





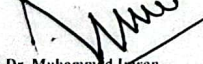
King Edward Medical University, Lahore
Institutional Quality Assessment and Effectiveness Office (IQAE)
Directorate of Quality Enhancement Cell (QEC)




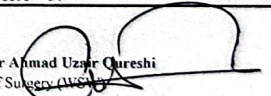
IPER RUBRICS

Standard Number	Standard Title	Expectation Outcome Indicators (EOIs)	Evidence	Likert Scale (0=Poor to 4=Excellent)	Color
Standard 1	Vision, mission, goals and strategic planning	Developed in consultation with stakeholders; aligned with charter and drives strategic planning; includes SMART goals and KPIs; evaluated systematically.	Vision/Mission Statements, Strategic Plans, KPI Dashboards, Meeting Minutes	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4	Green
Standard 2	Governance, leadership and organisation	Defined governance structure; leadership roles and responsibilities; participatory decision-making; compliance with statutory bodies.	Organograms, Governance Policies, Meeting Minutes, VC/Dean Job Descriptions	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4	Green
Standard 3	Institutional resources and planning	Well-defined budgeting, infrastructure, HR, and ICT plans; resource allocation aligned with strategic goals	Budget Plans, HR Strategy, ICT Policy, Infrastructure Reports	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4	Green
Standard 4	Audit and finance	Transparent audit practices; financial accountability; documented budget approvals; external audits	Audit Reports, Budget Documents, Financial Statements, Compliance Reports	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4	Green
Standard 5	Affiliated colleges/institutions	Defined affiliation policies; monitoring and evaluation of affiliated colleges; clear responsibilities and quality assurance practices.	Affiliation Policies, MOU Documents, College QA Reports	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	N A
Standard 6	Internationalisation and global engagement	Policies for international collaborations; MoUs; student and faculty exchange programs; alignment with global trends.	MoUs, International Exchange Records, Global Rankings, Mobility Reports	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4	Green
Standard 7	Faculty recruitment, development and support services	Transparent faculty hiring processes; induction, development and promotion policies; faculty evaluation and feedback mechanisms	Faculty Policies, Induction Reports, CPD Records, Promotion Criteria	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4	Green
Standard 8	Academic programmes and curricula	Outcome-based curricula; stakeholder input in curriculum design, regular curriculum review and approval.	Curriculum Review Reports, Stakeholder Feedback, Curriculum Committee Minutes	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4	Green
Standard 9	Admission, assessment and certification	Transparent admissions, assessment aligned with learning outcomes; use of internal/external moderation; certification practices.	Admission Policies, Assessment Rubrics, Exam Moderation Records, Graduation Stats	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4	Green
Standard 10	Student support services	Career counseling, mentorship, and psychosocial support; grievance redressal, co-curricular activities; accessibility services.	Student Handbook, Counseling Records, Support Services Usage Data	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4	Green
Standard 11	Teaching, learning and community engagement	Use of innovative pedagogy; community engagement projects; student-centered learning; classroom observation records.	Teaching Evaluations, Pedagogy Innovation Reports, Community Engagement Logs	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4	Blue
Standard 12	Research, innovation and industry linkage	Research policy; industry linkages; research output tracking; commercialization initiatives; ORIC reports.	Research Publications, ORIC Reports, Patents Filed, Industry MoUs	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4	Blue
Standard 13	Fairness and integrity	Anti-plagiarism policy; code of conduct; academic and examination integrity policies; grievance and appeals mechanisms.	Plagiarism Reports, Discipline Records, Policy Documents	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4	Green
Standard 14	Public information and transparency	Publicly available academic calendars, policies, and performance reports; institutional website transparency.	University Website Snapshots, Info Disclosure Reports, Publication Lists	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4	Blue
Standard 15	Institutional effectiveness and quality assurance	Internal QA policy, IQAE structure; documented QA processes; performance monitoring reports.	QA Manual, IQAE Reports, Self-Assessment Reports, Annual QA Reviews	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4	Green
Standard 16	CQI and external quality assurance	CQI mechanism in place; regular external reviews; data-driven decision making; review reports and follow-ups.	CQI Policy, External Review Reports, Data Dashboards, CAP Updates	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4	Blue
Total Score = 64				60	


Prof Dr Muhammad Moin
 Chairman / Professor of Ophthalmology
 King Edward Medical University,
 Lahore

Farhan Qadir
 Deputy Director IQAE/QEC
 King Edward Medical University.


