next generation being labelled digital natives, the quality of education suffered dramatically.

Here it is, two years later, and the quality of distance education still suffers, and, as result, our students suffer as well. While this is certainly not the case in all higher education institutions, there are still far too many who have rejected online instruction (despite the fact that they are still teaching online!).

Online instruction may not replace the way that we teach in higher education, but we should admit the fact that it is now a larger and more relevant part of higher education – or, at least, it should be. However, in order for this to happen effectively, and for sustained learning to result from the online experience, then the quality of online instruction must be on the list of every university's strategic plan moving forward.

This talk will examine the notion of quality in online education, and more practically, how to establish a system for developing and monitoring online teaching and learning in higher education. Who, in this endeavour has which role? What are the areas that universities must focus on to guarantee positive outcomes for their students and instructors.

Keywords: Emergency Remote Teaching, Online instruction, Quality Assurance

Internal Quality Assurance in Higher Education Institutes

Ms. Emilia Todorova

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ABSTRACT

Internal quality assurance is an integral part of the development of Higher Education institutions. Through regular evaluation and reflection, Higher Education institutions are enabled to develop their programmes further, review areas which can be strengthened on subject level and identify good practice which can be shared across the board. Effective evaluation allows institutions to not only ensure that standards and KPIs are monitored and addressed regularly, but also ensures that reflection on matters such as learning and teaching, student experience and assessment is built in within organizational processes. This in turn, allows for the regular enhancement of policies, processes, programmes and student experience.

This talk will be looking at the University of Gibraltar's internal quality assurance mechanisms and how they are used to promote a culture of enhancement within programmes and across the institution. Furthermore, the talk will explore the stages of programme evaluation (module, end of programme, and full programme review) and what elements make up the self-assessment. This session will look at what data the University uses for effective evaluation and how this feed into a self-reflective process that takes place regularly. The talk aims to share good practice of internal quality assurance from the perspective of a young and small Higher Education Institution.

Keywords: Internal Quality, Quality Assurance, Quality Enhancement, Learning and Teaching, University Environment

The Question of Integration: A Review of Quality Assurance Reforms in Higher Education in Pakistan

Dr Muhammad Abdul Wahid Usmani

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ABSTRACT

Higher Education in Pakistan had a revolutionary change after the establishment of Higher Education Commission (HEC). With the passage of time, it was realized that maintaining quality in Higher Education must be on top priority in order to sustain the improvements made in higher education through HEC. Thus, Quality Assurance Agency was established with a view to assure the provision of quality education. This agency gradually opened Quality Enhancement Cells (QEC) in state owned universities and assigned them the task of carrying out measures of quality as approved by the agency. At present, the QA agency is responsible for formulation of policies and introducing initiatives pertaining to quality and HEIs are required to execute these initiatives & policies.

The speaker would focus on the QA initiatives and would raise the question of Integration of QA practices at two levels i.e. AT QAA level and at the level of Higher Education Institutes. The session would be concluded on how QAA and HEIs can address the question of INTEGRATION.

Keywords: IPE, HEC, QA, QEC

QUALİTY 4.0: ARE WE READY!

Assoc. Dr. Selva Staub

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ABSTRACT

The advances in technology in the last decade have led to the introduction of a new term called Industry 4.0 or the fourth industrial revolution. Although the term 4.0 started with production and manufacturing, it was shortly adopted by education.

Higher Education 4.0 is an alignment with the fourth industrial revolution in which science and technology is utilized in processes for improved effectiveness and efficiency. A major challenge lies with how policymakers can more effectively assess and scaffold the development of higher education 4.0. In many developing countries the challenge for education 4.0 is considered to lie with such areas as financial and human resources. However, this may be a misperception of Higher Education 4.0 implementation as a complex causal network. The real dilemma in fact lies with the quality of higher education.

Many researchers and practitioners agree that quality is important for long-term performance of institutes even though quality can be defined in multiple ways. A variety of quality tools, techniques, and models have been adopted to improve the quality of service and processes in higher education. These techniques include traditional quality methods such as Total Quality Management (TQM), Quality Function Deployment (QFD), and more recently Lean Six Sigma. The implementation of these tools and techniques has brought about many benefits to Higher Education such as reducing costs, improving productivity, streamlining processes, and increasing customer satisfaction. However, in order to remain effective, such traditional quality practices are expected to be transformed and adopted to their environment especially in the developing world. Major areas to consider in this respective are data analysis, connectivity, collaboration, app development, scalability, management systems, compliance, culture, leadership, and competency.

