

External Graduate Program Review Visit
PROGRAM REVIEW FOR EFFECTIVENESS AND ENHANCEMENT FOR
EXTERNAL QUALITY ASSURANCE

APRIL 23, 2026



FATIMA JINNAH WOMEN UNIVERSITY
RAWALPINDI

BACKGROUND OF MS/MPHIL & PHD PROGRAMS

The External Graduate Program Review Visit was held on April 23, 2026. The Panel was comprised of the following members:

Review Panel:

External Evaluators:

- Dr. Salman Hassan Khan
Director,
Quality Enhancement Cell,
Air University, Islamabad
- Ms Mehreen Ishtiaq
Assistant Director,
Quality Enhancement Cell,
Air University, Islamabad

Internal Evaluators:

- Prof. Dr. Bushra Yasmin
Director,
Quality Enhancement Cell,
Fatima Jinnah Women University, Rawalpindi
- Ms. Naseem Akhter
Registrar,
Fatima Jinnah Women University, Rawalpindi

Facilitators:

- Head of Departments, Focal Persons and Department Coordinators of Postgraduate Degree Programs

Currently Fatima Jinnah Women University, Rawalpindi is offering 15 PhD Programs and 24 MS/MPhil/Equivalent Programs (20 MPhil and 04 MS) on the campus. The Review Panel conducted a comprehensive review of all MS/MPhil/Equivalent and PhD programs offered by the University in accordance with the Higher Education Commission (HEC) Pakistan's Revamped Quality Assurance Framework (PSG-2023) and Draft Policy-04: Programme Review for Effectiveness and Enhancement (PREE). Below is the detail of findings:

Executive Summary

The External Graduate Programme Review (PREP for EQA) at Fatima Jinnah Women University (FJWU) was conducted on April 23, 2026, in line with the PREP Standards outlined in Annex 2 of the HEC's Draft Policy-04. The review assessed postgraduate programmes against the eight PREP Standards, focusing on effectiveness, enhancement, outcome-based education (OBE), and alignment with institutional goals and national priorities, including the United Nations Sustainable Development Goals (SDGs).

The audit team commends the strong leadership and commitment demonstrated by the Vice Chancellor, Deans, statutory officers, Heads of Departments (HoDs), and faculty. Their active involvement in the PREP process, stakeholder engagement, and transparent documentation reflect a maturing quality culture at FJWU. The university has made commendable progress in initiating the PREP process and addressing prior internal review observations.

While strengths were evident in leadership commitment, student engagement, and certain infrastructural aspects, opportunities for enhancement exist in areas such as mission alignment with SDGs, formalization of CLOs/PLOs/KPIs, faculty development (particularly PhD-qualified staff), policy documentation, and marketing strategies. These align with findings from the internal review documentation provided.

The review panel recommends a **staggered, step-wise approach** to major changes, beginning with robust stakeholder buy-in which is already strongly evident at FJWU through Dean and HoD involvement.



(DR. SALMAN HASAN KHAN)
Director Quality
Air University, Islamabad

1. Overall Judgement: Approved with Recommendations: -

This judgement is based on the official PREE Judgement Framework (Annex 3 of Draft Policy-04). While the university meets most of the applicable standards and demonstrates clear capacity for continuous improvement, targeted enhancements are required in specific areas. FIWU is well-positioned to achieve further excellence with targeted actions and continued institutional support.

2. Judgement Matrix (PREE Annex 3): -

Category	Description
Approved	All review criteria have been met.
Approved with Recommendations	Several review criteria have been met, but there are some gaps in the quality of learning opportunities.
Approved with Conditions	Most review criteria have been met. Some moderate risks may exist.
Not Approved	Several review criteria have not been met or there are major gaps presenting serious risks.

FIWU falls under Approved with Recommendations – a positive outcome that acknowledges the university's strengths while highlighting focused areas for further development.

3. Review Process and Evidence

The review followed Section 2 of the PREE Handbook (PREE for EQA), including:

- Desk review of the Self-Assessment Report (SAR) and supporting evidence.
- On-site meetings with leadership, faculty, and students.
- Review of facilities and processes.
- Detailed student engagement session.

4. Special Acknowledgement: -

The full involvement of the Vice Chancellor, Deans, and statutory officers, along with the active participation of HoDs in the PREE development process, was exemplary. It was strongly evident that the Deans and HoDs are fully on board — a critical success factor for implementing quality enhancements. The review team recognizes that a major institutional change requires a **staggered, step-wise approach**, and FIWU has successfully taken the vital first step of securing strong stakeholder ownership.


(DR. SALMAN HASAN KHAN)
Director Quality
Air University, Islamabad

5. Assessment Against PREE Standards: -

(a) Standard 1: Programme Mission, Objectives and Outcomes

Postgraduate programmes currently use a generic mission statement that lacks specificity and explicit integration of relevant SDGs. Alignment between CLOs, PLOs, and the mission requires further formal documentation and refinement. Significant progress about OBE awareness was evident. However, it was felt that standardization was missing in the implementation of OBE framework.