Prof. Dr. Muhammad Imran
 Director IQAE / QEC
 King Edward Medical University,
 Lahore


Mr. Asif Saeed Haider
 Director Accreditation and Academic Quality Improvement Cell,
 University of Management & Technology (UMT), C-II, Johar Town,
 Lahore


Prof Dr Ahmad Uzair Qureshi
 Prof. of Surgery (MS),
 King Edward Medical University, Lahore

SELF REVIEW OF INSTITUTIONAL PERFORMANCE & ENHANCEMENT REPORT

OF

KING EDWARD MEDICAL UNIVERSITY, LAHORE

Year 2024-25



Self IPE Penal:

Name:	<u>Prof. Muhammad Moin</u>	(Internal Member)
Designation:	<u>Professor</u>	
Department:	<u>Ophthalmology</u>	
Name:	<u>Prof. Muhammad Imran</u>	(Internal Member)
Designation:	<u>Professor of Medicine</u>	
Department:	<u>East Medical Ward</u>	
Name:	<u>Prof. Ahmed Uzair Qureshi</u>	(Internal Member)
Designation:	<u>Professor of Surgery</u>	
Department:	<u>West Surgical Ward</u>	
Name:	<u>Mr. Asif Saeed Haider</u>	(External Member)
Designation:	<u>Director (AAQIC)</u>	
Department:	<u>Accreditation and Academic Quality Improvement Cell</u>	
Hospital:	<u>University of Management & Technology (UMT), C-II, Johar Town, Lahore</u>	
Name:	<u>Farhan Qadir</u>	(Internal Member)
Designation:	<u>Deputy Director</u>	
Department:	<u>Quality Enhancement Cell</u>	

Self RIPE Visit Date: 13th-14th- 16th, June, 2025

Executive Summary

The Self Review of Institutional Performance Enhancement (Self-RIPE) of King Edward Medical University, Lahore was conducted on June 13th, 14th, and 16th, 2025, based on the sixteen RIPE Standards outlined by the Quality Assurance Agency (QAA) of the Higher Education Commission (HEC).

Prior to the review, the University prepared a comprehensive **Institutional Performance Review (IPR) report** in accordance with the HEC RIPE Manual. This included detailed responses to each of the sixteen standards, supported by **Expressions of Implementation (EOIs)** and relevant evidence. The review panel thoroughly evaluated this evidence during the assessment process.

The IPR submitted by the University significantly facilitated the performance review and institutional enhancement activities. The **Vice Chancellor**, along with his team, actively engaged with the panel, providing insightful perspectives on the University's governance, academic structure, and quality enhancement initiatives.

Over the course of the **three-day review**, the panel conducted **documentation reviews, interactive sessions, and onsite visits**. These activities enabled the Reviewer to identify areas of strength as well as **key areas for improvement**, culminating in a set of **actionable recommendations**.

Stakeholders across all levels—including faculty, students, and administrative personnel—were encouraged to share candid feedback, which contributed to promoting **transparency and inclusivity in decision-making** processes. The panel also **physically inspected infrastructure**, reviewed institutional resources, and held focused discussions with various University stakeholders.

Key findings and recommendations of self RIPE visit are as follows:

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FINDINGS

STANDARD 1: VISION, MISSION, GOALS AND STRATEGIC PLANNING

COMMENDATION

- The Vision and Mission statement of King Edward Medical University, Lahore are very well prepared by committee and approved by Statutory bodies.

FINDINGS:

- The vision and mission statements for several academic programs have not been developed, approved by the Board of Studies (BoS) and Board of Faculty (BoF), or disseminated appropriately. Additionally, these statements are not visibly placed in relevant locations such as departmental offices, websites, classrooms, or student handbooks.