Keywords: Total Quality Management, Industry 4.0, Education 4.0, Quality Function Deployment, Quality Enhancement

ORAL PRESENTATIONS

Shaping the Future of Teaching at Higher Education: Signature Pedagogies for Uncertain Times

Tasneem Anwar[1], Meher Rizvi[2]

[1]Institute for Educational Development, The Aga Khan University, Pakistan, [2]Institute for Educational Development, The Aga Khan University, Pakistan

ABSTRACT

This multi-disciplinary exploratory, phenomenological multiple case study research brings key takeaways for Higher Education amidst rapid online and remote teaching and learning that took place during COVID-19. More importantly, this research showcases the transition from face to face, blended teaching to entirely online/remote teaching and learning and highlights the potential Higher Education teaching pedagogies for another uncertain time post COVID-19. This exploration is based on the lived experiences of Higher Education faculty teaching in different undergraduate and graduate level programmes in disciplines of Educational Development, Nursing and Midwifery, Medicine, Media and Communication and Muslim Civilizations. Furthermore, the notion of signature pedagogies for uncertain times connects with the assumptions about uninterrupted learning opportunities for significant learning of learners which in turn is the goal of Higher Education. Hence, this research offers direct implications for Higher Education practice and policy.

Keywords: signature pedagogies; rapid online and remote teaching; significant learning

Managing the Risk in HEIs: A case study of Mehran University, Jamshoro, Pakistan

Abdul Sami Qureshi[1], Sajjad Ali Mangi[2], Rizwan Ahmed Memon[3], Sonia Memon[4]

Mehran UET, SZAB Campus Khairpur Mir's, Pakistan, [3]Advisor QEC, Mehran UET, Jamshoro, Pakistan, [4]MS Student, Mehran University Institute of Science, Technology & Development (MUISTD) Jamshoro, Pakistan.

ABSTRACT

Managing risk in Higher Educational Institutions (HEIs) is an interesting topic. However, it covers the potential threats in a systematic way, and to propose their mitigation plan. This paper includes internal and external risks, associated with the processes required to create and implement a system of quality management as per ISO 9001:2015 standards within the Mehran University of Engineering and Technology Jamshoro. A questionnaire was prepared with reference to ISO 9001: 2015. For qualitative approach, total 17 questionnaires have been distributed among academic as well as non-academic departments of Mehran University. Next, the data was analysed through manifest content analysis to investigate the outcomes. This study detected numerous internal and external risks related to academic and non-academic institutes of Mehran University. The results indicated that the several risk factors such as shortage of employees, need of career development, faculty training, lack of equipment's, lack of skilled laboratory staff and lack of communication between academic and industries hinder in science and research. It was observed that the departments and directorates of the university were required early response strategy. It was concluded that HEIs should foresee plans to address risk management issues in universities.

Keywords: Higher Education Institutions; Risk Management; ISO 9001:2015.

Implementation of RADAR Methodology to Enhance University's Performance

Dr Farrukh Idrees

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ABSTRACT

The research explores the phenomena of quality management and its impact on organizational performance in education sector of Pakistan. The unit of analysis is National Defence University. Through the application of RADAR (Result, Approach, Deployment, Assessment & Review), excellence levels in eright (8) areas of program assessment are identified. The research is useful in developing a tool for assessing the significance of total quality management (TQM) on organizational performance management in education sector.

Keywords: QM, education sector, QFD, efficiency, effectiveness

Adoption of Cloud Computing for Quality Online Education in HEIs of Pakistan

Dr. Riaz Ahmed Shaikh, Prof. Dr. Iram Rani Shaikh

Quality Enhancement Cell
Shah Abdul Latif University, Khairpur

ABSTRACT:

Education is a crucial component of economic progress, particularly in developing countries. Students are becoming more technologically sharp as more advanced technology is used in teaching and learning every day. Technological advancements will become an unstoppable wave, and a lack of essential skills to deal with disruptions in higher education will become a major concern if not handled immediately. Cloud computing has continuing to be used by more enterprises due to its capacity, to virtualize resources through the Internet and its dynamic scalability. Higher Education Institutions (HEIs) can use cloud computing to provide high-quality services despite having restricted resources. This research strives to uncover the most important aspects of cloud computing's nature and educational potential. The cloud technology solutions ensure that teaching, as well as research and development are more sustainable and efficient, hence improving the quality of learning and teaching at educational institutions. Using a systematic review method, this research intends to discover and assess empirical evidence relevant to the benefits and limitations of cloud computing uptake and usage in higher education. This study will aid in identifying potential issues and gaps in the existing literature, as well as suggestions for future research.