Recommendation: Revise the mission to explicitly incorporate relevant SDGs, map CLOs/PLOs systematically, and develop measurable objectives with supporting strategic plans. University should arrange extensive OBE training for faculty and relevant automation staff (so that OBE implementation can be tracked easily)

(b) Standard 2: Curriculum Design and Organisation

Curriculum supports programme objectives with appropriate credit hours, theoretical-practical balance, and feedback mechanisms. Module specifications and mapping to outcomes need strengthening for full OBE compliance.

Recommendation: Ensure consistent CLO/PLO alignment and regular curriculum reviews.

(c) Standard 3: Subject-Specific Facilities

Laboratories and computing facilities are functional. Students highlighted needs for additional lab attendants and procurement of chemicals/reagents. The Registrar promptly addressed these during the student session, confirming processes are underway and requesting HoD recommendations on the spot. This demonstrates responsive management.

Recommendation: Accelerate recruitment of support staff and resource procurement.

(d) Standard 4: Student Advising and Counselling

FJWU has approved SCALE Policy and Constitution of SCALE is approved by University Syndicate. ISR from SCALE are joining PREE as observers and mediators as of now. Class Room observations and Formal Counselling Sessions are in place since last year. Adequate advising systems exist. A dedicated student session (mixed programmes/levels) allowed open sharing of feedback. Students appreciated the platform and provided constructive input.

Recommendation: Train students about SCALE requirements and develop SoPs to keep SCALE apolitical.


(DR. SALMAN HASAN KHAN)
Director Quality
Air University, Islamabad

(e) Standard 5: Teaching Faculty/Staff

A noticeable shortage of PhD-qualified and non-PhD faculty impacts research output and accreditation readiness. Workload aligns with HEC guidelines, but additional facilitation (e.g., course waivers) would support quality enhancement.

Recommendation: Prioritize recruitment/retention of PhD faculty and advocate for HEC-supported faculty relief mechanisms for QA-related work.

(f) Standard 6: Institutional Policies and Process Control

FJWU has grievance committees, policies, conflict of interest policy and a comprehensive feedback mechanism in place, approved by Syndicate. Processes for admission, progression, and evaluation are in place.

Recommendation: Regular awareness sessions should be arranged to familiarize stakeholders with these policies. While FJWU has adopted Higher Education Commission Pakistan guidelines on grievance redressal, it is recommended that the university develop formal SOPs for the implementation of this policy. It may also consider separating the policy into two distinct components – one for addressing student grievances and another for addressing faculty grievances.

(g) Standard 7: Institutional Support and Facilities

Institutional support is adequate, with evidence of resource allocation for teaching-learning. Some statutory officers work on additional charge; full-time appointments are needed per HEC instructions.

Recommendation: Ensure dedicated statutory positions and sustained financial support for facilities.

(h) Standard 8: Institutional General Requirements

Research environment and postgraduate processes are developing. Ethical standards, supervision, and student support align with expectations.

Strength: Commitment to continuous improvement.

6. Key Observations and Good Practices: -

- a) **Strong Leadership and Stakeholder Engagement:** Full involvement of VC, Deans, and HoDs sets a positive tone for quality culture.
- b) **Student Voice:** Open, detailed feedback session with concrete suggestions acted upon promptly.
- c) **PREE Initiation:** Good start on self-assessment and evidence organization; further training on documentation is advised.



DR. SALMAN HASAN KHAN)
ector Quality
University, Islamabad

- d) **OBE and KPIs:** Need for unified formats, training, and alignment with mission/CLOs/PIOs.
- e) **Marketing and Enrolment:** Develop a structured strategy for postgraduate visibility.
- f) **Alignment of KPIs:** Link strategic and departmental levels for coherence.

7. Recommendations for HEC (Policy Learning)

Based on the review experience, the following suggestions are offered for HEC's consideration after broad stakeholder consultation:

- a) Minimum **3-day on-site visit** duration for comprehensive PREI evaluation.
- b) Review panel composition of **3-4 members** for balanced assessment.
- c) Mechanism to facilitate faculty involved in PREI processes (e.g., course waiver criteria), as individual universities cannot implement this independently.
- d) Development of a context-sensitive mechanism for **student Lead** engagement in QA processes, keeping in view the realities of public sector universities.

8. Action Plan Recommendations

The university should prepare a detailed implementation plan (per Annex 1/10) with timelines, responsibilities, and resources. Priority areas include mission/SDG alignment, policy development, faculty strengthening, and KPI formalization. IQAI should monitor progress with periodic reviews.