RECOMMENDATIONS:

- All departments should be directed to formulate clear and program-specific vision and mission statements. These should be formally reviewed and approved by the BoS and BoF, and subsequently displayed prominently across various platforms and physical locations to ensure visibility and alignment with institutional goals.

STANDARD 2: GOVERNANCE, LEADERSHIP AND ORGANIZATION

COMMENDATION

- The King Edward Medical University, Lahore has well constituted Finance and Planning Committee, Selection Board, Academic Council, Purchase & Procurement Committee for planning, Syndicate and Senate for evaluation with all its notifications of constitution and meetings held timely with its minutes in place and approved.

FINDINGS:

- The University has a well-defined governance structure in place; however, there is a need to further strengthen the documentation and dissemination of governance-related policies and procedures.
- Some leadership positions remain either vacant or filled on an acting basis, which affects consistency in decision-making and long-term planning.
- Mechanisms for stakeholder engagement, including faculty, students, and administrative staff, in governance processes are limited or underutilized.

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- KEMU Organogram is not approved by the statutory bodies.

RECOMMENDATIONS:

- All governance policies and procedures (e.g., decision-making protocols, committee terms of reference) should be reviewed, finalized, and made available on the university's website and through internal communications.
- Ensure timely and merit-based full time appointments to all key leadership positions to improve administrative stability and institutional continuity.
- Institutionalize mechanisms (e.g., town halls, governance forums) to engage faculty, students, and staff in decision-making processes to enhance transparency and inclusivity.
- KEMU Organogram should be approved by the statutory bodies.

STANDARD 3: INSTITUTIONAL RESOURCES AND PLANNING

COMMENDATION:

- KEMU has a well-established budgeting system, strategic alignment of financial resources with academic priorities.

FINDINGS:

- Faculty positions exist in sanctioned strength, but there are gaps in timely recruitment and succession planning, especially in sub-specialty areas.
- The university has made progress in ICT infrastructure (e.g., LMS, digital attendance), but full implementation of digital records, ERP systems, and e-governance is pending.
- The Office of Research, Innovation, and Commercialization (ORIC) at KEMU serves as the central hub for promoting and facilitating research, innovation, commercialization, and academic-industry linkages. However, current budgetary allocation for ORIC is insufficient to support the growing demands of high-quality research, innovation infrastructure, faculty development, and collaboration initiatives. Furthermore, **the office lacks full-time dedicated staff**, which hampers consistent operations, strategic planning, and efficient service delivery.

RECOMMENDATIONS:

- Strengthen faculty recruitment processes with an emphasis on merit, equity, and specialization needs. Introduce performance-based retention incentives and succession planning mechanisms.

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- The LMS and digital attendance system should be implemented **in true spirit** across all academic departments.
- Substantially increase financial resources for ORIC to fund research grants, faculty development, infrastructure enhancement, patent filing, and innovation projects. Recruit qualified, full-time professionals for ORIC—including research coordinators, grant managers, and innovation officers—to ensure sustained operations and institutional support.

STANDARD 4: AUDIT AND FINANCE

COMMENDATION:

- KEMU follows an annual budgeting process, an Internal Audit Cell exists and External audits are conducted.

FINDINGS:

- The university has limited **financial independence**, with heavy reliance on government funding. Revenue generation mechanisms (e.g., consultancy, research commercialization, endowments) are underdeveloped.

RECOMMENDATIONS:

- Encourage diversification of revenue sources by expanding **consultancy services, alumni endowments, fee-based certificate programs**, and collaboration with the private sector.

STANDARD 5: AFFILIATED COLLEGES/INSTITUTIONS

COMMENDATION:

- As per the **King Edward Medical University Amendment Act 2012**, there is **no legal provision for affiliating any medical or educational college** with KEMU. Consequently, **there are currently no affiliated colleges** under the jurisdiction of King Edward Medical University, Lahore.

FINDINGS:

- Note Applicable

RECOMMENDATIONS:

- Note Applicable

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STANDARD 6: INTERNATIONALIZATION OF HIGHER EDUCATION AND GLOBAL ENGAGEMENT

COMMENDATION:

- KEMU has engaged in some Memorandum of Understanding (MoUs) with international universities.
- Opportunities for faculty and student exchange are available.
- KEMU's presence in international academic rankings and benchmarking platforms.
- Participation in international webinars, conferences, and networks is increasing.

FINDINGS:

- There is currently **no fully functional International Office** or Directorate to manage global partnerships, exchange programs, and international student affairs.

RECOMMENDATIONS:

- Create a dedicated and adequately staffed **Office of International Affairs** to manage partnerships, mobility programs, global engagement strategies, and international student services.

STANDARD 7: FACULTY RECRUITMENT, DEVELOPMENT AND SUPPORT SERVICES

COMMENDATION:

- Faculty recruitment is conducted in accordance with government rules and service statutes.

FINDINGS:

- Faculty recruitment is conducted in accordance with government rules and service statutes. However, the **recruitment process is often delayed**, and there is **limited autonomy** in hiring to fill critical academic and clinical posts, especially in sub-specialties and Ph.D Programs.
- There is **limited formal recognition and incentive structure** for faculty excellence in teaching, research, and service.

RECOMMENDATIONS:

- Expedite recruitment processes through collaboration with relevant authorities. Advocate for **greater institutional autonomy** to fast-track hiring in critical and high-demand areas.



- Introduce annual faculty awards and incentive schemes recognizing outstanding performance in research, teaching innovation, community service, and academic leadership.

STANDARD 8: ACADEMIC PROGRAMS AND CURRICULA

COMMENDATION:

- Academic Programs and Curricula are approved by the syndicate.

FINDINGS:

- Credit hours of curricula of Postgraduate Programs are not in line with HEC Graduate Policy.
- Maximum duration of Postgraduate Programs are not defined in regulations.
- Only Three Programs (Ph.D Anatomy, Ph.D Biochemistry and Ph.D Community Medicine) are accredited by PMDC. Ph.D Basic Sciences and Ph.D Clinical Sciences Programs are not accredited by PMDC.
- Semester System is not implemented in Postgraduate Programs.
- The current **transcript format** used by King Edward Medical University requires improvement to ensure full **compliance with the Higher Education Commission (HEC) guidelines**. Notably, the **signature of the Controller of Examinations is missing** from the transcript, which can lead to verification delays, credibility concerns, and difficulties for graduates in both academic and professional pursuits.

RECOMMENDATIONS:

- Credit hours of curricula of Postgraduate Programs should be in line with HEC Graduate Policy.
- Maximum duration of Postgraduate Programs should be defined in regulations.
- Ph.D Basic Sciences and Ph.D Clinical Sciences Programs should be accredited by PMDC.
- Semester System is not implemented in Postgraduate Programs.
- It is essential for KEMU to **revise and align its transcript format** in accordance with the latest **HEC standards and templates**. Ensure the **Controller of Examinations' signature** is prominently placed on all official transcripts, along with other required authorizations. Redesign the transcript layout to reflect **standardized elements** such as program duration, credit hours, grading scale, CGPA, degree title, and university seal, as mandated by HEC.

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STANDARD 9: ADMISSION, PROGRESSION, ASSESSMENT, AND CERTIFICATION

COMMENDATION:

- KEMU adheres to a strictly **merit-based** admission process for its MBBS program through the **MDCAT** conducted by the **Pakistan Medical and Dental Council (PMDC)**, ensuring fairness and equal opportunity for all applicants.
- KEMU, in collaboration with Fatima Jinnah Medical University (FJMU) and the University of Health Sciences (UHS), has successfully institutionalized the **Joint Centralized Admission Test (JCAT)** for postgraduate medical and dental programs, ensuring **uniformity and fairness** in admissions across Punjab.

Finding:

- Transcripts and degrees are issued after due process, but the system is largely manual, leading to delays. Transcript format lacks integration of HEC-recommended features such as QR code verification, GPA scales, and grading rubrics. No centralized digital database for certificate verification exists. Signature of Controller of Examinations are missing on transcript.

Recommendations:

- Fully automate the **transcript and degree issuance system** by integrating digital verification, tracking, and online application features. This will **minimize delays**, enhance efficiency, and ensure transparency throughout the certification process. Ensure that the **signature of the Controller of Examinations is formally placed** on all transcripts as a standard practice to validate authenticity and meet HEC and international credentialing requirements.

STANDARD 10: STUDENT SUPPORT SERVICES

COMMENDATION:

- The university demonstrates a strong commitment to student well-being through the provision of diverse support services including academic advising, career counseling, and co-curricular engagement.
- Mental health and psychological counseling services are available and reflect sensitivity to the emotional well-being of students.
- The existence of dedicated student facilitation centers and grievance redressal mechanisms enhances accessibility and responsiveness.



Institutional Performance Self Evaluation Report

- Provision of hostel facilities, medical services, and transport indicates institutional efforts to support students holistically.

Finding:

- Student support services are functional but lack integration under a unified strategic framework.
- Career counseling and alumni networking initiatives are present but require further development and institutional visibility.
- Student feedback mechanisms exist but are not systematically utilized for continuous improvement.

Recommendations

- Develop a Comprehensive Student Support Policy that clearly defines the range, scope, and objectives of all student services under a centralized structure.
- Strengthen Career Guidance and Placement Services by establishing formal links with healthcare institutions, alumni, and potential employers.
- Digitalize Student Support Portals to provide 24/7 access to academic calendars, advisories, counseling requests, and complaint management systems.

STANDARD 11: IMPACTFUL TEACHING AND LEARNING AND COMMUNITY ENGAGEMENT

COMMENDATION:

- KEMU maintains high standards in teaching and learning through a dedicated faculty, clinically integrated curriculum, and early exposure to patient care.
- Active use of simulation-based teaching, case-based learning, and student-centered methodologies reflects a progressive approach to medical education.
- Faculty development workshops and CME Activities are regularly organized to enhance pedagogical skills.
- Community-oriented medical education (COME) is embedded in the curriculum, with students participating in rural health camps, vaccination drives, and awareness campaigns.
- The university's collaboration with public health departments, NGOs, and local communities demonstrates a genuine commitment to societal impact.

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Findings

- Use of modern educational technologies (e.g., LMS, blended learning) is limited and uneven across departments.
- Reflective practices and student feedback are underutilized in revising teaching approaches.
- Teaching Innovation Grants or Awards to motivate faculty to experiment with creative instructional approaches and community-based projects.

Recommendations

- Implement a Centralized Learning Management System (LMS) across all departments to facilitate blended and flexible learning models.
- Enhance Reflective Learning and Feedback Mechanisms such as student learning portfolios, structured peer reviews, and real-time digital feedback loops.
- Encourage Teaching Innovation Grants or Awards to motivate faculty to experiment with creative instructional approaches and community-based projects.

STANDARD 12: RESEARCH, INNOVATION, ENTREPRENEURSHIP AND INDUSTRIAL LINKAGE

Commendation

- KEMU has established a robust research culture, supported by a dedicated Research Office and Institutional Review Board (IRB) that ensures ethical oversight.
- Faculty and postgraduate students actively contribute to national and international publications, with increasing visibility in indexed journals.
- Regular conduct of research workshops, conferences, and capacity-building initiatives fosters a scholarly environment.
- Undergraduate student engagement in research is encouraged through final-year projects and student research forums.
- The establishment of ORIC and support for grant applications (e.g., HEC NRPU) demonstrate institutional commitment to research and innovation.

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Findings

- Regular staff in ORIC is not exist and incubators are not fully developed or actively supported within the university infrastructure.
- Entrepreneurship education is not formally integrated into the medical curriculum.
- Research funding is limited and mostly dependent on external grants, with constrained internal seed funding opportunities.

Recommendations

- Establish a dedicated Office for Innovation and Commercialization (ORIC) with full-time staff and infrastructure to support patents, licensing, and spin-off ventures.
- Integrate Entrepreneurship and Innovation Education into the MBBS and postgraduate curriculum through elective modules, workshops, and collaboration with business schools.
- Encourage Collaborative Research Projects with industry and community partners, aligned with national health priorities.

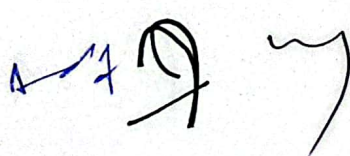
STANDARD 13: FAIRNESS AND INTEGRITY

Commendation

- KEMU upholds strong values of academic and professional integrity through well-defined policies on plagiarism, examination conduct, and ethical research practices.
- The university follows the **HEC Plagiarism Policy**, with access to Turnitin and training for faculty and students on academic honesty.
- Transparent admission and assessment processes are in place, supported by detailed rules and oversight mechanisms.
- Institutional Ethics Committees (IRB/ERC) ensure adherence to ethical standards in clinical and research activities.
- Grievance redressal forums are available for students, faculty, and staff, promoting an inclusive and just institutional environment.

Findings

- Conflict of interest Policy of KEMU is not exist.
- There is minimal structured training or orientation for students and staff on ethical behavior, equity, and integrity in academic life.



Recommendations

- Institutionalize Conflict of Interest Declarations for faculty, researchers, examiners, and administrative decision-makers across all functions.
- Develop and Deliver Mandatory Ethics and Integrity Training for new students, faculty, and staff during induction, and annually thereafter.

STANDARD 14: PUBLIC INFORMATION AND TRANSPARENCY

Commendation:

- KEMU maintains a comprehensive and regularly updated official website that provides access to key institutional information including admission criteria, academic programs, examination schedules, and faculty profiles.
- The university publishes annual reports, merit lists, and academic calendars publicly, ensuring transparency in academic and administrative matters.
- The availability of Rules and Regulations, Curricula and contact details for various offices reflects institutional openness and accountability.

Findings:

- While basic public information is available, several important documents such as policy approval trails, strategic plans, and minutes of academic councils, syndicate and senate are not accessible online.
- Information related to faculty research, funding, and collaboration projects is not consistently published or updated.

Recommendations:

- Publish Comprehensive Institutional Documents Online, including policies, strategic plans, approved curricula, BoS/BoF/Academic Council, Syndicate and Senate decisions, and QA reports.
- Update Research and Collaboration Data regularly on the website, highlighting funded projects, research impact, and faculty publications.

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STANDARD 15: INSTITUTIONAL EFFECTIVENESS, QUALITY ASSURANCE AND ENHANCEMENT

Commendation

- KEMU demonstrates a strong institutional commitment to quality assurance through a functional **Quality Enhancement Cell (QEC)** aligned with HEC's Quality Assurance Framework.
- Regular **Self-Assessment Reports (SARs)** are conducted for academic programs, and feedback is collected from stakeholders including students, faculty, and alumni.
- The university has initiated the **Self Review of Institutional Performance (Self-RIPE)** process, reflecting adherence to national QA standards.

Findings

- While QA mechanisms are in place, **documentation and tracking of follow-up actions** on SARs and RIPE reports need strengthening.
- **Closing the feedback loop** using data to inform changes and reporting results back to stakeholders is inconsistent.

Recommendations

- **Strengthen the Implementation and Monitoring of QA Processes**, ensuring timely completion of SARs, action plans, and follow-up reporting by all departments.
- **Enhance the Use of Feedback for Improvement** by formally closing the loop communicating results and actions taken to stakeholders.

STANDARD 16: CQI AND CYCLICAL EXTERNAL QUALITY ASSURANCE

Commendation:

- King Edward Medical University (KEMU), Lahore has an institutional framework in place for **Continuous Quality Improvement (CQI)** and adheres to a clearly defined quality policy. Here's how it's structured

Findings:

- Feedback cycles (e.g., from SARs, student evaluations, and peer reviews) are not consistently used to drive changes across all departments.

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Recommendations

- **Integrate CQI into Strategic and Operational Planning**, making it a routine part of curriculum review, faculty performance evaluations, and service improvements.



Prof. Muhammad Moin
(Internal Member)



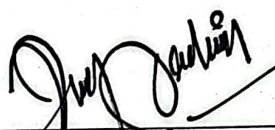
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