Keywords: Cloud Computing, E-Learning, Online Education, HEIs.

Impact of Self-Assessment Institutional Performance Evaluation (IPE) process for enhancement of quality education in degree awarding institutes/universities

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ABSTRACT

Self-Assessment Institutional Performance Evaluation (IPE) process is one of the major academic activities of Quality Assessment Agency (QAA) of the Higher Education Commission (HEC) Pakistan. QAA has designed 11 standards of IPE, consisting a number of questions to be answered for each standard and are in a way cover almost all academic as well as administrative related. The 11 standards and their corresponding questions play significantly role not only for enhancement of quality education but also for improvement in administration and proper documentation of institutes/universities. This paper shows impacts of continuous Self-IPE visits of more than 20 institutes/universities of Pakistan based on practical observations and findings.

Keywords: Institutional Performance Evaluation (IPE), Standards, Higher Education Commission, Qaulity Assurance Agency (QAA), Questionnaire

Role of QEC in Assuring Quality in Teaching

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ABSTRACT

Quality Enhancement Cell (QEC) implements internal quality assurance (IQA) mechanism of the University. QECs are established in all campuses and are run as per HEC guidelines. QEC of uOh is categorized by HEC in W Category in the 2017 annual quantitative assessment which is the highest level of quality assurance. This achievement in IQA directly contributes in achieving higher accreditation status from relevant accreditation councils, working under external quality assurance (EQA) mechanism of HEC. Further, higher QEC level also contributes towards better score in HEC annual ranking of universities. The recognition at both IQA & EQA clearly demonstrates University's efforts to burgeon quality standards of education at all levels. A Questionnaire consisting of 20 items using five-point Likert-Scale after going through the related literature for the data collection. Data collected was analyzed and interpreted in the light of objectives of the study by applying statistical percentages through SPSS. Most of the respondents agreed that QEC at UOH is playing vital role in developing a viable and sustainable mechanism of quality assurance, partnership with faculty for conducting effective evaluation process, and a dedication to the management's commitment to the quality assurance, There is a uniform procedure for the teacher evaluation, Initiatives taken by QEC are helpful in continuous improvement of academic and administrative activities. It has been recommended that QEC office need to be accelerated in their academic quality audits as per the prescribed procedures of HEC. More in depth approach will allow building a positive approach in implementation of strong assessment mechanism. A proper, fair and transparent evaluation procedure should be followed: The assessment mechanism should be based on the guidelines and manuals provided by QEC. Teacher's satisfaction towards assessment should be kept in view.

Keywords: QEC, assuring, quality education

Developing Quality Assurance Environment in Public Sector Institution – Challenges & Issues

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ABSTRACT

Islam teaches us to ihsan and itqan (good and quality) to do the work. (Al Quran)

Developing a quality assurance working environment in an organization is a task that can be tantamount to bringing about a change in the attitude of the people against which silent protests can be staged.

According to the people attitude and working environment, basically there are two kinds of organization; private sector and public sector. In this paper, we will talk about the working environment of public sector organization in Pakistan and the people attitude towards giving quality results.

In Pakistan, public sector organization are considered a quite different from private agencies in terms of their functioning and performance. Research shows that public sector organizations are complex due to engagement of various stakeholders where organizational change is not as simple as in private sector.

Keywords: itqan; working environment; public sector, organization; quality; attitude

Application of Information Technology in Teaching and Learning Improvement at the Lahore School of Economics

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ABSTRACT

This paper shows the impact that Application of Information Technology has impact on Learning Improvement using the example of Lahore School of Economics application of the Learning Management System (LMS). The paper emphasizes on the role of Quality Assurance Department in creating a more transparent system to improve quality of education. This also shows that incorporating more Information Technology practices leads to the creation of an environment where learning is given more importance and quality of education increases. This also shows the importance of the Faculty having adequate IT related knowledge as the shift to Online Education has proved the usefulness of having the right technological knowledge. Information Technology application proves to be beneficial in the education sector as it creates a more conducive learning environment, increases participation, more access to information and makes the dissemination of information easy.

Keywords: Information Technology, Teaching Methods, Online Teaching Methods, Learning Management System (LMS), Quality Assurance, Covid-19.

Increasing Non-Teaching Load on Faculty -A Big Challenge to Quality Assurance in Higher Education

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ABSTRACT

The assessments of academic and non-academic processes are being used as key parameters to maintain and increase the quality assurance in higher education sector all over the world. The structured assessment processes are increasing day-by-day for the quality assurance in Universities and Higher Educational Institutions (HEIs). In Pakistan, these include Institutional Performance Evaluation (IPE), Master's & PhD Program Reviews and Self-Assessment (SA) of academic programs by the federal Higher Education Commission (HEC); Program Level Assessments by the Accreditation Councils like the PEC; Internal and External Quality Audits by ISO Certifying Agencies; and Inspections and Evaluation by the provincial HECs. In addition to increasing and maintaining the QA in HE sectors; the increasing trend of assessment processes has been posing a considerable challenge of the increase in non-teaching load of the teaching faculty in the Universalities/HEIs. This paper presents details of a study focused to assess the satisfaction level of the faculty teaching in the Master's and PhD programs offered at Department of Civil Engineering, NED University of Engineering & Technology Karachi. The study comprised the faculty's structed feedback and semi-structured interviews. The results are presented and analysed followed by the conclusions and recommendations for improvement.

Keywords: Faculty satisfaction, non-teaching load, assessment processes, quality assurance, higher education

Academic Resilience: Performance of Academic Staff on Institutional Stabilityduring COVID-19 Pandemic

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ABSTRACT

Never stop learning is the strategy to success. Resilience is defined as the capability to overcome the problem encountered in succeeding personal and academic goals. Academic Resilience is a dynamic developmental process that involve the multiples protective quality related with individual learner, internal protective quality (Beliefs, Values, Attitudes, Trust in Self Ability) other said external protective quality (Technological Structure, Sports Services Desk is Functional, Opportunities, Environment, Effective Mechanisms, Economic Strength, Political Influence, Organizational Effectiveness, Quality Education, Economic Strength) that contribute to the adjustment Academic success of sudden outbreak students learning. The sudden outbreak due to COVID-19 Which initially affected the Wuhan city of china and later on blocked the rest of the world by creating the major public health issue regardless of their age, gender, culture group. 14 March 2020 Government of Pakistan issued an executive order to close educational institutions all over Pakistan. The current study investigates the impact of "Academic Resilience: Performance of Academic Staff on Institutional Stability during COVID-19 Pandemic" . In the era of COVID-19, all public sector higher education institutions in Province Punjab, Pakistan, provided online education via android applications such as ZOOM, Google Classroom, MS-Team, etc. to continue their educational activities across the country. For the precise understanding about the stated problem, the sampled population is based on undergraduate students who have the experience of remote learning and digital learning during the era of pandemic. Research tool was designed based on close end demographic indicators and four level likert scale items to collect the significant information from the selected sample units (n = 450). The statistical results about demographic variables are reported in terms of frequencies, mean, and standard deviation, while the inferential statistic about the variable of interest is obtained by Pearson Product Moment Correlation (r). Statistical results of the present study show that most of the participants are not satisfied with online learning due to limited technical support and having no prior experience with digital learning. Most instructors are unable to engage their students fully in a virtual classroom.

Keywords: Academic Resilience, COVID-19, Institutional Stability, Online Learning.

The crude scores of teacher evaluation survey mislead universities: A case study of University of Turbat

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ABSTRACT

Does the HEC Teacher Evaluation Survey (TES) adopted by public sector universities in Pakistan really help to improve the teaching and learning activities of universities? The study uses survey data from 297 subjects in 16 degree programs taught by approximately 150 faculty members (including permanent, visiting and teaching fellows) at the University of Turbat. The results of this study show that TES does not measure the quality of teaching. Its crude scores usually mislead both university faculty members and administrators. Raw TES scores mislead faculty members to focus on indirect means (such as unreasonable increase in sessional marks) to get high TES scores instead of improving their teaching methods. Students want to get high marks and faculty members want to get good scores in TES. The survey is a tool that empowers students to change faculty behavior in their grading policy. It seemingly rewards those teachers who are lenient and punish those who are soft in students' assessment in examination. Therefore, the QEC section in universities should carefully analyze and interpret TES findings before communicating them to stakeholders.

Keywords: Teacher Evaluation Survey, Crude Score, Quality of Teaching, QEC

Quality 4.0 in Higher Education: Opportunities and Conditions for Success in Pakistan

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ABSTRACT

The world has evolved from the age of traditional processes to the age of connectivity. The advances in technology have significantly affected the operations of higher education institutions and have led to the emergence of Quality 4.0 in education. Quality 4.0 is the digital transformation of conventional quality processes and the use of intelligent tools to enhance an institution's ability to achieve excellence in imparting education. The aim of this paper is to assess the opportunities and challenges of implementing Quality 4.0 in higher education institutions of Pakistan and examine their readiness for Quality 4.0 evolution. The paper uses management support, technological integration, IT infrastructure, willingness to transform and training as critical success factors to determine the potential of higher education institutions in achieving Quality 4.0 transformation within their environments. The paper proposes a framework to assist higher education institutions in smoothly transitioning from traditional processes to Quality 4.0 processes.

Keywords: connectivity, higher education institutions, Quality 4.0, digital transformation, critical success factors

Distance Education and Mobile Phones during COVID-19 Crisis: Integrating Technology Acceptance Model with Innovation Diffusion Theory

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ABSTRACT

This paper aims to determine the willingness of the instructors of the higher education institutions to adopt the use of mobile phones. Combining the innovation diffusion theory with the technology acceptance model the study applies an extended model of adoption of innovation proposed by Tran and Cheng (2017) and Lee, Hsieh, Hsu (2011). The proposed model was tested with data collected from 260 instructors from higher education institutions of Pakistan. The structure equation modelling (SEM) technique with Partial Least Squares (PLS) was employed to explain the adoption process and the willingness of the instructors. Relationship between the perceived ease of use and usefulness along with perceptions of relative advantage, complexity and compatibility and willingness to adopt were explored. Overall, the research model and the hypotheses were confirmed with a few exceptions. Perception of usefulness (PU) and perception of ease of use (PEOU) were positively and significantly related to perception of advantage and compatibility but the relationship was negative in case of complexity. Similarly, the ease of use, usefulness, perceived advantage, and compatibility were significantly and positively related to the willingness to adoption. The authors suggest that as the instructors are willing to adopt the mobile phones for interaction with the learners the government and the institutional administrators should facilitate in the process.

Keywords: Distance Education; Mobile Phones; Technology Acceptance Model; Innovation Diffusion Theory

Determining the Improvement in Institutional Performance of a Public Sector Medical University through the HEC Prescribed IPE measure: A Case Study

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ABSTRACT

Objective: The current study aims to determine the improvement in institutional performance of a public sector medical university through the HEC prescribed IPE measure in three major areas: (1) Organization and Governance (2) Academic Programs and curricula (3) Quality Assurance and assessment. Introduction: Quality Assurance Agency, Higher Education Commission established Quality Enhancement Cells (QECs) in all public and private sector universities across Pakistan to create a system to ensure internal and external quality assurance. Initially, they assigned QECs to conduct program evaluation through Self-Assessment. Later on, they initiated Institutional Performance Evaluation (IPE) and made it mandatory for all public and private higher education institutions to undergo the IPE using the prescribed eleven standards. This was counted as one of the performance indicators of QECs for their annual progress review carrying the 16% weightage allocated in the QEC score card. Methodology: This is a descriptive study that uses the last three years IPE reports of a public sector Medical University, the observations received from the external reviewers and the compliance made for each observation related to the three aforementioned areas. Result: The findings of the study reveals that the IPE exercise at university level has produced tremendous results in improving the quality of the University organization and governance, quality of the University academic programs and curricula and it has strengthened the Quality Assurance and assessment systems. Conclusion: The implementation of IPE with regular frequency has yielded significant results and can bring more improvements in all other areas as well in future.

Keywords: HEC; IPE; Quality Assurance; Compliance; Performance Indicator

Perceptions of Undergraduate Students Regarding the Role of Information Communication Technologies (ICTs) in Education after COVID-19

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ABSTRACT

The main purpose of the current study was that to explore the perceptions of undergraduate students about the importance of information communication technologies (ICTs) in education. All Public and Private sector universities of Khyber Pakhtunkhwa, were the population of the study in which all undergraduate students of only southern districts of Khyber Pakhtunkhwa were taken as samples of the study according to John Curry Sample Size rule of thumb. Self-developed questionnaire of 6-Points Likert scale was used. The collected data was statistically analysed through SPSS by using t-test, One Way ANOVA, and Linear Regression. T-test was used for gender and institution wise comparison. One Way ANOVA was used to compare the perceptions of different respondents; and Linear Regression was used to know the effects of information communication technologies on Undergraduate students during COVID-19. Results and conclusions were drawn in which the role of ICTs was found highly successful for undergraduate students during COVID-19. The findings of the study highlighted the role of ICTs and especially the online sources in teaching learning process.

Keywords: Role of ICTs, Undergraduate Students, KP Public and Private Sector Universities.