9. Conclusion and Overall Judgement: -

Fatima Jinnah Women University demonstrates a clear commitment to quality enhancement under the PREI framework. The leadership's vision and stakeholder engagement provide a solid foundation for sustained improvement. Addressing the identified areas will further elevate postgraduate programme quality, research output, and societal impact. The external evaluator congratulates the Vice Chancellor, Deans, statutory officers, HoDs, faculty, and QEC team on their dedication. FJWU is on a promising trajectory toward excellence in women's higher education.


(DR. SALMAN HASAN KHAN)
Director Quality
Air University, Islamabad

**Compliance Report of Self-MS/MPhil & PhD Program Review,
(2024-25)**

After reviewing all documents and faculty student information, the review panel checked the compliance of Self-PCIPR Visit held in year 2024-25. Following is the detail of action taken for the findings of Self-PCIPR, 2024-25:

Findings	Rectification Plan	Responsible Body	Action taken/ Timeline
List of external examiners for PhD should be updated as per GLP criteria.	The revised lists have been approved from AS&RB	Departmental MS/MPhil & PhD Advisory Committee	Complied/Fall 2025 <i>Annexure I, Academic Departments' responses</i>
MPhil and PhD NOCs need to be updated as per revised faculty members of Islamic Studies Department.	Departments have submitted cases to IIEC through Registrar Office for renotification per revised faculty members.	Department/Registrar Office/IIEC	Complied/Fall 2025 <i>Annexure I, Academic Departments' responses</i>
Course files need to be uploaded for each course	The Departments have uploaded complete course files on google drive link provided by QIEC	Department/QIEC	Complied/ Spring 2025 <i>Annexure I, Academic Departments' responses</i>
The provision of functional multimedia in classrooms is pertinent.	The Multimedia are installed in classes as per requirement.	Department/ITC/ Administration	Complied/ Spring 2026 <i>Annexure I, Academic Departments' responses</i>
Washrooms are not properly cleaned and less in number.	Awareness groups and administrative measures are ensured.	Administration to orient sanitary staff	Complied/Fall 2025 <i>Annexure II, Washroom cleanliness</i>
In hostel building, the issue of internet needs to be resolved.	Provision of internet in Hostel has been ensured	Hostel Office/ITC	Complied/ Fall 2025 <i>Annexure III, Software details</i>
The relevant software for multiple Departments are lacking.	Departments have included software requests in their budgets with proper justification.	Department/Accounts Office/ITC	Complied/Spring 2026 <i>Annexure III, Software details</i>
A common room dedicated for PhD students is required.	A common room is provided to PhD students for smooth conduct of research.	Room Allocation Committee	Complied/Fall 2025 <i>Annexure IV, Notification of Room allocation</i>
Laboratories required maintenance and paint in the Environment Science department.	The maintenance and paint in laboratories has been ensured for conducive learning environment.	Department/Works Department	Complied/Spring 2026 <i>Annexure V, Paint work details</i>

More scholarship opportunities for MPhil students need to be explored.	More Scholarship opportunities are explored to facilitate research students.	Financial Aid Office	Complied/Spring 2026 <i>Annexure VI, Scholarship details</i>
Provision of evening classes for working research students need to be ensured.	Evening/Weekend classes/programs have been started as per GEP-2023.	Departments/Statutory Bodies approval	Complied/Fall 2025 <i>Annexure I, Academic Departments' responses</i>
Drinking water provision to students should be ensured in the campus.	Installation of water coolers at multiple places has been ensured.	Administration	Complied/Fall 2025 <i>Annexure VII - Drinking Water</i>
Course load exemption policy for faculty needs to be reviewed for fair implementation.	Course load exemption policy is reviewed after faculty consultation and revised.	ORIC/Registrar	Fall 2025 <i>Annexure VIII, Course load exemption policy</i>
Allocation of supervision needs a fair mechanism	MS/MPhil & PhD Policy Manual has been updated with supervision requirements as per GEP-2023	PGPR Committee	Spring 2026 <i>Annexure IX MS/MPhil & PhD Policy Manual</i>

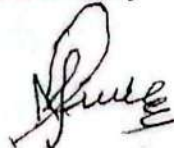
Dr. Salman Hassan Khan
Director, QEC
Air University



Signature:

(DR. SALMAN HASAN KHAN)
Director Quality
Air University, Islamabad

Ms. Mehreen Ishtiaq
Assistant Director, QEC
Air University



Signature:

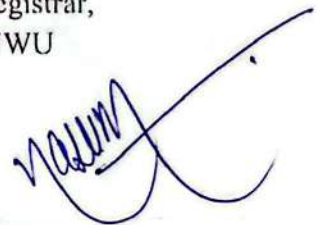
(MEHREEN ISHTIAQ)
Asstt Director QEC
Air University, Islamabad

Prof. Dr. Bushra Yasmin
Director, QEC
FJWU



Signature:

Ms. Naseem Akhter
Registrar,
FJWU



Signature: