

Institutional Performance and Enhancement Report

IPER - 2025

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This document contains confidential information and is intended solely for the use of the academic review panel and designated institutional bodies.

Directorate of Quality Assurance & Development (QAD)

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Standard 1: Vision, Mission, Goals and Strategic planning

Introduction

Standard 1 emphasizes the foundational role of an institution's vision, mission, and goals in shaping its identity and guiding its development. At the International Islamic University, Islamabad (IIU), these elements are clearly articulated and strategically aligned to drive all institutional activities. Through a comprehensive and participatory planning process, IIU ensures that its strategic plan reflects national higher education priorities, addresses regional and local needs, and remains responsive to the aspirations of students and stakeholders. This integrated approach provides direction, coherence, and accountability across all academic and administrative levels.

Expectation outcome indicators (EOIs)

The institution should:

- I. Ensure that the institution's vision and mission are conceived and developed in consultation with the broader stakeholders.***

The International Islamic University, Islamabad (IIU), ensured that its vision and mission were developed through a highly inclusive and consultative strategic planning process. Specifically:

- ***Stakeholder Engagement:*** The planning phase (Sep 2020–Apr 2021) included extensive engagement of stakeholders, such as faculty members, administrative departments, and heads of units (deans, directors, HODs). This inclusivity was emphasized by guiding stakeholders on how to provide meaningful input and actively incorporating their feedback into the plan.
- ***SWOT Analyses:*** SWOT analyses were conducted both at the faculty/departmental level and university-wide, involving rigorous brainstorming and critical performance assessment by academic and administrative units. These findings significantly shaped the institution's strategic direction.
- ***Consultative Workshops:*** Multiple consultative workshops were held where work-in-progress drafts were shared with key stakeholders, ensuring the vision and mission reflected collective insights and were grounded in the institution's context.
- ***Best Practice Benchmarking:*** A comparative review of strategic plans from leading universities was conducted to integrate global best practices, contextualized for IIU's environment.
- ***Approval and Feedback Loop:*** The strategic plan, including the vision and mission, underwent review by a second committee and final approval by the Board of Governors, with revisions made based on their feedback.
- ***Final Dissemination:*** The approved plan was made publicly accessible via the university website, further broadening stakeholder awareness and engagement.

Thus, IIU's vision and mission were not only aligned with its charter but were also the product of a deliberate, inclusive, and iterative consultation process with the broader university community and external benchmarks (*Annex-1*).

II. Ensure that the institution's vision, mission, and goals are consistent with the provisions in the charter, including territorial and academic jurisdictions.

The International Islamic University, Islamabad (IIU) ensured that its vision, mission, and goals for the 2022–2026 strategic plan were firmly aligned with the institution's charter, particularly in regard to its territorial and academic jurisdictions, through the following measures:

- *Charter-Based Alignment through Core Values:*
The strategic plan was rooted in five core values—Islamic Character, Quality and Excellence, Diversity and Inclusiveness, Integrity and Transparency, and Creativity. These values were explicitly selected to ensure consistency with the provisions of IIU's charter, supporting both its territorial scope and academic mandate.
- *Islamic Character as a Foundational Principle:*
The core value of Islamic Character ensured that all institutional goals were shaped within an ethical and moral framework reflective of Islamic principles, which are central to IIU's charter-defined identity and mission.
- *Strategic Plan Structuring:*
The committee developing the strategic plan was mindful of the university's academic jurisdiction, creating goals and structures—such as the new organogram—to reflect IIU's charter responsibilities in both academic and geographic terms.
- *Territorial Jurisdiction Considerations:*
During the macro-level planning and implementation, university leadership ensured that strategic objectives aligned with territorial jurisdictions, ensuring IIU's outreach, academic programs, and partnerships remained within the defined legal scope of the institution.
- *Approval by the Board of Governors:*
The strategic plan underwent a review and approval process by the Board of Governors (BoG), the highest administrative authority of IIU, ensuring that all elements—including the vision and mission—were in strict compliance with the university's charter. Revisions were made based on BoG input to reinforce this alignment.
- *Contextual Adaptation of Global Best Practices:*
While benchmarking best practices from other global institutions, the planning team maintained a “heads in the sky, feet on the ground” approach—adopting ideas only if they could be contextualized to IIU's legally defined academic and territorial scope.

In conclusion, IIU's strategic planning process ensured that its vision, mission, and goals were not only aspirational and inclusive but also fully compliant with the institution's founding legal framework, ensuring sustained legitimacy and academic relevance (*Annex-1*).

III. Ensure that the institution's mission and goals serve as the foundation for all its activities.

The International Islamic University, Islamabad (IIU) has clearly demonstrated that its mission and goals form the foundation for all institutional activities—academic, administrative, strategic, and operational—through a comprehensive, integrated, and participatory approach:

- *Strategic Planning Anchored in Mission-Driven Goals*
The IIU Strategic Plan 2022–2026 was developed to translate the university's mission into clear, measurable, and actionable objectives. From conception to execution, every initiative

was aligned with IIU's core mission of promoting academic excellence, Islamic character, inclusivity, and societal relevance.

- *Integrated Strategic Implementation Across All Levels*

The university adopted a tiered implementation framework that ensured alignment of institutional activities with the mission at all levels:

- Macro Level: University leadership (President, Vice Presidents) set institutional priorities based on the mission.
- Meso Level: Vice presidents and directors translated strategic objectives into departmental frameworks.
- Micro Level: Faculties and departments aligned curricula, research priorities, and services with institutional goals.

- *Faculty-Level Strategic Planning*

Each faculty and institute was required to develop its own strategic plan aligned with IIU's overall mission and goals.

Dedicated workshops and templates enabled consistent planning and execution across academic units, directly influencing resource allocation, academic programming, and performance management.

- *Organizational Restructuring Based on Mission*

To support mission-aligned execution, a new organogram was developed reflecting IIU's strategic priorities.

This restructuring ensured that the institutional hierarchy, reporting lines, and administrative responsibilities were directly responsive to mission-centric objectives.

- *Feedback and Evaluation Systems*

The university established mechanisms for critical review and stakeholder feedback, including from the Board of Governors.

Regular institutional performance evaluations and program reviews were conducted to verify alignment with strategic goals and uphold mission consistency.

- *Financial Planning Linked to Mission Objectives*

A bottom-up financial planning approach enabled faculties to identify resource needs for mission-aligned initiatives (e.g., launching new academic programs, infrastructure development).

Budgetary allocations were made in support of strategic goals derived from the university's mission.

- *Capacity Building and Awareness*

A series of capacity-building workshops was conducted to train faculty and academic leaders in translating the institutional mission into faculty-level strategies.

This approach fostered ownership, internalization, and commitment to IIU's mission across the university community.

The mission and goals of IIU are not symbolic statements—they serve as core organizing principles guiding strategic planning, academic development, financial decision-making, and institutional operations. Every level of the university's structure and function is deeply informed and driven by its mission, ensuring cohesion, relevance, and long-term impact (Annex -1 – pg 3).

IV. Have strategic planning to drive all the activities of the institution and provide directions for future plans of the HEI, including resource allocation priorities, and develop a relevant, effective, and coherent ecosystem for excellence.

The International Islamic University, Islamabad (IIU) has implemented a comprehensive Strategic Plan (2022–2026) that drives all institutional activities and sets clear directions for future development. The plan was developed through extensive stakeholder consultation and is aligned with the university's mission and charter. Strategic planning informs academic

programming, organizational restructuring, and faculty-level initiatives. A bottom-up financial planning approach ensures that resource allocation aligns with mission-driven priorities. Implementation frameworks and performance indicators have been established at all institutional levels to support a coherent ecosystem for excellence. The plan was reviewed, refined, and approved by the Board of Governors, ensuring long-term relevance and sustainability (Annex-2).

V. Maintain a well-documented strategic plan linking institutional vision and mission to that of faculty and departmental level, ensuring effective implementation through defined SMART goals and key performance indicators (KPIs).

The International Islamic University, Islamabad (IIU) maintains a comprehensive and well-documented strategic plan (2022–2026) that links the institutional vision and mission to faculty and departmental goals. Each unit developed its own strategic plan using a standardized template aligned with institutional priorities.

Implementation is guided by SMART goals and monitored through clearly defined KPIs, as reflected in the university's performance measurement framework. Targets and baseline values are established for key priority areas—such as academic excellence, research, financial sustainability, and governance—and are tracked annually to ensure accountability and continuous improvement across all levels (Annex-3 –pg 5).

VI. Practice an effective approach to the planning and evaluation of its provision, including the management of its academic resources appropriate to the needs of its students and its wider group of stakeholders.

IIU follows a structured and inclusive planning and evaluation approach, engaging faculty, administrative units, and stakeholders through SWOT analyses, workshops, and peer reviews. Academic resources are managed through faculty-level strategic plans aligned with student needs and institutional goals. Evaluation mechanisms, including performance indicators and review sessions, ensure responsive and efficient academic resource allocation to meet the expectations of students and the broader academic community (Annex-4).

VII. Convey the importance of the systematic evaluations of mission, goals, and strategic planning to inform decision-making by ensuring stakeholders are well-informed.

IIU emphasizes systematic evaluation of its mission, goals, and strategic plan through regular performance assessments, workshops, and critical reviews. Stakeholders—including faculty, directors, and administrative heads—are actively engaged and kept informed through consultative sessions, shared work-in-progress drafts, and post-evaluation feedback. This ensures that data-driven decision-making is practiced at all levels and that strategic actions remain aligned with institutional priorities (Annex 1 and 2).

Standard 2: Governance, Leadership and Organization

Introduction

The International Islamic University Islamabad (IIUI) has an inclusive governance system that ensures the fulfillment of its mission by integrating Islamic values with modern education while strengthening institutional effectiveness and integrity. Guided by the Board of Trustees (BoT) and Board of Governors (BoG), the leadership upholds a clear vision for providing high-quality, inclusive education and professional training. This is achieved through strict adherence to the IIUI ordinance, statutes, rules, and policies, supported by strong institutional mechanisms that promote accountability and shared values. The Rector and President oversee the university's strategic direction, ensuring the active participation of statutory bodies such as the Academic Council, Selection Board, and various faculty and administrative committees. Ultimately, the governance framework fosters academic excellence, research innovation, and holistic development, enabling all stakeholders to contribute effectively to IIUI's long-term sustainability.

IIUI has a structured system of organization and governance designed to align with its mission of integrating Islamic values with contemporary education.

Legal and Regularity Framework

- IIUI Ordinance (Annex 1.1)
- IIUI Statutes (Annex 1.2)
- Rules & Regulation & policies (Annex 1.3a, 1.3 b)

Governing Bodies

- Board of Trustees (BoT) (Annex 1.4)
- Board of Governors (BoG) (Annex 1.5)
- Academic Council (Annex 1.6)
- Selection Board (Annex 1.7)
- Finance and Planning Committee (Annex 1.8)

Executive Leadership

- Chancellor
- Pro Chancellor
- Rector
- President
- Vice-Presidents

Academic Governance

- BASR
- Faculty Board
- Departmental Board

Administrative Structure

- Directorate of General Administration
- Directorate of Information Systems
- Directorate of Financial Audit
- Directorate of HRM&D
- Directorate of Finance and Procurement
- Directorate of Services
- Quality Assurance and Development (QAD)
- ORIC (Annex 1.9)

Committees & Councils

- University Discipline Committee
- Departmental Promotion Committee
- Harassment Committee
- Anti Bullying and anti-abuse committee
- Purchase committee
- Ethics & Research Committees

External organizations impacting governance

- MOFEPT
- HEC
- Accreditation Councils

Expectation outcome indicators (EOIs)

The institution should:

- I. Ensure that the system of organization and governance in the university is responsive to the present and future needs of the organization.***
- II. Ensure that the system of organization and governance is consistent with the power and functions and other requirements given in the charter and statutes, rules, regulations, and policies.***

IIUI ensures that its organizational and governance structures are fully aligned with its foundational charter, statutes, rules, regulations, and policies. This alignment is achieved through a comprehensive framework (as mentioned in the start of the document) that integrates legal mandates, governing bodies, executive leadership, academic governance, administrative structures, and various committees and councils.

The governance model is designed to uphold academic excellence, institutional integrity, financial transparency, and compliance with national and international educational standards. IIUI's system of organization and governance is designed to meet both present and future needs, ensuring institutional stability, academic excellence, and financial transparency while aligning with national and international educational standards.

The University demonstrates its commitment to good governance by holding regular meetings to deliberate on operational and administrative matters, as well as through continuous efforts to achieve the Key Performance Indicators (KPIs) outlined in its Strategic Plan 2022–2026.

Meetings of Statutory Bodies

Committed to effective leadership and institutional growth, IIUI upholds a robust governance framework through regular statutory bodies meetings.

The details of statutory bodies meetings held during the reporting period are as follows (Annex-2.1a, 2.1b)

Meeting	Date	Key Decisions
Board of Trustees	25-March-2025	This Special meeting focused on leadership transition, culminating in the appointment of the new President of IIUI, and emphasized continued progress on academic and administrative reforms.
	23-December-2024	This meeting reviewed prior decisions, approved the university's strategic plan, and endorsed key academic and financial initiatives, including the 2024–25 budget and selection board promotions.

Board of Governors	06,10,19 December 2024	Key outcomes included the approval of the financial year 2024–25 budget and endorsement of academic recommendations from the Academic Council. The board also reviewed the implementation of a Supreme Court judgment and ratified decisions from three prior selection boards related to promotions.
Finance and planning committee	November 20, 2024	
Academic council	January 13, 2025 (88 th Meeting)	
	June 05,2024 (87 th Meeting)	
	January 25, 2024 (86 th Meeting)	

Strategic Plan 2022-2026

This plan outlines the university's priorities, areas as well as new trends in industry and the latest teaching and learning approaches. These areas include growth and academic excellence, research and collaborations, financial sustainability, improving the quality of life on campus, enhancing governance and internal control mechanisms, and digital transformation (Annex 2.2).

Growth and Academic Excellence

Online and distance learning initiatives

The Directorate of Open and Distance Learning (DODL) at IIUI has significantly expanded its academic portfolio, offering programs across diverse disciplines such as Education, Hadeeth and its Sciences, Tafseer and Quranic Studies, History & Pakistan Studies, Urdu, and Persian. This strategic expansion is designed to serve a broader and more diverse student population, promoting inclusive and accessible education.

As part of its commitment to enhancing educational quality, DODL remains actively engaged in faculty development and course enhancement initiatives. A notable recent activity was the Orientation Session on Course Development for Open and Distance Learning, which focused on improving the design, delivery, and effectiveness of ODL courses.

These initiatives underscore IIUI's dedication to continuous improvement in educational delivery and its efforts to broaden academic outreach through technology, innovation, and inclusive practices (Annex 2.2.1).

Industry-aligned academic programs

In its pursuit of academic excellence and relevance, the University continues to align its academic programs with global standards and industry demands. This commitment is reflected in IIUI's improved standing in the Times Higher Education (THE) World University Rankings 2024–2025, where five disciplines have demonstrated significant progress: Computer Science (501–600), Physical Sciences (501–600), Business and Economics (601–800), Engineering (601–800), and Social Sciences (801–1000). Additionally, the university has previously secured notable positions in the QS Subject Rankings, including Theology, Divinity, and Religious Studies (51–100), Mathematics (351–400), and Physics & Astronomy (601–640) (Annex2.2.1.2a)

To further strengthen its academic landscape, IIUI approved the establishment of two new departments during the Board of Trustees meeting held on December 23, 2024:

- i. Department of Leadership and Management* – designed to prepare future educational leaders, policymakers, and administrators with advanced skills in governance and institutional management.
- ii. Department of Teacher Education* – focused on enhancing teacher training, fostering pedagogical innovation, and promoting research in education.

These strategic initiatives reaffirm IIUI's proactive approach to academic development, ensuring its graduates are well-equipped to meet the evolving demands of the education sector and the broader professional world.

Research and collaboration

The International Islamic University Islamabad (IIUI) is actively enhancing its research and development initiatives to address both present and future academic and societal needs.

Presently, the university is focused on strengthening its research infrastructure by enhancing existing centers and creating new avenues for scholarly exploration. A key priority is applied research with a strong emphasis on entrepreneurship and patents, ensuring that academic discoveries translate into practical applications.

Looking ahead, IIUI aims to expand its research endeavors into market-driven fields to ensure the relevance and impact of academic pursuits. There is also a strong focus on promoting research in Islamic studies and addressing key social issues, including Islamophobia. The practical steps taken in this regard are as under:

Research and Commercialization Seed Grant (RCSG) Program.

To promote innovation and entrepreneurship, IIUI has launched the Research and Commercialization Seed Grant (RCSG) Program. This initiative supports research projects with potential for commercialization, technology development, and entrepreneurial ventures. The program is open to all academic disciplines, emphasizing interdisciplinary projects and aligning with the Sustainable Development Goals (SDGs). It encourages researchers to develop solutions that are academically rigorous and practically relevant, contributing to the socio-economic development of Pakistan (Annex-2.2.2.1).

Science, Technology & Business Space (STBS)

To strengthen academia-industry linkages, IIUI has established Science, Technology & Business Space (STBS) at its new campus. This initiative fosters collaboration among faculty, researchers, and students on both technological and non-technological projects. Spanning 20,000 square feet across two floors, STBS serves as a pilot project for a future Science, Technology, and Business Park. It provides businesses, researchers, and professionals with a dynamic space to collaborate, innovate, and incubate startups. By integrating academic excellence with industry-driven solutions, STBS aims to drive impactful research and promote enterprise growth, positioning IIUI as a hub for innovation and knowledge exchange (Annex 2.2.2.2).

Institutional Framework for International Collaborations

To enhance global engagement and strengthen industry-academia linkages, IIUI has established dedicated offices responsible for overseeing and facilitating international partnerships.

As part of this initiative, multiple Memorandums of Understanding (MoUs) have been signed to promote collaborative research, technology transfer, and entrepreneurial growth by partnering with key national and international stakeholders.

Subject	Area	Country	Signed Date	Signed From IIUI	Duration	Status
MOU b/w Terbuka University and IIUI	Academic	Indonesia	21-03-2024	Prof. Dr. Ahmed Shuja Syed	Five Years	Active
LOI b/w The Shaikh Ayaz University (TASU), Shikarpur and IIUI	Academic	Pakistan				Active
MOU b/w Human Resource Development Network, Islamabad and IIUI	Academic	Pakistan	May 2024		Three Years	Active
MOU b/w Directorate General of Basic Education Community School (BECS) and IIUI	Academic	Pakistan	19-08-2024	Prof. Dr. Muhammad Sarwar	Two Years	Active
MOU b/w Rehmat Foundation and IIUI	Academic	USA	18-02-2025	Prof. Dr. Manzoor Khan Afridi	Three Years	Active
MOU b/w IIUI and ILFABET	Academic	Pakistan	27-02-2025	Prof. Dr. Manzoor Khan Afridi	Two Years	Active

Training and Capacity-Building

IIU Business Incubation Center (IIU-BIC) secured a \$34,000 grant through the Alibaba Global Digital Talent Training 2023, which offered valuable training in digital transformation and e-commerce. Out of over 22 Pakistani universities that applied, only two universities, including IIUI, were selected for this prestigious program. This achievement highlights IIU-BIC's commitment to equipping students and faculty with cutting-edge digital skills, fostering entrepreneurship, and driving innovation in the rapidly evolving digital landscape (Annex 2.2.2.4).

IIUI's comprehensive and forward-looking approach to research and collaboration underscores its commitment to academic excellence, innovation, and societal impact. By launching strategic initiatives such as the Research and Commercialization Seed Grant (RCSG) Program, establishing the Science, Technology & Business Space (STBS), formalizing international collaborations, and investing in digital training and capacity-building, the university is fostering a robust ecosystem of research, entrepreneurship, and global engagement. These efforts not only enhance the university's academic standing but also ensure that its research contributes meaningfully to national development and addresses pressing global challenges.

Financial sustainability

IIUI is actively pursuing financial sustainability. IIUI's Strategic Plan (2022–2026) outlines goals to achieve financial sustainability through resource optimization, diversified revenue generation, and robust collaborations with alumni and industry partners.

IIUI has implemented policies aimed at conserving natural resources and promoting eco-friendly practices across its campuses. These measures not only contribute to environmental sustainability but also result in significant cost savings. Initiatives include reducing carbon emissions, implementing waste minimization strategies, and promoting resource conservation through education and awareness programs (Annex 2.2.3 a).

In line with these efforts, IIUI has launched a 1MW solar project, integrating renewable energy into campus operations. This initiative not only reduces the university's carbon footprint but also contributes to substantial financial savings by lowering energy costs. Additionally, the project serves as a platform for research and academic engagement, providing students and faculty with opportunities to explore sustainable energy solutions (Annex 2.2.3b)

Moreover, the IIUI Waste Reduction Policy was developed to minimize waste generation and enhance resource efficiency. The GYM Club IIUI initiated a Food Waste Audit to analyze food waste in university and hostel facilities. This audit aimed to provide data-driven insights for developing sustainable food waste management solutions. By quantifying food waste, identifying sources, and assessing reduction strategies, the findings will serve as the foundation for a composting plant, ensuring organic waste is effectively repurposed. Through such initiatives, IIUI is taking significant steps toward sustainability, promoting resource conservation and responsible consumption on campus (Annex 2.2.3 a).

As part of its ongoing commitment to financial and environmental sustainability, the International Islamic University Islamabad (IIUI) has signed a Memorandum of Understanding (MoU) with EnviroCare Waste Management. This collaboration aims to establish a structured and efficient waste collection and disposal system across the university's campuses, ensuring cost-effective operations while supporting long-term ecological goals (Annex 2.2.3 c).

This initiative contributes directly to IIUI's financial sustainability strategy by optimizing waste management resources, reducing operational inefficiencies, and minimizing long-term costs associated with improper waste disposal. Moreover, it complements broader efforts to align university policies with the United Nations Sustainable Development Goals (SDGs), particularly:

- SDG 11 (Sustainable Cities and Communities)
- SDG 12 (Responsible Consumption and Production)
- SDG 14 (Life Below Water)

IIUI Consultancy Policy

IIUI has developed a comprehensive Consultancy Policy to enhance academia-industry collaborations, leveraging faculty expertise to provide solutions and generate additional income. Under this initiative, IIUI's commercial testing services are designed to offer high-quality analytical and testing solutions to various industries, research institutions, and governmental bodies. These services not only provide practical exposure to students and

faculty but also generate revenue to support the university's academic and research endeavors. (Annex 2.2.3.1, 2.2.3.1b).

Improving Quality of Life at Campus

In addition to governance, IIUI is dedicated to enhancing the quality of campus life by fostering a supportive learning environment, increasing student engagement, and upgrading its campus infrastructure. These efforts reflect the university's commitment to providing a holistic educational experience for its students.

Student Co-curricular Activities (2024-25):

To enrich the student experience, IIUI offers a diverse array of co-curricular activities, including sports, debates, seminars, workshops, exhibitions, excursions, and philanthropic endeavors like blood donation drives. These activities are vital for personality development and provide a refreshing balance to academic routines. In the Spring 2025 semester, IIUI will organize various engaging activities, such as workshops, bilingual contests, social service seminars, and discussions on national security. Additionally, the university hosted a vibrant Spring Gala featuring cultural exhibitions, food festivals, educational expos, and fun games (Annex 2.2.4.1).

Standard Operating Procedures (SOPs) for Organizing Activities:

The Directorate of Student Affairs (DSA) at the International Islamic University Islamabad (IIUI) has introduced a structured policy booklet detailing Standard Operating Procedures (SOPs) for organizing student-led events. This initiative is aimed at streamlining co-curricular and extracurricular activities to ensure they are well-organized, inclusive, and aligned with IIUI's academic, ethical, and Islamic values. These SOPs:

- Define a standardized process for planning, approval, and execution of events.
- Promote student leadership, inclusivity, and responsible conduct.
- Ensure coordination with relevant administrative departments (e.g., finance, security, logistics).
- Uphold institutional discipline and safety standards.

The policy is applicable across all student societies, clubs, and faculty-level organizations. Oversight and facilitation are provided by the DSA to maintain consistency and institutional compliance (Annex 2.2.4.2)

Student Development and Placement Cell:

Established with funding of Rs. 7 million, this cell focuses on integrating academic growth with professional preparedness. It offers services such as professional guidance, resume development, and interview preparation, along with training sessions on communication, teamwork, and leadership. The initiative spans two years and is structured to deliver multiple benefits, including organizing in-house job fairs to strengthen student-employer connections and increase job placement opportunities (Annex 2.2.4.3).

Campus Aesthetics:

As part of its Strategic Plan 2022-2026, IIUI is actively working to enhance campus aesthetics and environmental sustainability. The university has undertaken initiatives to increase the area of green belts per zone, conduct regular plantation drives, and implement cleaning campaigns to maintain a clean and green campus. In response to present needs, IIUI has launched multiple plantations drives in collaboration with different organizations. These efforts contribute to a healthier campus environment while addressing immediate sustainability goals (2.2.4.4 a).

Looking ahead, IIUI remains committed to fostering a sustainable and student-centered campus environment. Through the continued expansion of green spaces, promotion of eco-friendly practices, and integration of sustainability into academic and co-curricular activities, the university aims to enhance campus life while instilling a long-term culture of environmental responsibility within its academic community.

Governance and Internal control

IIUI has taken substantial steps to strengthen governance and internal controls by streamlining administrative processes, enhancing transparency, and integrating performance-based evaluations.

To promote transparency, IIUI launched the E-Pak Acquisition & Disposal System (E-PADS)—a digital procurement platform aimed at ensuring accountability and efficiency in public procurement. This initiative has positioned IIUI among the leading public sector institutions in adopting technology-driven governance practices (Annex 2.2.5a).

In alignment with the Strategic Plan 2022–2026, a Job Descriptions Committee was constituted in May 2024 following an advisory from the Rector. The committee, led by Prof. Dr. Rahmat Ellahi (Director QAD), was tasked with developing comprehensive JDs for all hierarchical levels across the university. Through a series of structured meetings from May to October 2024, the committee reviewed, compiled, and mapped JDs with the university's organogram and statutes.

The committee's final report included key recommendations to ensure alignment between functional roles and institutional goals. Emphasis was placed on sustained oversight at senior management levels to institutionalize performance-based evaluations and enhance strategic clarity across all units (Annex 2.2.5b).

Digital Transformation

IIUI has embarked on a comprehensive digital transformation to enhance academic and administrative efficiency, in alignment with its Strategic Plan 2022–2026. The cornerstone of this initiative is the implementation of a Campus Management System (CMS) developed in collaboration with the Al-Khwarizmi Institute of Computer Science (KICS), UET Lahore.

The CMS automates processes related to students, faculty, and staff, offering personalized dashboards, streamlined academic workflows, and enhanced transparency.

Looking ahead, IIUI remains committed to upgrading its digital infrastructure, including hardware, software, and networking to support sustainable digital growth and institutional efficiency.

Overall, the KPI monitoring report reflects significant achievements in the Strategic Plan KPIs, demonstrating IIUI's strong commitment to institutional excellence and continuous improvement. Progress indicates that various strategic initiatives particularly in areas like digital transformation, academic quality enhancement, faculty development, and student support are yielding measurable results. This achievement highlights the university's focused efforts in aligning its resources, policies, and actions with the vision outlined in the IIUI Strategic Plan 2022–2026, paving the way for a more efficient, transparent, and forward-looking academic environment. (Annex 2.2.6)

III. Ensure that the system of organisation and governance exercises prudence in policy development and decision-making processes in the best interests of all stakeholders in general, and students in particular.

The International Islamic University Islamabad (IIUI) is committed to maintaining a governance system that exercises prudence in policy development and decision-making, ensuring that all institutional processes align with the best interests of its stakeholders, particularly students. IIUI's governance framework emphasizes transparency, accountability, inclusivity, and strategic foresight, enabling informed decisions that foster academic excellence, institutional sustainability, and a student-centered learning environment.

Policy Development Framework

IIUI follows a structured policy development process that integrates legal mandates, stakeholder engagement, data-driven insights, and best practices to ensure sound decision-making. The university actively engages students, faculty, staff, and external experts in policy formulation through a stakeholder consultation mechanism, ensuring inclusivity and addressing key challenges. To maintain legal and academic integrity, all university policies align with the IIUI Charter, statutes, HEC guidelines, and government regulations. Additionally, all policies undergo a deliberate review process, where they are vetted through academic councils, administrative committees, and legal advisors to ensure their feasibility and effectiveness.

Student-Centric Decision-Making

IIUI places students at the core of its governance and policy decisions, ensuring that their academic, professional, and personal development needs are met through a range of initiatives. The university maintains academic excellence and curriculum enhancement by regularly

updating its curricula through the Academic Council and Faculty Boards, aligning with global education trends, accreditation requirements, and market demands.

To promote financial inclusivity, IIUI offers a comprehensive scholarship program, including merit-based, need-based, and donor-funded scholarships (Annex 3.2 b, 3.2 c)

Additionally, the university supports students through advisory and counseling services, providing career counseling, mental health support, and academic advising to help them navigate challenges effectively (Annex 3.2 d).

IIUI has also embraced digital transformation to enhance student services, implementing a Campus Management System (CMS) that streamlines student registration, course management, and academic recordkeeping, thereby improving efficiency and accessibility. Furthermore, the university fosters student engagement and leadership development by encouraging student participation in decision-making processes through the Student Affairs Office and student societies. These measures ensure that IIUI's governance framework remains student-centric, inclusive, and focused on holistic development

Faculty & Staff Empowerment

IIUI upholds prudent governance by prioritizing faculty and staff empowerment, ensuring institutional effectiveness and academic quality. The university maintains a transparent recruitment and promotion system, where the Selection Board and Departmental Promotion Committees oversee a fair, merit-based hiring and career progression process (Annex 3.3a). To enhance teaching and research capabilities, IIUI invests in professional development and training, offering faculty development programs, workshops, and international collaborations (Annex 3.3 b). Additionally, the university implements workload management and performance-based evaluation, ensuring that faculty and staff have clear job descriptions, well-defined workload policies. These measures ensure that IIUI's governance model not only supports faculty and staff but also contributes to the university's overall excellence in education and research.

Financial Prudence & Institutional Sustainability

IIUI follows strict financial governance to maintain fiscal responsibility and long-term sustainability, ensuring that financial resources are managed efficiently and transparently. The Finance & Planning Committee ensures responsible budgeting and resource allocation, preventing financial mismanagement (Annex 3.4 a, 3.4b). To diversify revenue streams, IIUI generates funds through tuition fees, research grants, and philanthropic contributions, reducing over-reliance on government funding and ensuring financial stability. Additionally, the university enforces cost-effective procurement and infrastructure development through the Purchase Committee, which oversees transparent, need-based procurement while optimizing costs. These financial governance strategies contribute to IIUI's ability to sustain academic excellence, research growth, and institutional development while maintaining financial prudence.

Research & Innovation Governance

IIUI fosters a culture of research and innovation through prudent decision-making in research policy development, ensuring that all research activities align with international standards and institutional priorities. The Research Ethics & Integrity Committee enforces ethical research policies and plagiarism guidelines, ensuring integrity in scholarly work. To bridge the gap between academia and industry, the Office of Research, Innovation, and Commercialization (ORIC) actively facilitates industry-academia collaborations, promoting applied research and commercialization opportunities. Additionally, IIUI supports faculty in securing research funding by providing internal research grants and assisting researchers in obtaining national and international funding opportunities. These initiatives strengthen IIUI's position as a

research-driven institution, fostering innovation, knowledge creation, and societal impact (3.5a, 3.5 b, 3.5c).

Ensuring Transparency, Accountability & Good Governance

IIUI has established robust mechanisms to ensure transparency and accountability in governance, reinforcing institutional integrity and public trust. Financial Audit conducts regular audits, ensuring financial discipline and compliance with regulatory frameworks. To uphold ethical standards, IIUI has Grievance Redressal System, allowing students, faculty, and staff to report grievances or ethical concerns through a structured and confidential process (ethical policy, harassment policy procedure, anti bullying policy has also procedure for complaint) (Annex 3.6).

Furthermore, the university conducts regular performance monitoring and institutional effectiveness reviews, ensuring compliance with accreditation standards and fostering a culture of continuous improvement. These mechanisms collectively contribute to a transparent, accountable, and efficient governance system that prioritizes institutional excellence and stakeholder confidence (Annex 3.6b)

IV. Ensure that the system of organisation and governance has elements of good governance such as rule of law, accountability, effectiveness and efficiency, transparency, equity, and inclusion.

The International Islamic University Islamabad (IIUI) is committed to upholding the principles of good governance, ensuring that its organizational and governance structures adhere to rule of law, accountability, effectiveness and efficiency, transparency, equity, and inclusion. The university's governance framework is designed to foster institutional excellence, academic integrity, and stakeholder trust.

Rule of Law

IIUI operates under a well-defined legal and regulatory framework, ensuring that all governance practices comply with national and international educational standards. The university adheres to:

- The IIUI ordinance, Statutes, and Ordinance, define the powers and responsibilities of its governing bodies.
- Higher Education Commission (HEC) regulations, ensure academic programs meet national accreditation standards.
- Institutional policies, including all policies related to student, faculty, administration and procedures

Accountability

IIUI has implemented robust accountability mechanisms across all levels of governance to ensure responsible decision-making and institutional performance. These include:

- Regular audits conducted by the Directorate of Financial Audit and external auditors to ensure fiscal responsibility.
- Grievance redressal mechanisms, allowing students, faculty, and staff to report concerns transparently through structured complaint resolution channels. The University provides a structured grievance redressal mechanism through its dedicated online portal, accessible at support.iiu.edu.pk. This platform allows students, faculty, and staff to report concerns or complaints in a secure and transparent manner. The system ensures timely investigation, fair resolution, and protection against retaliation, fostering a culture of trust and continuous improvement within the institution.

Effectiveness & Efficiency

IIUI ensures operational efficiency and institutional effectiveness by streamlining governance structures, optimizing resource allocation, and integrating digital technologies. Key initiatives include:

- The Campus Management System (CMS) for digitalizing administrative and academic processes, improving efficiency.
- Strategic Plan 2022-2026, outlining IIUI's academic and research priorities aligned with national and global higher education trends.
- Key Performance Indicators (KPIs) established for academic, financial, and administrative units to track institutional progress.

Transparency

E-Procurement System Implementation

IIUI adopted the E-Pak Acquisition & Disposal System (E-PADS) to enhance transparency and efficiency in public procurement processes. This move positions IIUI as a pioneer among public sector educational institutions in adopting such digital procurement systems.

Online Hostel Allotment Portal

To ensure fairness in hostel accommodations, IIUI launched an online portal for hostel seat allotments.

Transparent Scholarship Distribution

In collaboration with The 66 Scholarship Foundation, IIUI emphasized transparency in awarding scholarships to deserving students. The university's leadership acknowledged the transparent methods adopted in the scholarship distribution process.

Transparent Examination Practices

According to IIUI's Policy Compendium (2020–2023), procedure of examination, a central monitoring committee supervise the examination, and teachers are required to show marked answer scripts to students, ensuring transparency in assessment and grading.

Equity & Inclusion

IIUI is committed to fostering an inclusive academic environment that promotes equal opportunities for students, faculty, and staff. The university ensures:

- Equal access to education through scholarships and financial aid programs for students from diverse backgrounds.
- Providing a safe and conducive learning and working environment for female students and staff.
- Support services for differently abled students, including accessible infrastructure and academic accommodations.

Diversity and inclusivity in recruitment, ensuring fair employment opportunities across gender, socioeconomic status, and professional backgrounds.

V. Create and sustain an environment that enables teaching, learning, and scholarship that promotes high-quality teaching and learning and fosters a genuine, impactful research culture.

IIUI is committed to fostering an environment that supports excellence in teaching, learning, and research. The university has implemented strategic initiatives to enhance academic quality, faculty development, student engagement, and impactful research.

High-Quality Teaching and Learning

IIUI ensures excellence in teaching and learning through:

- Academic programs are aligned with HEC's Undergraduate and Postgraduate Education Policies, incorporating student-centered learning approaches.

- Regular training program and workshops are conducted through the Professional Training Office, ensuring faculty proficiency in innovative pedagogy, assessment techniques, and technology-enhanced learning. (Annex 5.1a)
- IIUI integrates modern teaching tools such as smart classroom and digital resources to enhance student engagement and accessibility.
- Faculty members provide academic and career guidance to students, fostering an interactive and supportive learning environment (Annex 5.1 b)
- Inclusive and Diverse Learning: The university promotes multidisciplinary education, ensuring equal learning opportunities for all, including students from diverse backgrounds

Strengthening Research Culture and Impact

IIUI is dedicated to advancing research excellence through:

- The university adheres to HEC policies on research integrity, ethics, and funding, ensuring quality and compliance.
- Faculty members are encouraged to secure national and international research funding. IIUI has active collaborations with renowned universities, research institutions, and industries.
- IIUI houses state-of-the-art research labs and dedicated centers to support interdisciplinary and applied research. (CIRBS, CAEPE)
- Faculty and students are encouraged to publish in HEC-recognized journals, indexed conferences, and reputable publishing platforms. (ORIC data for publication)
- IIUI actively promotes entrepreneurship and industry-driven research, facilitating patents, commercialization, and start-ups through dedicated innovation centers.

Institutional Support for Continuous Improvement

IIUI ensures sustainability and continuous enhancement of teaching, learning, and research through:

- ***Regular Program Reviews & Accreditation:*** The university ensures compliance with HEC and accreditation bodies (e.g., NACTE, NACBE, PEC) to maintain academic standards
- ***QAD:*** Monitors academic performance and research impact, ensuring institutional effectiveness.

Through these initiatives, IIUI is committed to fostering a dynamic academic environment that promotes lifelong learning, impactful research, and societal contributions.

VI. Create and sustain an environment that promotes provision appropriate to the surrounding industry and the aspirations of its students.

International Islamic University Islamabad is committed to creating and sustaining an academic environment that bridges the gap between education, industry requirements, and student aspirations. Through strategic initiatives, the university ensures that graduates are well-prepared for professional success, entrepreneurship, and societal impact.

Industry-Driven Academic Programs

IIUI continuously updates its academic programs to align with market trends, industry demands, and global best practices:

- ***Accreditation & Quality Assurance:*** Programs comply with HEC policies and relevant accreditation bodies (e.g., NCEAC, PEC, Bar Council), ensuring industry relevance.
- ***Skill-Based Curriculum:*** Courses incorporate practical learning, internships, and preparing students for real-world challenges.

Strong Industry Linkages & Collaboration

IIUI has established partnerships with leading corporations, government agencies, and research organizations to enhance student employability and innovation:

- Internship and Placement Programs: The university maintains MoUs with industries to provide students with hands-on experience through internships and job placements (Annex 6.2).
- Guest Lectures & Industry Seminars: Professionals from corporate sectors, startups, and multinational companies regularly engage with students.
- Entrepreneurship & Start-Up Support: IIUI's Business Incubation Center (BIC) nurtures student-led startups through mentorship, funding, and networking opportunities.
- Collaborative Research & Consultancy: Faculty and students engage in industry-sponsored research projects, providing solutions to real-world challenges.

Student-Centric Career Development & Aspirational Growth

IIUI actively supports students in achieving their career goals through:

- Career Counseling & Job Readiness Workshops: IIUI's Career Services Office provides guidance on resume building, interview preparation, freelancing, and entrepreneurship (Annex 6.3 a).
- Scholarships & Financial Assistance: To support talented students, IIUI offers HEC, government, and industry-funded scholarships.
- International Exposure & Mobility Programs: Students benefit from exchange programs, study abroad opportunities, and international conferences (Annex 6.3b)

Through these initiatives, IIUI ensures that its graduates are not only academically competent but also industry-ready, globally competitive, and aligned with their career aspirations.

VII. Create and sustain an environment that enables the effective functioning of all programmes and enables students to progress and achieve their learning objectives.

International Islamic University Islamabad (IIUI) is committed to delivering high-quality academic programs and providing a supportive learning environment that ensures student success, progression, and achievement of learning objectives. IIUI continuously strengthens its academic and administrative frameworks to maintain excellence in education.

Robust Academic Program Management

IIUI has established structured mechanisms to ensure the smooth and effective functioning of all academic programs:

- Outcome-Based Education: Programs are designed and evaluated using CLO and PLO principles to ensure alignment with HEC standards and accreditation requirements.
- Curriculum Development & Review: IIUI regularly updates curricula based on industry needs, emerging trends, and international best practices, ensuring relevance and effectiveness.
- Program Accreditation & Quality Assurance: The university maintains compliance with accreditation bodies (e.g., NCEAC, PEC, Bar Council, etc.) to uphold academic standards.
- Academic Monitoring & Evaluation: The QAD ensures continuous improvement through faculty evaluations, student feedback, and academic audits.

Student Support Mechanisms for Progression & Success

IIUI provides a comprehensive support system to enable students to achieve their academic and career objectives:

- Academic Advising & Mentorship: Faculty advisors guide students in research, and career planning to ensure smooth academic progression.
- Learning Management System (LMS) & Digital Tools: IIUI integrates technology-driven learning resources, including LMS, e-libraries, and virtual labs, enhancing accessibility and engagement.
- Inclusive & Accessible Learning: IIUI ensures equal learning opportunities for all students, including those with special needs, through dedicated support services.

Co-Curricular & Extra-Curricular Activities for Holistic Development

IIUI fosters a well-rounded educational experience by promoting co-curricular and extracurricular engagement:

- Student Societies: Various academic, cultural, and professional societies provide platforms for networking, skill-building, and personal growth (Annex 7.3 a).
- Workshops & Training Programs: Regular seminars, guest lectures, and training sessions enhance student exposure to industry trends and professional skills.
- Internship & Career Support Services: IIUI collaborates with industry partners to offer internships, career counseling, and job placement assistance.
- International Student Exchange & Research Opportunities: Students benefit from global collaborations, exchange programs, and international research initiatives.

Through these initiatives, IIUI ensures that all academic programs function effectively, enabling students to progress seamlessly and achieve their learning goals, ultimately preparing them for successful careers and lifelong learning.

VIII. Create and sustain an environment in which students and other stakeholders participate in the governance system.

International Islamic University Islamabad (IIUI) is committed to fostering an inclusive and participatory governance system that actively engages students, faculty, staff, alumni, and industry partners in decision-making processes. This ensures transparency, accountability, and continuous institutional improvement.

Student Representation in Governance

IIUI encourages student participation in governance through structured mechanisms:

- *Student Councils & Societies*: The university has student-led societies that contribute to academic, co-curricular, and extracurricular activities.
- *Feedback & Consultation Mechanisms*: Regular academic feedback is conducted.
- *Grievance Redressal & Student Support Committees*: IIUI has established a structured mechanism for students to raise concerns through student affairs offices, antibullying committee, harassment committee.

Faculty and Staff Involvement in Decision-Making

IIUI ensures that faculty and administrative staff actively contribute to governance and institutional development:

- *Faculty Representation in Statutory Bodies*: Faculty members are part of the Academic Council, Board of Studies, and Faculty Board, playing a vital role in policy formulation and curriculum development.
- *Regular Departmental & Faculty Meetings*: Faculty participation in decision-making is encouraged through departmental meetings.
- *Professional Development & Leadership Opportunities*: Faculty members are empowered through training programs, research grants, and leadership roles in governance.

Industry & Alumni Participation in Institutional Governance

IIUI integrates external stakeholders into governance to ensure relevance, industry alignment, and strategic growth:

- *Industry-Academia Linkages:* Industry/academic experts serve on statutory boards, curriculum committees, ensuring that programs align with market demands. e.g Member of BOT, BOG etc.
- *Alumni Engagement:* IIUI has an active alumni network, with graduates participate in mentorship programs, career counseling, and university development initiatives. (Annex 8.3 a, 8.3 b)

Transparent & Inclusive Governance Practices

IIUI maintains an open and accountable governance structure through:

- *Policy Transparency & Accessibility:* Institutional policies, rules, and decisions are communicated through official channels, including websites, student portals, and meetings.
- *Annual Reports & Public Disclosures:* IIUI publishes annual reports, accreditation status updates, and institutional performance reviews, keeping all stakeholders informed.

Through these initiatives, IIUI fosters a governance system that values student voices, faculty expertise, and industry collaboration, ensuring an inclusive, participatory, and forward-looking institutional culture.

IX. Have leadership that focuses on improving faculty's subject and pedagogical knowledge to enhance curriculum teaching and appropriate assessment use; the practice and subject knowledge of staff should be built up and improve over time.

International Islamic University Islamabad (IIUI) is committed to faculty development, pedagogical innovation, and continuous improvement in subject knowledge and teaching methodologies. The university's leadership ensures that faculty members are equipped with the necessary expertise to deliver high-quality education, enhance curriculum implementation, and adopt appropriate assessment strategies.

Faculty Development Programs

IIUI actively invests in faculty training and capacity-building initiatives to ensure continuous professional growth:

- *The office of Professional Trainings (OPT):* Conducts regular workshops, training sessions, and certifications on modern teaching techniques, curriculum design, and assessment methodologies (Annex 9.1a , 9.1b).

Subject Knowledge Enhancement & Curriculum Development

To ensure faculty expertise remains updated and aligned with emerging trends:

- *Continuous Curriculum Review:* Faculty members participate in regular curriculum revisions, integrating industry-relevant content, interdisciplinary approaches, and emerging technologies (Annex 9.2, 9.2a).
- *Industry and Research Linkages:* Faculty engagement with industry, professional associations, and research bodies ensures relevance and application-based learning.
- *International Collaborations & Exchange Programs:* Faculty benefit from exchange programs, collaborative research, and international conferences to stay abreast of global academic trends.
- *Postdoctoral Fellowships:* IIUI encourages faculty to pursue specialized training, PhDs, and postdoctoral research, supporting lifelong learning (Annex 9.2c, 9.2b).

Institutional Support for Faculty Excellence

IIUI's leadership fosters an academic culture that prioritizes faculty well-being and professional development:

- Faculty are encouraged to work on multi-disciplinary projects, and collaborative publications.

Affiliation policy

IIUI has launched an affiliation policy to grant AFFILIATIONS to the college/institutes applying for affiliation from the university (Annex 9.4).

Through these initiatives, IIUI's leadership ensures that faculty members continuously enhance their subject expertise, refine their teaching methods, and adopt innovative assessment strategies, ultimately improving student learning outcomes and institutional excellence.

- X. Have leadership that aims to ensure that all learners complete their programmes of study; they provide the support for faculty and staff to make this possible.

International Islamic University Islamabad (IIUI) is committed to providing a student-centered academic environment where all learners receive the necessary support to successfully complete their programs of study. The university's leadership ensures structured academic guidance, faculty and staff support, and student assistance mechanisms to facilitate program retention and timely graduation.

Faculty & Staff Support to Facilitate Student Achievement

The university provides faculty and staff with resources and training to help students complete their education:

- *Pedagogical & Assessment Training:* Faculty are trained to implement effective teaching methods, student engagement strategies to enhance learning outcomes.
- *Faculty-Student Interaction Beyond Classrooms:* Office hours, social media, and research collaborations allow faculty to provide additional academic support.
- *Well-Equipped Learning Facilities:* Modern libraries, digital learning platforms, and laboratory resources support effective teaching and learning.
- *Professional Development for Faculty & Staff:* Regular training sessions, performance evaluations, and faculty development programs ensure continuous improvement in student support strategies.

Student-Centered Support Services

To enhance student well-being and academic success, IIUI offers:

- *Counseling & Psychological Services:* Counseling centers and mental health support help students cope with academic stress and personal challenges.
- *Career Guidance & Internship Opportunities:* IIUI provides career counseling, industry networking, and job placement services to support students' professional development.
- *Scholarships & Financial Assistance:* Need-based and merit-based scholarships ensure that financial constraints do not hinder student progression.
- *Extracurricular & Leadership Development:* Student engagement in clubs, societies, and leadership programs enhances motivation and commitment to completing their studies.

Institutional Commitment to Student Retention & Graduation

IIUI's leadership actively monitors and improves student retention and program completion rates through:

- *Continuous Improvement & Policy Reforms:* Regular program evaluations, faculty-student engagement initiatives, and curriculum updates contribute to an effective learning environment (10.3).

Through these initiatives, IIUI ensures that all students receive the academic, financial, and psychological support needed to complete their programs successfully, fostering a culture of achievement and lifelong learning.

XI. Have leadership that engages effectively with students and wider stakeholder groups.

International Islamic University Islamabad (IIUI) fosters a culture of active engagement between its leadership, students, and wider stakeholder groups, ensuring transparency, inclusivity, and continuous institutional development. The university leadership regularly consults, collaborates, and communicates with key internal and external stakeholders to align academic and administrative strategies with evolving educational and industry needs.

Student Engagement in Decision-Making

IIUI ensures that students actively participate in institutional governance and decision-making processes through:

- *Student Surveys & Feedback Mechanisms:* Systematic course evaluations (Annex 11.1, 11.1b)
- *Students in leadership role:* IIUI encourages students to take leadership roles in societies, and event committees, fostering personal and professional growth (annex 11.1.2)

Faculty & Staff Engagement

Leadership at IIUI ensures open communication and collaboration with faculty and staff to drive institutional excellence:

- *Faculty Consultation on Policy & Curriculum:* Faculty members actively contribute to curriculum development, program accreditation, and teaching strategies.
- *Workshops & Training Sessions:* IIUI leadership regularly organizes faculty development programs to keep educators updated with modern pedagogical and research methodologies.

Industry & Alumni Collaboration

To ensure academic programs align with professional demands, IIUI actively engages with industry experts, employers, and alumni networks:

- *Internships & Job Placement Support:* Strong industry linkages and career counseling services help students transition from education to professional careers. (Annex 11.2a)
- *Alumni Engagement & Networking Events:* IIUI maintains an active alumni network, organizing reunions, mentorship programs, and professional networking opportunities (Annex 11.2b).

Community & Government Engagement

IIUI leadership actively engages with public institutions, NGOs, and international organizations to drive social impact and academic growth. In this regard community support policy has been launched (Annex 11.3):

- *Community Outreach Programs:* IIUI conducts social service initiatives and research collaborations.
- *Government & Policy Collaboration:* The University works with Higher Education Commission (HEC), ministries, and accreditation bodies to align policies with national education goals.
- *International Partnerships:* IIUI collaborates with global universities and academic organizations for faculty exchange, research projects, and student mobility programs.

Through these initiatives, IIUI ensures an inclusive, responsive, and collaborative leadership approach that strengthens relationships with students, faculty, industry, and the wider community, enhancing institutional impact and academic excellence.

XII. Have leadership that engages with faculty and staff, is aware of and takes account of their main pressures, and is realistic and constructive in the way they manage faculty and staff, including their workload.

International Islamic University Islamabad (IIUI) is committed to a leadership approach that actively engages with faculty and staff, acknowledges their challenges, and ensures a supportive and balanced work environment. IIUI's leadership fosters a culture of inclusivity, professional growth, and well-being, ensuring that faculty and staff are empowered to deliver excellence in teaching, research, and administration.

Leadership Engagement & Open Communication

IIUI ensures continuous dialogue between leadership, faculty, and staff to address their concerns and enhance institutional effectiveness:

- *Regular Faculty & Staff Meetings:* The leadership holds departmental meetings, open forums, and structured feedback sessions to address key concerns and challenges (Annex 12.1a, 12.1 b).
- *Transparent Decision-Making:* Faculty and staff are involved in policy development, curriculum updates, and institutional reforms (Annex 12.1 c).
- *Faculty & Staff Representation in Governance:* Participation in academic councils, workload committees, and strategic planning forums ensures that their voices are heard.

Addressing Workload & Professional Pressures

IIUI leadership recognizes the pressures faced by faculty and staff and takes proactive steps to ensure a balanced and manageable workload:

- *Fair and Realistic Workload Distribution:* Teaching loads, administrative responsibilities, and research expectations are periodically reviewed to prevent burnout.
- *Flexibility in Work Arrangements:* Consideration of hybrid teaching models (during special circumstance), sabbaticals, and reduced loads for assigning administrative duties to faculty supports work-life balance.

Faculty & Staff Well-Being Initiatives

To promote a healthy and motivated workforce, IIUI offers:

- *Mental Health & Counseling Support:* Professional counseling services and well-being programs are available for faculty and staff.
- *Incentives & Recognition Programs:* **Awards, research grants, and career progression opportunities** recognize outstanding contributions.
- *Professional Growth & Training:* Workshops, leadership programs, and international collaborations help faculty and staff enhance their skills and knowledge.

Sustainable Faculty & Staff Development Policies

IIUI ensures long-term faculty and staff development through:

- *Tenure-Track & Career Growth Pathways:* Structured career advancement frameworks provide clarity on promotions, increments, and academic career progression.
- *Research & Sabbatical Support:* Faculty members are encouraged to pursue postdoctoral research, industry collaborations, and global exchange programs.(Annex 12.4)
- *Collaborative Work Environment:* Encouraging team teaching, interdisciplinary research, and peer mentorship fosters a supportive academic culture.

Through these initiatives, IIUI's leadership ensures a constructive, realistic, and faculty-friendly approach to workload management, professional development, and overall well-being, fostering a motivated and high-performing academic workforce.

XIII. Have well-defined institutional mechanisms to ensure that each non-academic/service department - including the Registrar's office, library,

examination department, student affairs, career counselling, IT department, transportation department, hostel management, and cafeteria management - conducts well-structured surveys to get student and faculty feedback and improve their services based on stakeholder feedback.

International Islamic University Islamabad (IIUI) has established well-defined institutional mechanisms to ensure continuous improvement in non-academic and service departments. The university leadership emphasizes structured feedback collection, analysis, and implementation of enhancements based on stakeholder input to optimize administrative and student support services.

Comprehensive Feedback Collection Mechanisms

IIUI has implemented a **systematic approach** to gather feedback from students, faculty, and staff across all service departments, including:

- *Online & Paper-Based Surveys:* Regular surveys assess service quality, efficiency, and user satisfaction. For example, the university's QAD utilizes student course evaluation questionnaires to gather feedback on teaching and learning experiences.
- *Suggestion Boxes & Online Portals:* Anonymous channels, such as suggestion boxes and online portals, allow faculty and students to provide input on service improvements. These platforms facilitate open communication between stakeholders and the administration.

- XIV. Have a well-thought-out business automation and digital transformation policy and process to increase institutional productivity and efficiency and provide quality services to stakeholders, particularly students.

International Islamic University Islamabad (IIUI) is committed to a well-structured business automation and digital transformation that enhances institutional productivity, operational efficiency, and service quality for all stakeholders, particularly students. The administration is continuously updating the existing infrastructure (Annex 14a). IIUI's digital strategy aligns with the best global practices to create a smart, paperless, and technology-driven academic environment.

IIUI has developed and implemented a comprehensive digital roadmap aligned with its Vision and Strategic Plan. This roadmap prioritizes automation of the following:

- E-office for paperless workflows.(Annex 14b)
- Automation of academic and administrative processes.
- Integration of student-centric digital services through Campus Management System (CMS)
- Hostel Management System (HRMS)
- Finance & Procurement Automation
- Online Admissions and Fee Payment (Annex 14c)

With growing reliance on technology, IIUI has implemented robust IT policies, firewalls, and access control mechanisms to ensure data security, privacy, and system resilience and continuous training programs and digital literacy workshops are offered for faculty and staff, to maximize effective use of automation tools and digital platforms (Annex 14 d).

Conclusion

IIUI has established a governance structure supported by statutory bodies ensuring academic freedom and strategic oversight. Leadership roles are clearly defined and aligned with institutional goals, and decision-making processes are participatory and transparent. Strengths

include internal accountability mechanisms, regular evaluations, and a commitment to continuous improvement. However, weaknesses include limited digital integration. In addition, several grey areas need focused action. These include the lack of a performance-based evaluation system linking promotions to academic and administrative output, and the need for deeper collaboration with industry experts, corporate leaders, and alumni to ensure curricula reflect market needs. There is also an absence of structured incentives for excellence, limited use of AI and data analytics for informed decision-making, and underutilization of the Campus Management System (CMS). Addressing these areas will strengthen IIUI's governance capacity and contribute to more responsive, innovative, and data-driven institutional leadership.

Standard 3: Institutional resources and planning

Introduction

Standard 3 emphasizes the critical importance of effective resource management and strategic planning in ensuring the successful delivery of educational programs and the overall functioning of the institution. It calls for the establishment of robust systems to plan, develop, and monitor resources—both academic and non-academic—that support teaching, research, student services, and institutional growth. By focusing on adequate infrastructure, qualified faculty, and student support services, this standard ensures that the institution can maintain quality and enhance student outcomes. Furthermore, the standard outlines the necessity for institutions to create a sustainable environment where resources are optimally utilized, and future needs are proactively addressed through careful planning. This approach is vital for ensuring that the institution remains responsive to changing demands, maintains operational efficiency, and continues to fulfill its mission effectively.

Expectation outcome indicators (EOIs)

The institution should:

- I. Have a strong institutional mechanism to plan, develop, and review the available infrastructure, and other academic or non-academic resources to ensure the availability of adequate means and arrangements to enable students to develop their academic, personal, and professional potential.***

The International Islamic University, Islamabad (IIU) has established a robust institutional mechanism for planning, developing, and reviewing its academic and non-academic resources. IIU maintains over 659 qualified faculty, state-of-the-art physical infrastructure across its campuses, and a growing virtual/technological ecosystem including CMS, LMS, digital libraries, and Wi-Fi-enabled spaces.

To support holistic student development, the university offers academic advising, mental health services, sports complexes, and student clubs, alongside accessible libraries and research facilities. A dedicated Office of Professional Training (OPT) ensures staff development, while continuous infrastructure assessment and universal design implementation plans reflect a commitment to accessibility and excellence. Regular evaluations and stakeholder feedback ensure that IIU's resources remain aligned with student needs and institutional goals.

- II. Have institutional policies and mechanisms for infrastructure planning, development, execution, monitoring, and evaluation.***

The International Islamic University, Islamabad (IIU) has in place structured policies and mechanisms for infrastructure planning and development. Infrastructure projects are executed under the oversight of the Core Committee of Projects & Development, guided by the university's Board of Governors-approved organogram.

IIU employs regular maintenance schedules, conducts accessibility reviews, and integrates universal design principles in new construction. Monitoring and evaluation are conducted through centralized maintenance tracking and periodic review of physical resources.

Infrastructure expansion aligns with strategic planning priorities, ensuring that development supports academic delivery and student well-being.

III. Have adequate and readily accessible academic and non-academic resources to provide quality learning opportunities to all students and to allow them to complete their studies.

The International Islamic University, Islamabad (IIU) provides a wide range of academic and non-academic resources that are adequate, accessible, and student-centered. Academic support includes over 520,000 print library resources, access to digital journals, laboratories, and a robust Campus Management System (CMS) that facilitates academic planning, online registration, and student services. Non-academic resources include mental health counseling, career guidance, sports facilities, student clubs, and hostel accommodation. IIU ensures 95% student satisfaction in accessibility, with continuous improvement plans addressing physical, digital, and academic support needs, enabling students to progress and complete their studies successfully.

IV. Have adequate and readily accessible technological/virtual resources that enable students to achieve their learning objectives.

The International Islamic University, Islamabad (IIU) offers a comprehensive suite of virtual and technological resources to support student learning. The entire campus has 100% Wi-Fi coverage, and IIU utilizes an advanced Campus Management System (CMS) integrated with LMS, KOHA, online admissions, digital assessments, and student information systems. Post-2020, 80% of courses are offered in hybrid mode, and platforms like Turnitin, Google Workspace for Education, and Office 365 enhance digital learning. While some students report issues with digital access, IIU is addressing these through infrastructure upgrades and faculty training on accessible content development, ensuring students can meet their learning goals.

V. Demonstrate effective and efficient utilisation and continued development of these resources to enable students to achieve their learning objectives.

The International Islamic University, Islamabad (IIU) ensures effective and efficient utilization of its academic, physical, and technological resources through integrated systems and continuous upgrades. The Campus Management System (CMS) streamlines academic processes, while regular maintenance schedules and resource audits help optimize usage. The university invests in ongoing development, such as expanding IT infrastructure, introducing hybrid learning models, and upgrading older buildings for accessibility. Student feedback mechanisms and pilot initiatives—like faculty-level academic and examination coordination—further enhance resource impact, enabling students to successfully achieve their learning objectives.

VI. Create and sustain an environment in which students and other stakeholders can provide feedback about the resources used for teaching and learning.

The International Islamic University, Islamabad (IIU) fosters a feedback-driven environment by actively engaging students and stakeholders in the evaluation of teaching and learning resources. IIU conducts student satisfaction surveys, which reported 95% satisfaction in 2023 regarding resource accessibility. In addition, recent pilot projects involving academic and examination coordination at the faculty level have introduced new feedback and support

channels. Student concerns—such as wait times for advisors or access to online tools—are regularly reviewed, forming the basis for policy improvements and resource development, ensuring responsive and inclusive academic support.

VII. Have institutional policies with well-defined SOPs for procurement of goods and services that are consistent with the relevant rules and laws of the land. Such a policy should ensure that procurements are conducted fairly and transparently, bring value for money, and follow an efficient and economical process.

The International Islamic University, Islamabad (IIU) follows a procurement policy aligned with PPRA rules, guided by its Procurement Manual (2020) (*Policy-Compendium-2020-2023*). The university has implemented the E-Pak Acquisition & Disposal System (E-PADS) to digitize procurement processes, ensuring transparency, accountability, and efficiency.

E-PADS ensures 100% compliance with procurement laws, digital audit trails, open access to tender records, and real-time monitoring by senior leadership. The system has led to 30% faster procurement cycles and 15% annual cost savings, reinforcing IIU's commitment to fair, transparent, and value-driven procurement practices.

VIII. Have a well-thought-out policy to generate alternative revenue by leveraging local industries (if any), offering corporate training programmes, micro-credentials, and alumni engagement, among other strategies.

The IIU is actively working to diversify its revenue streams through strategic initiatives. These include government-funded development projects, external collaborations for professional training via the Office of Professional Training (OPT), and proposed industry partnerships. The university plans to expand corporate training programs, micro-credentials, and alumni-driven fundraising efforts as part of its long-term financial sustainability strategy. IIU is also considering outsourcing IT services for revenue generation and implementing enterprise-level software solutions to reduce costs and enhance operational efficiency.

Standard 4: Audit and finance

Introduction

Standard 4 emphasizes the importance of sound financial planning and responsible resource management in achieving institutional sustainability and academic excellence. The International Islamic University, Islamabad (IIU) is committed to developing and implementing financial strategies that ensure fiscal discipline, transparency, and long-term viability. Through structured budgeting, cost optimization, stakeholder engagement, and the pursuit of diverse revenue streams, IIU aims to provide value for money, support student needs, and maintain financial resilience aligned with its strategic goals and national higher education priorities.

Expectation outcome indicators (EOIs)

The institution should:

- I. Operate a financially robust plan which balances income and expenditure to create an annual surplus.***

The International Islamic University, Islamabad (IIU) acknowledges the need to revise its current budgeting mechanism to enable surplus generation. While a surplus is not currently achieved, the university is working towards a financially robust plan by proposing cost-cutting measures, optimizing expenditure, and encouraging income-generating initiatives. A predefined surplus target by the competent authority is recommended to ensure financial sustainability. The IIU acknowledges the need to revise its current budgeting mechanism to enable surplus generation. While a surplus is not currently achieved, the university is working towards a financially robust plan by proposing cost-cutting measures, optimizing expenditure, and encouraging income-generating initiatives. A predefined surplus target by the competent authority is recommended to ensure financial sustainability.

- II. Produce robust financial forecasts based on sound strategic planning to ensure the future financial viability of the institution.***

The International Islamic University, Islamabad (IIU) is working to enhance its financial forecasting by addressing high-expenditure areas such as hostels, transport, and visiting faculty, and promoting cost efficiency through measures like outsourcing services and energy conservation. Strategic initiatives include increasing student enrollment, launching online and short-term courses, and seeking government and institutional funding to improve cash flow and long-term financial viability.

- III. Operate rigorous and independent scenario and contingency planning to ensure that sustainable levels of cash flow and investment are maintained.***

The International Islamic University, Islamabad (IIU) recognizes the importance of scenario and contingency planning to ensure financial sustainability. Proposed strategies include reducing operational costs, diversifying revenue streams, and maintaining a 3–6 month cash reserve. IIU aims to implement risk management frameworks, regularly review investment portfolios, and monitor enrollment and funding trends, ensuring adaptive planning and sustained cash flow.

IV. Operate a funding system that provides value for money and works for students.

The International Islamic University, Islamabad (IIU) is committed to ensuring that its funding system supports student needs and institutional efficiency. While continuous improvements are underway, IIU emphasizes cost optimization, expansion of financial aid, and introduction of affordable online programs to enhance value for money. Efforts are being made to ensure that expenditures directly benefit students and contribute to their academic and personal development.

V. Have a well-thought-out policy to maintain and grow an endowment fund (for private sector HEIs).

As a public sector institution, the International Islamic University, Islamabad (IIU) does not currently operate a formal endowment fund. However, the development of a policy to establish and grow an endowment fund may be considered in the future to support financial sustainability, scholarships, and infrastructure development, especially through philanthropic contributions, alumni engagement, and institutional partnerships.

VI. Provide at least 10% of students with financial support, fee exemptions, and scholarships on a needs basis.

The International Islamic University, Islamabad (IIU) provides need-based scholarships and financial assistance through both internal funds and external collaborations. While the university actively supports financially deserving students, the exact percentage of beneficiaries is subject to calculation based on current enrollment data. Efforts are ongoing to streamline financial aid programs and expand support to meet or exceed the 10% target.

VII. Have well-defined policies and/or institutional mechanisms for its annual accounts to be audited by competent auditors.

The International Islamic University, Islamabad (IIU) follows well-defined financial policies that include the mandatory auditing of annual accounts by competent and authorized auditors. The process ensures transparency, compliance with statutory requirements, and adherence to public sector financial regulations, thereby supporting institutional accountability and sound financial management.

VIII. Have an institutional mechanism to take all statutory positions, including Deans, on board for necessary annual budgeting.

The International Islamic University, Islamabad (IIU) has an established mechanism to involve statutory positions, including Deans, in the annual budgeting process. Deans are consulted to provide data on student enrollment, teacher-student ratios, laboratory needs, and other academic requirements. Additionally, fee structure revisions are referred to Deans for feedback. A multi-stakeholder committee, including Deans with relevant expertise, is recommended to further enhance participation and informed decision-making in budget planning.

Standard 5: Affiliated colleges/institutions

Introduction

The International Islamic University of Islamabad has decided to provide opportunity to different educational institutions to affiliate with IIUI. The university has prepared a comprehensive affiliation policy approved by academic council that provide the mechanism of addressing the issues pertaining to affiliation. The goal of the comprehensive strategy is to guarantee that students enrolled in IIUI-affiliated institutions receive high-quality educational experiences. The strict compliance on the policy will ensure the same academic standards of International Islamic University across different delivery institutions.

The programs has been finalized with the recommendations of all the Deans of the faculties for advertisement. Initially the undergraduate programs of the Faculty of languages & literature, Faculty of Social Sciences, Faculty of Management Sciences, Faculty of Shariah & Law, Faculty of Sciences and International Institute of Islamic Economics will be advertised to educational institutions of Islamabad seeking affiliation from International Islamic University. As per the HEC the affiliations will be granted only in undergraduate programs.

The strict adherence to the following parameters of the policy will be implemented to achieve the desired results

Expectation outcome indicators (EOIs)

The institution should:

- I. Have a strategic approach to delivering learning opportunities with others; appropriate levels of resources (including staff) are committed to the activities to ensure that the necessary oversight is sustained.***

The policy specifies complete requirements in terms of the financial, physical, human resources. The financial requirements are available in financial para A. Financial matters, the infrastructure requirements are addressed under the head of space standards & norms, whereas requirement of human resource is available under the para of Principal, teaching & library staff.

- II. Have policies and procedures to ensure that there are adequate safeguards against financial impropriety or conflicts of interest that might compromise academic standards or the quality of learning opportunities; consideration of the business case is conducted separately from approval of the academic proposal.***

If a college/Institute fails to observe any of the conditions of its affiliation or its affairs are conducted in a manner that is prejudicial to the interest of education or the university, the rights conferred as a result of affiliation may on an inquiry made by the Affiliation Committee, and after giving an opportunity of hearing to the Principal and with the approval of BOG, be withdrawn. In case of grievance, the HEC may be approached. The University shall have full powers to take any action, it may consider appropriate including de-affiliation of an Institution, if it is found indulging in any subversive or unlawful activity, or against the provision of laws.

III. Have governance arrangements at appropriate levels for all learning opportunities which are not directly provided by the university; arrangements for learning to be delivered, or support to be provided, are developed, agreed, and managed in accordance with the formally stated policies and procedures of the university.

It is a prime responsibility of the institution seeking affiliation to ensure systems, policies, procedures, and structures that guide how an organization or entity is managed, directed, and held accountable, ensuring it operates effectively and ethically whereas all the approved policies of the university will be implemented in true spirit to maintain academic standards.

IV. Assess risks of each arrangement to deliver learning opportunities with others at the outset and review them periodically; appropriate and proportionate safeguards to manage the risks of various arrangements are determined and put in place.

To physically verify the detailed academic and physical infrastructure available with the Institution, the Affiliation Committee may like to conduct a detailed survey of the Institution before granting affiliation. Monitoring and inspection of the Institution will be carried out by the Affiliation Committee when there exists substantial evidence on any aspect of the Institutional inefficiency or malfunctioning.

V. Have a written and legally binding agreement, or other document, setting out the rights and obligations of the parties, which is regularly monitored and reviewed; it is signed by the authorized representatives of the university before the relevant activity commences.

All arrangements of affiliation between the Institution and the University shall be agreed upon and formally written down as an approved legal document and signed by Senior Authorized Representatives. Detailed arrangements for partnership should be set out clearly in the agreement and memorandum of understanding. The agreement shall take into account the scope of the arrangements, responsibilities, financial arrangements, quality control mechanism mode and means of payment validity period, procedure for resolution of differences, review and visitation.

Affiliations will be granted through the Affiliation Committee of the University, duly approved by the BOG. The application for Affiliation shall be submitted by Corporate Bodies except Govt. Institutions. No change in ownership of the corporate body will be permissible after affiliation without prior approval of the University the affiliation committee review & inquire into complaints alleging breach of conditions of affiliation by affiliated colleges and advise the BOG thereon.

VI. Take responsibility for ensuring that it retains proper control of the academic standards of awards where learning opportunities are delivered with others; no serial arrangements are undertaken without the express written permission of the university, which retains oversight of what is being done in its name.

The IIUI will not permit (in any case) to use of the same premises for affiliation with any other university. The permission granted shall be restricted to a specified place and for a particular subject. No sub-campus or branch shall be established or franchised. Any change in agreement

will not be allowed without prior permission to the university. To ensure an inspection of the Institution shall be held once a year during the first three years of its affiliation by the Inspection Committee constituted by the University and subsequently once in three years. However, the affiliation committee may visit any time during the year.

VII. Retain responsibility for ensuring that students admitted to a programme who wish to complete it under their awarding authority can do so if the college withdraws from an arrangement or if the university decides to terminate an arrangement.

The University shall have full powers to take any action, it may consider appropriate including de-affiliation of an Institution, if it is found indulging in any subversive or unlawful activity, or against the provision of laws. However, in doing so, the placement of students pursuing different academic courses will be the responsibility of the College/Institute and the affiliating university.

VIII. Ensure that the standards of any of its awards involving learning opportunities delivered by others are equivalent to the standards set for other awards that it confers at the same level; they are also consistent with national requirements.

University/DAI will be responsible for implementing all academic policies of HEC, i.e., Semester system and approved curriculum at affiliated colleges/institutes, Cumulative Grade Point Average (CGPA) system, examination, attendance, admission and internship policy etc.

IX. Fulfill the requirements of any accreditation council or professional, statutory, and regulatory body that has approved or recognized the programme or award, in relation to aspects of its delivery and any associated formal agreements; the status of the programme or award in respect of accreditation council recognition is made clear to prospective students.

University will ensure that same standard/quality of education delivered in affiliated institutes through providing same academic methods as adopted in IIUI. Frequent visits and meetings will be scheduled to update the requirements that are consistent with the standards of national & international level.

X. Approve module(s) and programmes delivered through an arrangement with another college through processes that are at least as rigorous, secure, and open to scrutiny as those for assuring quality and academic standards for programmes directly provided by the university.

The IIUI must have valid accreditation of the degree programs by the relevant professional accreditation councils before granting affiliation in the said programs. Whereas the college/institute to be affiliated must follow the guidelines of the relevant accreditation councils. If the accreditation council is not available for a particular program, the requirements of the affiliating university/DAI must be met. The faculty at the affiliated colleges shall be appointed in compliance with the requirements of the relevant accreditation council. If the accreditation council is not available for a particular program, the requirements of the affiliating university must be met.

XI. Ensure that colleges involved in the assessment of students understand and follow the assessment requirements approved by the university for the components or programmes being assessed in order to maintain its academic standards.

The courses of study and syllabus taught in the Institution should be the same as being followed by the University. The College shall follow the University's recommended syllabus/Curriculum and shall abide by all the rules/regulations notified by the University. The assessment methods of the university will be implemented in affiliated colleges.

XII. Ensure that modules and programmes offered through other colleges are monitored and reviewed through procedures that are consistent with, or comparable to, those used for modules or programmes provided directly by the university.

All examinations leading to the award of degrees/diplomas/certificates and their checking and evaluation be done by the University. The assessment methods of the university will be implemented in affiliated colleges. Affiliation shall initially be granted for one Academic Year/Session only. The University shall have the power to constitute the Affiliation Committee and arrange for an inspection at a time of its own choice and may pay surprise visits.

XIII. Ensure that they have effective control over the accuracy of all public information, publicity, and promotional activity relating to learning opportunities delivered with others which lead to their awards.

The agreement shall spell out the provisions for quality control mechanisms including monitoring, assessment procedures, review and visitation. The Affiliated College may advertise in the print or other media. However, any deliberate misrepresentation shall be treated as a sufficient basis for withdrawal of affiliation. The college shall follow all instructions/rules & regulations/schedules issued by the IIUI from time to time in true letter and spirit.

Standard 6: Internationalization of higher education and global engagement

Introduction

This standard evaluates IIUI's cross-national visibility through academic mobility, institutional collaborations, and global initiatives. The report analyzes data from 2020 to 2025, sourced from the Quality Assurance Department (QAD), Linkages Office, Directorate of Online Education, international student records, and accreditation bodies, supplemented by web-based updates. IIUI stands out as Pakistan's only university with a significant international student population (1,353 students from 43 nationalities in 2024), reinforcing its global presence. By integrating Islamic values with modern education, IIUI leverages internationalization to build academic networks, enhance rankings, and prepare graduates for a global workforce. This chapter evaluates seven Expectation Outcome Indicators (EOIs), offering insights and recommendations to strengthen IIUI's international standing..

Expectation outcome indicators (EOIs)

The institution should:

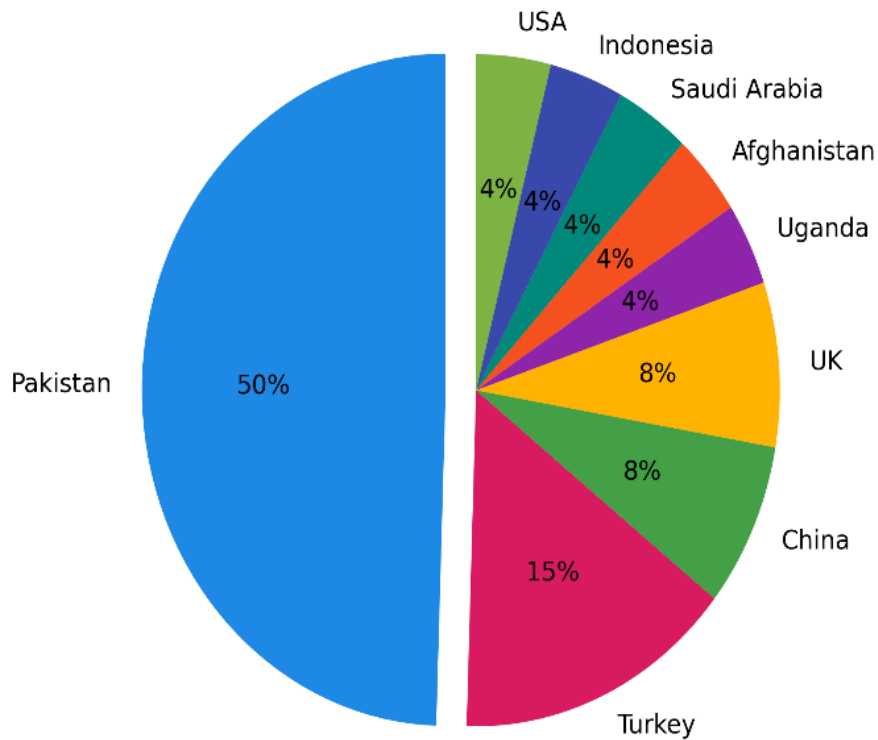
- I. Make formal institutional collaborations and agreements with similar international universities; such collaborations may include faculty and student exchange programs, staff/statutory positions experience exchange programs, collaborative research, academic improvement, governance, and QA mechanisms.

IIUI's formal partnerships through Memoranda of Understanding (MOUs), critical for academic exchanges, joint research, and global visibility. From 2020 to 2025, IIUI has built a robust network of collaborations. IIUI has signed 26 MOUs with institutions across 9 countries, with 20 active agreements and 15 focused on academic partnerships. These span academics, research, technology, and welfare initiatives.

Metric	Value
Total MOUs (2020-2025)	26
Countries Represented	9
Active Agreements	20
Academic Partnerships	15

IIUI's MOUs include domestic and international partners, with significant representation from Turkey, China, and the UK.

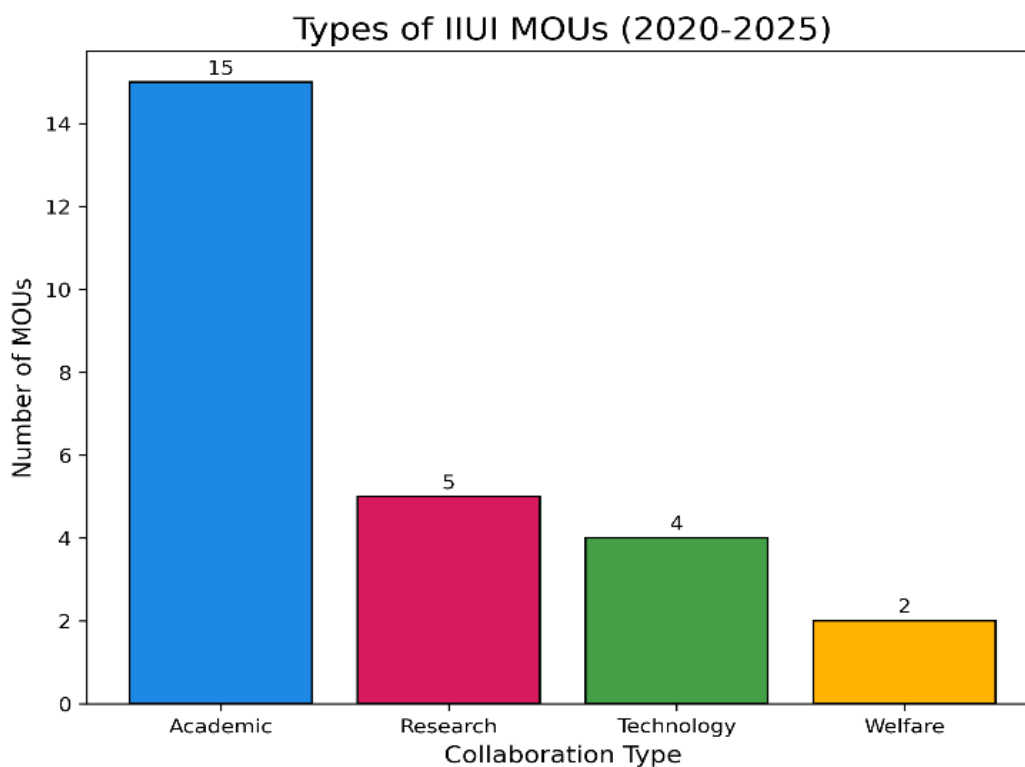
Geographic Distribution of IIUI MOUs (2020-2025)



Country	Number of MOUs	Percentage
Pakistan	13	50%
Turkey	4	15%
China	2	8%
UK	2	8%
Uganda	1	4%
Afghanistan	1	4%
Saudi Arabia	1	4%
Indonesia	1	4%
USA	1	4%

Academic collaborations dominate, followed by research, technology, and welfare.

Collaboration Type	Number of MOUs	Percentage
Academic	15	58%
Research	5	19%
Technology	4	15%
Welfare	2	8%



MOU signings peaked in 2022, reflecting growing engagement.

Year	MOUs Established	Details
2020	3	Primarily domestic partnerships.
2021	4	Included Teesside University (UK) and Duzce University (Turkey).
2022	6	Expanded to Afghanistan and Uganda.
2023	5	Included Ningbo University (China).
2024	5	Included Terbuka University (Indonesia).
2025	3	Included Rehmat Foundation (USA).

Key partnerships highlight IIUI's academic focus.

Institution	Country	Area	Date Signed	Status
Teesside University	England	Academic	26-03-2021	Active
Duzce University	Turkey	Academic	18-06-2021	Active
University of Uganda	Uganda	General	30-03-2022	Active
Ankara University	Turkey	Academic	April 2022	Active
Ningbo University	China	Academic	08-08-2023	Active
International Islamic Fiqh Academy	Saudi Arabia	Academic	23-11-2023	Active
Terbuka University	Indonesia	Academic	21-03-2024	Active
Rehmat Foundation	USA	Academic	18-02-2025	Active

II. Take initiatives and support QA/QEC/IQAE to bring international best practices into the university processes through physical/virtual participation in relevant

international QA networks, seminars, workshops, and training. The learning outcomes should not only be shared with stakeholders but also implemented through relevant policies.

Aligning with global quality assurance (QA) standards strengthens IIUI's processes. This section assesses engagement with QA networks.

- IIUI is pursuing INQAAHE and APQN memberships, with applications ongoing.
- The QAD participates in INQAAHE/APQN webinars, including a 2024 session on outcome-based education (source: INQAAHE archive).
- December 2023 faculty sessions covered self-assessment cycles and feedback surveys.
- No formalized QA engagement policy exists.

III. Prepare the institution to get the programs/institution accredited by international accreditation agencies.

International accreditation enhances program credibility and global recognition. This section evaluates IIUI's accreditation achievements and ongoing efforts, highlighting the international recognition of its engineering programs.

- Engineering Programs: All BS Engineering programs in the Faculty of Engineering and Technology are accredited by the Pakistan Engineering Council (PEC) under Level II, aligned with the Washington Accord. Pakistan achieved full signatory status in the Washington Accord on June 21, 2017, as the 19th country and third Islamic nation (after Malaysia and Turkey). This status, granted after rigorous reviews by New Zealand, UK, and South Korea, ensures substantial equivalence of IIUI's engineering degrees with those from leading signatory countries (e.g., USA, UK). Graduates benefit from global mobility, exemption from emigrational degree assessments, and eligibility for professional jobs abroad, including with international engineering firms.
- Technology Programs: All technology programs are accredited by the National Technology Council (NTC), which is pursuing accreditation under the Sydney Accord, though this is not yet achieved as of April 2025.
- Other Programs: Departments like Theology, Computer Science, and Business are preparing for accreditations by bodies such as ABET (engineering/computer science) and AACSB (business), but none have been achieved. Workshops in 2023 trained faculty on accreditation standards, with Theology prioritized due to its global ranking.
- Challenges: Resource constraints and limited expertise slow progress for non-engineering accreditations, despite milestones in the 2022-2026 Strategic Plan

Leverage PEC/Washington Accord recognition to promote engineering programs globally while prioritizing ABET and AACSB accreditation for 2-3 additional programs within 3 years, addressing resource gaps.

IV. Encourage students and faculty in academic mobility by supporting them in applying for international student/faculty exchange opportunities.

Academic mobility fosters cross-cultural learning. This section examines IIUI's exchange support, including the Mevlana Exchange Program.

- MOUs with Teesside University, Ningbo University, and Turkish institutions include exchange provisions.
- The Mevlana Exchange Program facilitates faculty exchanges with Turkish universities (e.g., Ankara, Duzce) in disciplines like Arabic, Engineering, and Islamic Studies, for 2 weeks to 3 months, funded by Turkey’s Higher Education Council (source: IIUI Mevlana Program). Student exchanges are supported but less frequent.
- Faculty exchanges outnumber student exchanges, with limited participation data.
- The Linkages Office promotes exchanges, but funding and logistics hinder participation.
- No centralized database tracks mobility outcomes.

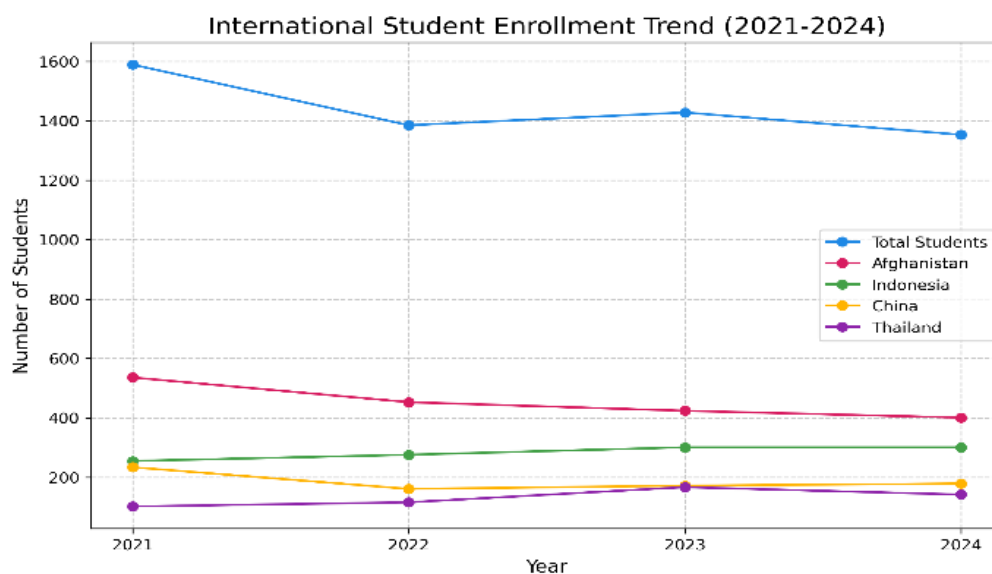
V. *Have an institutional mechanism to accept international students and international credit transfers in consultation with HEC and relevant authorities.*

IIUI’s large international student body requires robust support. This section assesses the International Students Office and credit transfer policies.

- IIUI, Pakistan’s only university with a significant international student population, hosts 1,353 students from 43 nationalities in 2024, supported by the International Students Office for admissions, visas, and integration. (Annex B)
- Enrollment declined from 1,589 (2021) to 1,353 (2024), driven by reductions in Afghan and Overseas Pakistani students.
- Credit transfer policies are underdeveloped, with ad-hoc processes.
- MOUs (e.g., Terbuka University) include mobility provisions, but implementation is limited.

International Student Enrollment (2021-2024)

Year	Total Students	Male	Female	Nationalities
2021	1,589	1,102	487	40
2022	1,385	977	408	38
2023	1,428	1,007	421	41
2024	1,353	930	423	43

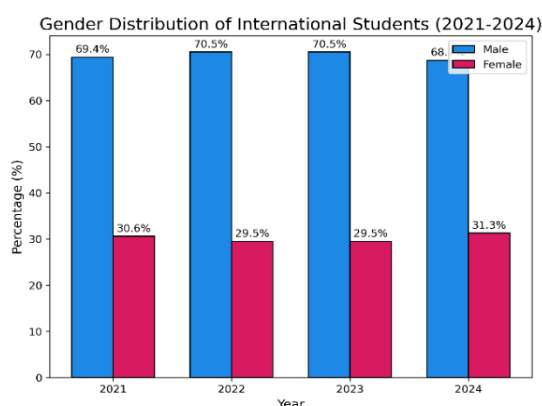


Top 5 Countries (2024)

Country	Total Students	Male	Female	Percentage
Afghanistan	401	355	46	29.6%
Indonesia	301	197	104	22.2%
China	179	105	74	13.2%
Thailand	142	94	48	10.5%
Overseas Pakistani	116	43	73	8.6%

Gender Distribution: Estimated at ~1,285 students, based on a ~5% annual decline, unless policy changes intervene.

Year	Male (%)	Female (%)
2021	69.4%	30.6%
2022	70.5%	29.5%
2023	70.5%	29.5%
2024	68.7%	31.3%



VI. Have well-defined institutional mechanisms to encourage students to benefit from MOOCs (massive open online courses) in their relevant disciplines, including giving due credit for such accomplishments as per institutional policy.

MOOCs expand educational reach. This section evaluates IIUI's MOOC efforts.

- The **Directorate of Online Education** offers short courses, not degree programs.
- No comprehensive MOOC integration or credit recognition policy exists.
- Faculty training on Coursera/edX is limited; no formal MOOC partnerships (source: IIUI updates).
- 2024 discussions with MOOC providers are preliminary.

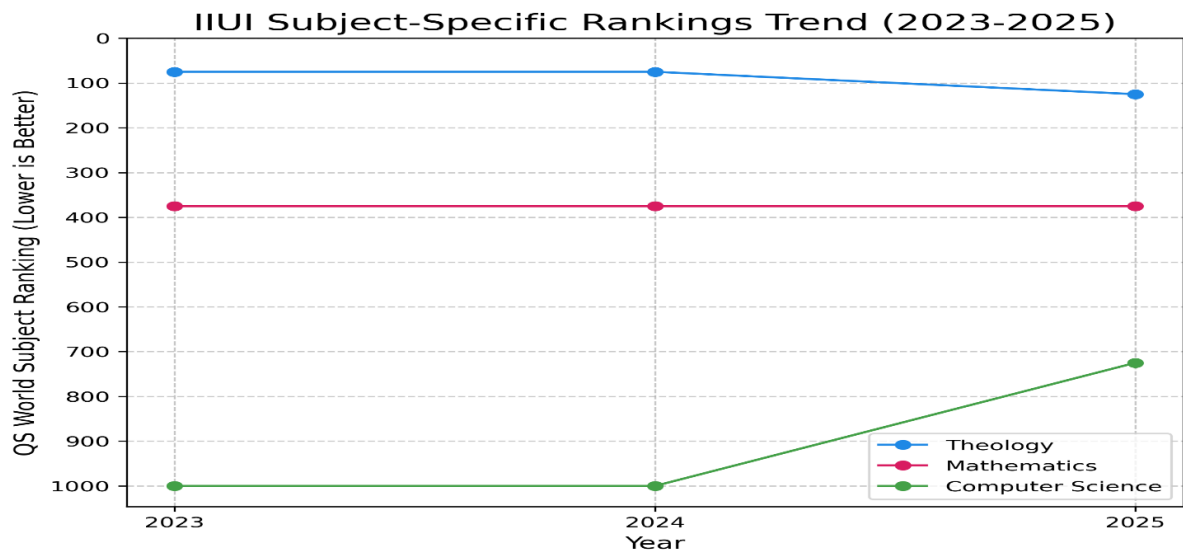
VII. Prepare and participate in various university ranking initiatives.

Global rankings enhance visibility. This section assesses QS and THE performance.

- IIUI improved in QS and THE World University Rankings from 2020 to 2025.
- Subject-Specific Rankings: Theology declined to 101-150 (2025) from 51-100 (2023-2024); Computer Science entered at 701-750 (2025).

- Regional Rankings: Top 51 in QS Southern Asia Rankings.

Subject Area	Ranking System	2025 Ranking	2024 Ranking	2023 Ranking	Trend
Theology, Divinity & Religious Studies	QS World Subject	101-150	51-100	51-100	↓
Mathematics	QS World Subject	351-400	351-400	351-400	→
Physics and Astronomy	QS World Subject	601-675	601-640	Not Ranked	→
Computer Science	QS World Subject	701-750	Not Ranked	Not Ranked	↑
Physical Sciences	THE World Subject	501-600	501-600	301-400	→
Computer Sciences	THE World Subject	501-600	501-600	301-400	→
Engineering & Technology	THE World Subject	601-800	601-800	501-600	→
Business & Economics	THE World Subject	601-800	601-800	Not Ranked	→



SWOT Analysis of Internationalization Efforts

Strengths

- Largest international student body in Pakistan (1,353 students, 43 nationalities in 2024).
- 26 MOUs across 9 countries, with 15 academic partnerships.
- PEC/Washington Accord accreditation for all BS Engineering programs, ensuring international recognition.
- NTC accreditation for technology programs, pursuing Sydney Accord.
- Strong Theology ranking (QS top 150) and QS Southern Asia Rankings (top 51).
- International Students Office supports admissions.

- Mevlana Exchange Program enhances faculty mobility.

Weaknesses

- No direct international accreditation for non-engineering programs (e.g., ABET, AACSB).
- Limited academic mobility tracking.
- No formalized QA engagement policy.
- Online education limited to short courses.
- Underdeveloped credit transfer policies.
- Declining international student numbers (1,589 in 2021 to 1,353 in 2024).

Opportunities

- Leverage Washington Accord for engineering program promotion.
- Expand Mevlana and other exchanges.
- Grow International Students Office capacity.
- Capitalize on Theology for partnerships.
- Achieve ABET/AACSB accreditation for key programs.
- Develop online degree programs and MOOC integration.
- Enhance research for rankings.

Threats

- Regional university competition.
- Changing ranking methodologies.
- Geopolitical barriers to collaborations.
- Resource constraints.
- Declining student numbers requiring intervention.
- Evolving online education landscape.

Standard 7: Faculty recruitment, development and support services

Expectation

Standard 7 highlights the importance of attracting, retaining, and developing high-quality faculty to ensure the institution's academic excellence and long-term success. This standard emphasizes the need for a systematic approach to faculty recruitment, ensuring that new hires are aligned with the institution's mission and goals. Furthermore, it stresses the importance of continuous professional development, which equips faculty members with the skills and knowledge required to effectively teach, engage with students, and contribute to research.

The standard also focuses on the support systems needed to enhance faculty well-being and career progression, including mentorship programs, performance evaluations, and opportunities for career advancement. By establishing robust mechanisms for faculty development, institutions can foster a collaborative and intellectually stimulating environment that supports both teaching and research endeavors, ultimately enhancing the student learning experience and institutional outcomes.

Expectation outcome indicators (EOIs)

The institution should:

- I. Ensure that it recruits, retains, and develops a faculty that serves the institutional purpose of providing:***
 - a. Quality learning opportunities for students.***
 - b. Research contributions that serve the community and the country.***

The International Islamic University, Islamabad (IIU) follows a comprehensive recruitment and development strategy to attract and retain high-quality faculty. Recruitment is based on merit and transparency, adhering to HEC Faculty Recruitment Criteria and the IIU Recruitment Manual 2021. To ensure quality learning, IIU provides ongoing faculty development programs, including workshops, seminars, and external training (e.g., leadership, policy research, and project management). These programs focus on enhancing teaching methodologies, research skills, and pedagogical techniques. In terms of research, IIU emphasizes community engagement and national impact, with faculty actively involved in interdisciplinary research through ORIC (Office of Research, Innovation & Commercialization), and providing access to funding opportunities and state-of-the-art facilities. Additionally, faculty evaluations ensure that both teaching quality and research productivity are consistently improving, aligned with institutional goals.

- II. Have well-defined institutional policies and mechanisms to ensure all new recruits have mandatory prerequisites, such as good communication skills and pedagogical skills, demonstrated through a presentation to the selection board or relevant committee.***

The International Islamic University, Islamabad (IIU) follows well-defined policies to ensure that all new faculty recruits meet mandatory prerequisites, including communication and pedagogical skills. As part of the recruitment process, candidates for academic positions are

required to undergo written tests and presentations to demonstrate their teaching effectiveness and subject knowledge. The Selection Board evaluates candidates not only on their academic qualifications but also on their communication abilities, teaching methods, and ability to engage students. The recruitment process ensures that candidates have effective communication skills, assessed through structured interviews and presentations, in line with IIU's standards for teaching excellence.

III. Have well-defined institutional policies to provide orientation ensuring all faculty members have advance knowledge of university governance structure, charter/act, statutes, rules, and regulations, along with effective communication and pedagogical skills.

The International Islamic University, Islamabad (IIU) has established comprehensive orientation programs for all new faculty members. These programs ensure that faculty are well-versed in the university's governance structure, charter/act, statutes, and rules and regulations. Faculty members are introduced to institutional policies, including academic procedures and HR protocols, to align with IIU's governance framework. In addition to institutional knowledge, the orientation includes training in effective communication and pedagogical skills, enabling faculty to deliver high-quality instruction. This holistic approach supports faculty development by equipping them with the necessary tools to excel in their academic roles and foster positive engagement within the university community.

IV. Provide necessary support and facilitation to the faculty through mechanisms that ensure continuous training and capacity building.

The International Islamic University, Islamabad (IIU) provides extensive support and facilitation to faculty through its Institute of Professional Development (IPD) and the Office of Professional Training. These offices are dedicated to continuous training and capacity building, offering a variety of programs aimed at enhancing teaching methodologies, research skills, and professional development. IIU regularly organizes workshops, seminars, and external training opportunities, covering areas like leadership, project management, and policy research. The faculty development program is designed to equip faculty with the skills necessary for adapting to new teaching environments and emerging academic trends. Moreover, faculty members are encouraged to attend national and international conferences and engage in collaborative research, ensuring they stay updated with the latest developments in their respective fields.

V. Have an institutional mechanism to provide necessary facilities and support for faculty career development and retention of quality faculty.

The International Islamic University, Islamabad (IIU) has established a comprehensive mechanism for faculty career development to attract and retain top talent. This includes competitive compensation packages, research grants, and mentorship programs aimed at fostering academic growth and professional advancement. IIU also offers career development resources such as academic advising, leadership training programs, and access to international conferences. Faculty are supported through structured performance evaluations and are provided with opportunities for advancement within the university. Additionally, IIU has a strong focus on faculty welfare, offering benefits such as healthcare, housing subsidies, and retirement plans to ensure long-term job satisfaction and retention of quality faculty.

VI. Assure the competence of teachers and staff qualifications.

The International Islamic University, Islamabad (IIU) ensures the competence of its teachers and staff by adhering to rigorous recruitment standards and qualification verification processes. All faculty members are hired based on HEC-approved criteria, and their qualifications are thoroughly assessed through eligibility committees and subject-specific evaluations. IIU maintains a system of continuous professional development where faculty are regularly evaluated through student feedback, peer reviews, and performance assessments. Faculty members are encouraged to further their qualifications through advanced degrees, research initiatives, and training programs. The university also conducts regular audits to verify compliance with academic and professional standards, ensuring that teachers possess the necessary skills and qualifications to provide high-quality education.

VII. Ensure relevant teaching and industrial experience, exposure of the teaching faculty.

The International Islamic University, Islamabad (IIU) prioritizes the recruitment of faculty with relevant teaching experience and industry exposure. Faculty members are selected based on industry-specific expertise and academic qualifications, ensuring they bring practical insights to their teaching. To enhance faculty exposure, IIU encourages industry partnerships, internship opportunities, and collaborative research with private and public sector organizations. Faculty members are also offered opportunities to engage in industry workshops, conferences, and hands-on projects, helping them stay updated with real-world trends and apply them in the classroom. This exposure ensures that faculty are not only academically competent but also equipped with the practical knowledge to enrich the student learning experience.

VIII. Ensure the availability of an adequate number of relevant and qualified full-time faculty members against each academic programme, as per international best practices and HEC guidelines.

The International Islamic University, Islamabad (IIU) ensures the availability of a sufficient number of qualified full-time faculty members for each academic program in accordance with HEC guidelines and international best practices. Faculty recruitment follows a strict adherence to HEC Faculty Recruitment Criteria, ensuring that each academic program is supported by faculty with the appropriate academic qualifications and relevant experience. IIU maintains a balanced faculty-student ratio and continuously monitors departmental needs to maintain faculty sufficiency, particularly for emerging fields. Regular faculty audits and performance reviews are conducted to assess both teaching quality and academic program alignment with institutional goals, ensuring that faculty qualifications meet the evolving needs of students and the academic community.

Standard 8: Academic programs and curricula

Introduction

Standard 8 emphasizes the foundational role of academic programs and curricula in achieving the institution's mission and ensuring high-quality educational delivery. This standard calls for the design, implementation, and continuous improvement of academic programs that are relevant, well-structured, and aligned with national and international educational standards. It focuses on the need for a curriculum framework that fosters student-centered learning, supports the development of subject-specific skills, and prepares graduates to meet the challenges of the professional world. Furthermore, Standard 8 stresses the importance of aligning learning outcomes with the goals of the program and the needs of the broader society, ensuring that students gain both theoretical knowledge and practical skills. The standard also advocates for regular program reviews and external evaluations to ensure that the curricula remain relevant and effective, meeting the evolving needs of the job market, industry, and global trends in education. Through these efforts, institutions can maintain academic rigor, professional relevance, and continuous enhancement of teaching and learning practices..

Expectation outcome indicators (EOIs)

The institution should:

- I. Establish transparent and comprehensive academic frameworks and regulations governing how academic credit and qualifications are awarded.***

The International Islamic University, Islamabad (IIU) has developed clear and transparent academic frameworks in line with the Higher Education Commission (HEC) guidelines and the National Qualification Framework (NQF). IIU adheres to well-defined credit hour requirements for undergraduate and graduate programs, ensuring that all qualifications meet national and international standards. The university follows a comprehensive process for awarding academic credits, which includes detailed Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs). Faculty members design syllabi and assessments to align with these outcomes, ensuring consistent and fair evaluation. Additionally, IIU's academic regulations outline the procedures for grading, the calculation of CGPA, and the requirements for graduation, promoting transparency and equity in the awarding of qualifications.

Program Level	Credit Hours Required	Typical Duration	Core Components
Undergraduate	120 to 144	4–5 years	General Education, Interdisciplinary Requirements, Field Experience, Capstone Project
Graduate (MS/PhD)	Varies by program	2–4 years	Thesis/Dissertation, Advanced Courses, Research Projects

Grading and Evaluation Process: The university maintains a robust grading and evaluation system, with clear guidelines for grade assignment and performance assessment. This framework ensures that credits are awarded based on academic performance and course completion as outlined in the Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs).

II. *Ensure academic programmes and curricula support students in developing subject-specific skills that align with international qualifications.*

The International Islamic University, Islamabad (IIU) ensures that its academic programs and curricula are designed to equip students with subject-specific skills that align with international qualifications. IIU's curriculum is regularly reviewed to incorporate global standards, industry trends, and international benchmarks. The university follows curriculum mapping to align Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) with international qualification frameworks such as the National Qualification Framework (NQF). Additionally, interdisciplinary programs like Islamic Banking and Finance, and industry-specific certifications ensure that students are equipped with both academic knowledge and practical skills.

Program Level	Skills Developed	International Qualification Alignment	Key Features
Undergraduate	Analytical Thinking, Problem Solving, Subject Expertise	NQF Level 6, International Accreditation Standards	General Education, Interdisciplinary Courses, Capstone Project
Graduate (MS/PhD)	Advanced Research, Technical Expertise, Leadership Skills	International Research Frameworks, Postgraduate Standards	Thesis/Dissertation, Advanced Research Projects, International Collaborations

IIU's focus on student-centric learning promotes the development of critical and technical skills, ensuring that graduates are prepared to meet global standards and contribute effectively in their respective fields.

III. *Have institutional mechanisms to ensure an adequate number of relevant and qualified full-time faculty members against each academic programme.*

The International Islamic University, Islamabad (IIU) ensures that each academic program is supported by an adequate number of qualified full-time faculty members. This is achieved through a rigorous recruitment process guided by the *IIU Recruitment Manual 2021*, which adheres to HEC standards for faculty qualifications. IIU maintains a faculty recruitment strategy that is aligned with the university's academic programs and student needs. The university also regularly conducts faculty audits and workforce planning to ensure that each department has the required number of full-time faculty members with relevant expertise to deliver high-quality education. This is supported by continuous faculty development programs and industry partnerships to attract and retain qualified faculty.

Program Level	Required Number of Faculty	Qualification Criteria	Faculty Development Mechanisms
Undergraduate	Based on department needs	Minimum of Master's degree, PhD preferred	Ongoing training, workshops, seminars

Graduate (MS/PhD)	Department-specific	PhD required for MS/PhD programs	Research support, conferences, advanced training
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By ensuring the recruitment of qualified faculty members and supporting their continuous development, IIU is committed to maintaining the academic integrity and quality of its programs.

IV. Provide a supportive environment for faculty and staff evaluation, development, progression, and the sharing of good practices, innovative teaching, and scholarly activity.

The International Islamic University, Islamabad (IIU) fosters a supportive environment for faculty and staff through structured evaluation processes and professional development initiatives. IIU regularly conducts performance evaluations to assess teaching effectiveness, research contributions, and service to the university. Feedback from students, peers, and administrators is used to identify areas for improvement and growth. Faculty members are provided with continuous development opportunities, including workshops, seminars, and conferences, to enhance their teaching methodologies and engage in scholarly activities. IIU promotes the sharing of best practices through faculty development programs and collaborative platforms, encouraging innovative teaching methods and research collaboration across departments. Additionally, IIU supports career progression through mentoring and leadership training, ensuring that faculty have the tools to succeed in their academic and professional pursuits.

Mechanism	Details	Frequency
Performance Evaluation	Student feedback, peer reviews, self-assessments	Annually
Faculty Development Programs	Workshops, research seminars, teaching innovation sessions	Ongoing
Mentoring and Career Progression	Senior faculty mentorship, leadership training, career guidance	As needed
Sharing Best Practices	Collaborative forums, departmental seminars, teaching workshops	Quarterly/Annually
Research Support	Research grants, conference participation, collaborative projects	Continuous

V. Incorporate universal academic skills such as critical thinking, creativity, collaboration, communication, and commitment.

The International Islamic University, Islamabad (IIU) integrates universal academic skills such as critical thinking, creativity, collaboration, communication, and commitment into its curricula and teaching methods. These skills are embedded within the Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs), ensuring that students develop the competencies necessary to succeed in both academic and professional environments. Courses are designed to encourage active learning and problem-solving, using case studies, group projects, and discussions to promote collaborative learning and creative thinking. Faculty members are trained to use innovative teaching strategies that foster open communication and

enhance student engagement. Furthermore, IIU encourages a commitment to lifelong learning through programs that instill ethical values and a sense of responsibility in students.

Skill	Incorporation Method	Academic Focus
Critical Thinking	Case studies, debates, problem-solving activities	Analytical skills, decision-making
Creativity	Creative assignments, interdisciplinary projects, workshops	Innovation, design thinking, research
Collaboration	Group projects, peer review, team-based learning activities	Teamwork, cooperation, collective problem-solving
Communication	Presentations, discussions, writing assignments	Oral and written communication, presentation skills
Commitment	Service learning, ethics-focused courses, community projects	Responsibility, ethical decision-making, social impact

Through these initiatives, IIU ensures that its graduates possess the universal academic skills required to thrive in a globalized world, equipped to contribute effectively to society and their respective fields.

VI. Develop clear policies and procedures for each programme and qualification, serving as reference points for delivery, assessment, monitoring, and review.

The International Islamic University, Islamabad (IIU) has established clear policies and procedures for each academic program and qualification to ensure consistent and effective delivery. These policies serve as reference points for curriculum development, teaching, assessment, and program monitoring. Each academic program has defined Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs), which are aligned with national and international standards. The university has standardized procedures for course delivery, grading, and student assessment, ensuring transparency and fairness. Additionally, IIU employs a periodic review process through the Departmental Committee, Board of Studies, and Academic Council to monitor the quality and relevance of its programs, making adjustments based on student feedback, industry trends, and academic performance.

Policy/Procedure	Description	Responsible Body
Program Learning Outcomes (PLOs)	Defines the knowledge, skills, and competencies to be achieved	Departmental Committees, Faculty
Course Learning Outcomes (CLOs)	Specifies the intended learning outcomes for each course	Faculty, Board of Studies
Assessment and Grading Policies	Outlines evaluation methods, grading criteria, and feedback mechanisms	Faculty, Academic Council
Curriculum Mapping	Ensures alignment of courses with PLOs and CLOs	Faculty, Board of Studies

Program Review and Monitoring	Periodic evaluation of program effectiveness and relevance	Departmental Review Committee, Academic Council
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VII. Implement structured approval processes for taught programmes and research degrees, ensuring compliance with the National Qualifications Framework of Pakistan and international best practices.

The International Islamic University, Islamabad (IIU) has established structured approval processes for both taught programs and research degrees to ensure compliance with the National Qualifications Framework (NQF) of Pakistan and international best practices. These processes involve multiple levels of review and approval to guarantee the alignment of academic programs with both national and global standards. For taught programs, IIU follows a comprehensive approval process through the Departmental Committee, Board of Studies, Board of Faculty, and Academic Council, ensuring that all programs meet the NQF criteria and incorporate international best practices in curriculum design, teaching methodologies, and assessment standards. For research degrees (MS and PhD), IIU implements a similar approval structure, with additional emphasis on research methodologies, supervision guidelines, and ethical standards. Research programs are aligned with international research frameworks, ensuring that IIU's graduate students produce research that meets global academic standards.

Program Type	Approval Process	Compliance Focus
Taught Programs	Departmental Committee → Board of Studies → Board of Faculty → Academic Council	National Qualifications Framework (NQF), International Best Practices
Research Degrees (MS/PhD)	Departmental Committee → Research Advisory Board → Academic Council	Research Methodologies, International Standards
Program Review & Feedback	Continuous assessment, industry advisory input, alumni feedback	Program Alignment, Continuous Improvement

VIII. Establish rigorous monitoring and review processes to verify whether Pakistan's threshold academic standards are met and institutional academic precepts are maintained, including programme self-assessment reports (SAR).

The International Islamic University, Islamabad (IIU) has implemented rigorous monitoring and review processes to ensure that Pakistan's threshold academic standards are consistently met, and institutional academic principles are upheld. IIU adheres to the Higher Education Commission (HEC) standards and employs a structured system for program evaluation. Each program undergoes annual self-assessment reviews (SAR), which include feedback from faculty, students, and external stakeholders, along with programmatic performance metrics. The Departmental Review Committee oversees the preparation of these SARs, and they are then evaluated by the Board of Faculty and Academic Council to ensure compliance with the National Qualifications Framework (NQF) and international standards.

In addition, IIU conducts external reviews and peer evaluations as part of its continuous improvement cycle, ensuring that the university maintains high academic standards and aligns with both national and global educational expectations.

Process	Description	Responsible Body
Program Self-Assessment Report (SAR)	Annual evaluation of program effectiveness and alignment with academic standards	Departmental Review Committee, Board of Faculty
Annual Academic Review	Comprehensive evaluation of teaching quality, student performance, and research output	Academic Council, Program Review Committees
External Review and Accreditation	Third-party evaluations for program and institutional quality assurance	HEC, International Accrediting Bodies
Feedback Mechanisms	Collecting input from students, alumni, and industry partners	Departmental Committees, Career Services

These thorough review mechanisms ensure that IIU's programs continuously meet the academic standards set by HEC, maintain high quality assurance practices, and support institutional goals for academic excellence and student success.

IX. Regularly evaluate the quality of curricula and assessment systems concerning learning outcomes, generating programme-wide reports for continuous improvement through self-program reviews for effectiveness and enhancement (Self-PREE).

The International Islamic University, Islamabad (IIU) conducts regular evaluations of its curricula and assessment systems to ensure alignment with learning outcomes and to foster continuous improvement. IIU implements the Self-Program Review for Effectiveness and Enhancement (Self-PREE) as part of its commitment to quality assurance.

The Self-PREE process involves comprehensive program-wide assessments where faculty evaluate how effectively curricula, teaching methodologies, and assessments meet the Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs). These reviews are supplemented with student feedback, peer evaluations, and external assessments, ensuring that programs are adaptable and responsive to changing educational and industry needs.

Each program generates a Self-PREE report that highlights areas for improvement and implements corrective measures to enhance the learning experience. This approach ensures that IIU's academic offerings evolve to meet both national and international standards of academic excellence.

X. Automate data collection and analysis processes to track graduate achievements, maintain the reliability and validity of assessments, and verify student competencies.

The International Islamic University, Islamabad (IIU) has implemented automated systems to streamline data collection and analysis processes, ensuring effective tracking of graduate achievements, the reliability and validity of assessments, and the verification of student competencies.

IIU utilizes advanced Campus Management Systems (CMS) and Learning Management Systems (LMS) to collect real-time data on student performance, including grades, attendance,

and project outcomes. This system enables the university to maintain accurate and up-to-date records of student progress and competency levels across all programs.

Automated data analysis tools are used to generate reports on graduate achievements, allowing IIU to evaluate learning outcomes and adjust teaching methodologies accordingly. Furthermore, the system supports assessment validation, ensuring that exams and assignments are consistent with Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs).

System	Purpose	Key Features
Campus Management System (CMS)	Tracks student performance, grades, and academic progress	Real-time data access, reporting capabilities
Learning Management System (LMS)	Supports assessment submission, feedback, and competency tracking	Online grading, assignment tracking, feedback loops
Automated Data Analysis Tools	Analyzes graduate outcomes, assessment effectiveness, and competencies	Real-time reports, trend analysis, decision support
Assessment Validation System	Ensures the reliability and consistency of assessments	Alignment with PLOs/CLOs, calibration of grading standards

XI. Design programmes to ensure student learning experiences align with set objectives and intended learning outcomes.

The International Islamic University, Islamabad (IIU) ensures that all academic programs are meticulously designed to align student learning experiences with the set objectives and intended learning outcomes (ILOs). This is achieved through a rigorous process of curriculum mapping, where each course's content, teaching methods, and assessment strategies are explicitly linked to the Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs).

Faculty members are involved in regular curriculum reviews to ensure that the learning activities, such as lectures, discussions, practical sessions, and fieldwork, directly support the achievement of the desired learning outcomes. Additionally, IIU employs student-centered teaching methods that foster active engagement and deep learning, ensuring that students gain the required knowledge, skills, and competencies.

Program Element	Alignment Strategy	Responsible Body
Course Content	Curriculum mapping to align with PLOs and CLOs	Departmental Committees, Faculty
Teaching Methodologies	Active learning strategies (e.g., case studies, group work, discussions)	Faculty, Academic Council
Assessment Methods	Designing assessments that reflect PLOs and CLOs (exams, projects, presentations)	Faculty, Assessment Committee
Feedback and Reflection	Regular feedback loops from students to ensure continuous alignment with ILOs	Faculty, Student Services

By aligning all program elements with learning objectives and outcomes, IIU ensures that students receive a cohesive and effective educational experience, contributing to academic success and career readiness.

XII. Align academic programmes with the needs of students, employers, and society.

The International Islamic University, Islamabad (IIU) ensures that its academic programs are aligned with the evolving needs of students, employers, and society. The university engages in continuous dialogue with industry leaders, employers, and community stakeholders to shape curricula that reflect current trends and market demands.

IIU incorporates internships, industry collaborations, and practical experiences into its programs to enhance employability and ensure graduates possess the skills and knowledge required by the job market. Additionally, the university emphasizes entrepreneurial thinking and social responsibility, preparing students to make meaningful contributions to society.

Stakeholder	Alignment Strategy	Examples
Students	Curriculum reflects academic interests, career aspirations, and personal development	Academic advising, elective courses, skill-building workshops
Employers	Collaborations with industry to ensure graduates possess in-demand skills	Internships, industry projects, career fairs
Society	Program initiatives addressing societal issues and contributing to social development	Community outreach, sustainability programs, social responsibility courses

XIII. Ensure that qualifications derived from a programme are accurately specified, clearly communicated, and correspond to the appropriate level in the National Qualifications Framework for higher education.

The International Islamic University, Islamabad (IIU) ensures that all qualifications awarded through its academic programs are accurately specified, clearly communicated, and fully aligned with the National Qualifications Framework (NQF) for higher education. IIU explicitly states the level of qualification in its program brochures, syllabi, and official documents, ensuring that students and stakeholders clearly understand the academic level of each program. The Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) are aligned with the NQF, ensuring that qualifications reflect the appropriate academic level, competencies, and knowledge. IIU also ensures that the grading criteria and degree requirements meet the expectations set by the Higher Education Commission (HEC), promoting transparency and clarity in the awarding of degrees.

XIV. Ensure academic programmes are outcomes-led and competency-based.

The International Islamic University, Islamabad (IIU) ensures that all academic programs are outcomes-led and competency-based by designing curricula that focus on Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs). These outcomes are clearly defined to align with national educational standards and the National Qualifications Framework (NQF), ensuring that students acquire both the knowledge and skills necessary to meet professional and societal demands. IIU's programs are structured to promote active learning and skills development through a competency-based approach that emphasizes practical experience, critical thinking, and problem-solving. Assessments, including projects, exams, and presentations, are designed to measure students' mastery of competencies, ensuring that

graduates are not only knowledgeable but also equipped with the abilities needed in their respective fields.

Standard 9: Admission, progression, assessment, and certification

Introduction

The standard 9 focusing on policies and mechanisms that govern all phases of the student life cycle—from admissions and academic progression to assessment strategies, academic appeals, certifications, and graduation. The document outlines the university's structured and transparent approach to maintaining academic integrity and fostering an inclusive learning environment..

Expectation outcome indicators (EOIs)

The institution should:

- I. Establish an institutional mechanism to admit students whose aptitude, academic interests, educational goals, and abilities align with the institutional mission and objectives.***
- II. Implement a transparent, reliable, valid, and inclusive admissions policy, supported by well-defined institutional mechanisms and processes that ensure quality learning opportunities and produce highly skilled and responsible global citizens.***

The university's admission process aligns with its mission to integrate contemporary knowledge with Islamic teachings. The institution currently offers 64 undergraduate and 89 graduate degree programs across 37 departments under 11 faculties. A Faculty of Medicine is planned for future expansion. The policy is inclusive, catering to diverse socioeconomic backgrounds and international applicants.

Candidates are admitted based on academic interests and goals. Program-specific eligibility criteria are defined, and students may apply to a maximum of five undergraduate programs. Graduate applicants apply to specialized programs aligned with their qualifications and are assessed through aptitude tests and interviews. (Admission Policy for Undergraduate and Graduate Programs---Annexed)

The University grants admissions to the candidates based on their academic interests and educational goals, since the eligibility criteria for every program is defined and candidates apply for the desired program or select their Program choices (maximum 5) for undergraduate programs according to their preference. For graduate programs, the candidate only opts for the specialized graduate program, based on their relevant qualification in the field, which is aligned with their academic interest and educational goals, further ascertained through aptitude tests and interviews.

The university uses a multi-platform marketing strategy that encompasses print, electronic, and social media to target various audiences. Digital marketing platforms include Google Display Campaigns, Facebook Campaigns, and YouTube Campaigns. (Marketing Strategy/Statistics--Annexed).

Undergraduate Admissions

- i. Admissions are merit-based and digitally processed, with clearly defined eligibility criteria for all the programs.
- ii. While most programs determine eligibility through Previous Qualification Marks (PQM), Engineering, Computing, and LLB programs require aptitude tests due to their specialized nature.

Graduate Admissions

- i. A standardized and merit-based process ensures fairness and compliance with national standards.
- ii. Admission tests (GRE/GAT Subject or equivalent) are mandatory with minimum passing thresholds—50% for MS/M.Phil and 60% for PhD.
- iii. PhD candidates must submit a Statement of Purpose to confirm clarity of research direction.
- iv. Centralized committees manage graduate admissions to ensure transparency.

III. Develop a progression policy that enables students to develop as independent learners, study their chosen subject(s) in depth, and enhance their analytical, critical, and creative thinking abilities.

In 2024, the university revised the scheme of studies for all degree programs by introducing Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs). Each course component includes defined cognitive level requirements. The revised curriculum promotes interdisciplinary education through flexible pathways, including cross-disciplinary major and minor combinations.

(Academic Council's Decision/Notifications—Annexed)

Academic Advising and Mentor-ship

- i. Each department assigns an academic advisor to assist students in course registration and specialization.
- ii. Advisors ensure adherence to the study scheme and academic policies.

Early Intervention for Struggling Students

- i. Students with a CGPA below 2.00 are placed on academic probation and provided with advisory support.
- ii. Credit hour registration limits are imposed to support academic recovery.
- iii. Students who fail to improve within three semesters may be subject to termination but can reapply under defined conditions.

Internship and Community Service Requirements

- i. The undergraduate education policy mandates participation in internships, research, and social service. A 6–8 week internship (three credit hours) is required and is evaluated by faculty and field supervisors. The Youth Development Center (YDC) facilitates compliance by organizing internships and training.
- ii. Internship and community service policies are aligned with the curriculum and aim to offer students practical experience and social responsibility training. (Internship and Community Support Program Policies---Annexed)

Development of Independent Learning and Analytical Skills

The Academic Regulations (Spring 2024) include a progression policy aimed at fostering independent learning, critical thinking, and creativity. General education courses (minimum 30 CH) develop problem-solving and communication skills. Students participate in capstone projects, research activities, and internships for applied learning. Graduate programs emphasize independent learning through coursework and thesis work (6 CH for MS, 36 CH for PhD), culminating in public thesis defense and viva voce examinations. (Rules & Regulations for Undergraduate and Graduate Programs---Annexed)

IV. Implement a certification and credit award policy that ensures every student demonstrates the intended learning outcomes for their qualification.

Academic progression is contingent on students meeting the required academic standards. A minimum CGPA threshold must be maintained for continued enrollment and graduation eligibility. Policies provide guidelines for academic probation, remedial support, and dismissal procedures for students falling below the required performance threshold. A structured credit hour and degree requirement policy is in vogue, ensuring students demonstrate learning mastery before degree completion.

- i. Credit awards are based on demonstrated outcomes and course nature (theory/practical).
- ii. Credit transfer policies exist under specific conditions, subject to university approvals.
- iii. Standardized certification mechanisms ensure consistency across programs.

(Refer Academic Rule Regulations).

Undergraduate Students:

Completion of 120–192 credit hours, minimum CGPA of 2.00, and mandatory internships/capstone projects.

Graduate Students:

MS/M Phil: 30 credit hours (24 coursework + 6 thesis), with a minimum CGPA of 2.70/4.00.

PhD: 54 credit hours (18 coursework + 36 research), with a minimum CGPA of 3.0.

Comprehensive exams are mandatory for PhD students' post-coursework.

Remedial courses assigned for low CGPA recovery.

V. Establish a robust assessment mechanism to ensure credit and qualifications are awarded only when relevant learning outcomes have been demonstrated through meaningful assessment, satisfying both Pakistan's threshold academic standards and institutional academic standards. The controller of exams and relevant stakeholders must be well-versed in best practices, trends, and tools for assessment.

The Assessment policies are a mix of formative (continuous) assessment for semester evaluation: quizzes, assignments, presentations, and projects, alongside mid-term examination; and summative (final) assessment through terminal examination. Clearly defined evaluation mechanism is in place to assess learning outcomes and cognitive abilities of the students. (Refer Academic Rule Regulations).

- i. Semester evaluation structure:
 - Mid-term exam: 25%
 - Continuous assessments (quizzes, assignments, term papers, presentations etc.): 25%
 - Final exam: 50%
- ii. Graduate students undergo internal and external thesis evaluations, adhering to plagiarism policies (similarity index $\leq 19\%$).
- iii. Assessments are aligned with course learning outcomes and include written exams, projects, case studies etc.

This balanced assessment approach ensures ongoing evaluation, active learning, and student engagement throughout the semester.

VI. Ensure assessment scheduling and frequency effectively measure student achievement of intended learning outcomes and support student learning.

Assessment Scheduling and Frequency is clearly defined in rules: Quizzes, semester projects, term papers are scheduled during the span of the 04 months' (16-weeks) semester and Mid-term examinations during the mid- of the semester. The frequency for quizzes and other assessments is also defined in the course files of each course, as per policy. (Reference--- Academic Rules & Regulations).

VII. Publish and consistently implement clear mechanisms, criteria, and standard operating procedures (SOPs) for marking and grading assessments.

VIII. Ensure robust marking and moderation mechanisms that involve external stakeholders to maintain assessment integrity.

- i. Standardized grading rubrics and policies are in vogue, published and iterated frequently to ensure uniformity across faculties. The university follows an absolute grading system on a 4.00 GPA scale, with clearly defined grade points and percentage equivalencies. Additionally, faculty members are required to maintain course files, which include grading criteria, assessment weight-age, and evaluation policies with predefined cognitive measures, ensuring transparent and standardized grading practices across all departments.
- ii. Absolute grading system on a 4.00 GPA scale:
 - A (80% & above) – 4.00 GPA
 - B+ (75-79%) – 3.50 GPA
 - B (70-74%) – 3.00 GPA (minimum passing for PhD)
 - C+ (65-69%) – 2.50 GPA (minimum passing for MS/M.Phil)
 - C (60-64%) – 2.00 GPA
 - D+ (55-59%) – 1.50 GPA
 - D (50-54%) – 1.00 GPA (minimum passing for undergraduate)

- F (Below 50%) – 0.00 GPA (Failure)
- iii. Semester-wise CGPA calculations and probation policies ensure academic monitoring and student success. Probation range for Undergraduate degree programs is 1.00-2.00 CGPA, for MS/LLM, the probation range is between 1.70-2.70 CGPA and for PhD programs, it is between 2.00-3.00 CGPA.
- iv. Reassessment available in exceptional cases (with 'I' grade) within 4 weeks.
- v. Every department shall constitute an Examination committee, with the recommendation of the concerned Dean and approval of VP (academics). The committee shall ensure smooth conduct of the examination process, timely submission of results to the Examination Section and shall also review a few evaluated answer scripts/ papers, to ensure uniformity of scoring & covering of the course content.
- vi. The committee shall comprise of following members: -
 - a) Respective Chairperson/Head of the Department.
 - b) Two senior faculty members (Associate/Assistant Professor) from the same department.
 - c) A faculty member from another department of the same faculty.
- vii. Industry experts and external reviewers assess final projects and viva exams.

IX. Provide students with appropriate feedback on assessed work that promotes learning and facilitates improvement.

Feedback on continuous semester evaluations: including, quizzes, assignments, projects, Mid-term examination are shared with students through written comments. and one-on-one discussions. Rubrics are also well-defined regarding the requisite performance standards. Likewise, feedback mechanisms/practices post-final exams are in vogue, helping students' understand and learn from their mistakes.

X. Publish a transparent procedure for academic appeals.

- i. A Student Grievance Committee, led by senior faculty, handles academic complaints.
- ii. Appeals may involve rechecking, disciplinary reviews, or UMCC cases.
- iii. Published and disseminated policy for academic appeal, is part of the academic regulations.
- iv. Final decisions are endorsed by the VP (Academics) to ensure accountability.

Identified Gap (s) and Recommendations

Standardization of Assessment Feedback:

Departments should adopt uniform feedback mechanisms, including review sessions and post-exam consultations, to strengthen student learning outcomes.

Conclusion: The University has a well-defined structure comprehensively covering the admission process, progression policies, assessment mechanisms, credit award system, and academic appeal process, aligning with the EOIs regarding Standard 9. The policies in vogue serve as key indicators of institutional fairness, transparency, and academic excellence.

Standard 10: Student support services

Expectation

Standard 10 focuses on the comprehensive student support services that are essential for fostering a supportive and inclusive learning environment. It highlights the importance of providing students with the necessary resources and services that enhance their academic success, personal development, and well-being throughout their university experience. These services include academic advising, counseling, career guidance, extracurricular opportunities, and access to learning resources such as libraries and technology. The standard stresses the need for institutions to create a holistic support system that addresses both academic and non-academic needs, ensuring that students are equipped to succeed in their studies and prepared for their professional careers. It also emphasizes the significance of student engagement, encouraging institutions to develop policies and practices that actively involve students in shaping their learning experiences and university life. By investing in strong support structures, institutions can foster student satisfaction, retention, and overall success..

Expectation outcome indicators (EOIs)

The institution should:

I. Establish an institutional mechanism to include student voices in decision-making processes for academic improvement.

The International Islamic University, Islamabad (IIUI) acknowledges the importance of incorporating student voices in academic decision-making. While student support services such as career counseling and mentoring are in place, the university aims to formalize a structured mechanism through regular feedback sessions, student forums, and consultative committees to ensure students' input is actively integrated into academic improvement processes.

II. Provide developmental and remedial learning opportunities, particularly in areas critically relevant to students' future success.

The International Islamic University, Islamabad (IIUI) offers developmental and remedial learning opportunities through various programs, including academic workshops, tutoring services, and study skills support. These initiatives are designed to help students strengthen their academic foundation and improve in areas crucial for their future success, such as critical thinking, research skills, and communication abilities. IIUI also provides tailored support for students who require assistance in specific subjects, ensuring that they are well-prepared for their careers and further academic pursuits.

III. Implement a well-defined institutional mechanism and forums to resolve student grievances in a timely manner.

The International Islamic University, Islamabad (IIUI) has established a clear mechanism for addressing student grievances, ensuring timely resolution. The university operates dedicated grievance redressal forums, including student counseling services and student affairs offices, where students can submit complaints or concerns. These forums are designed to provide a fair and transparent process for addressing academic and non-academic issues. Regular monitoring

and follow-up are conducted to ensure that grievances are resolved promptly, maintaining a positive and supportive campus environment.

IV. Ensure equal opportunities and resources for extracurricular activities for all students (males and females).

The International Islamic University, Islamabad (IIUI) is committed to providing equal opportunities and resources for extracurricular activities to all students, regardless of gender. The university offers a wide range of sports, cultural events, student clubs, and academic societies that are accessible to both male and female students. IIUI ensures equal representation in all student-led initiatives and provides adequate resources, such as facilities, funding, and support, to ensure that every student has the opportunity to participate and benefit from these activities.

V. Provide basic quality services, including spacious and hygienic cafeterias, well-equipped library facilities, common rooms for female students, psychological counseling, first aid, and ambulance services on campus.

The International Islamic University, Islamabad (IIUI) is dedicated to providing basic quality services that support student well-being and academic success. The campus is equipped with spacious, hygienic cafeterias, a well-equipped library, and common rooms for female students to ensure a comfortable and inclusive environment. Additionally, IIUI offers psychological counseling services, first aid, and ambulance services to address the health and mental well-being of students, ensuring their needs are met in a timely and efficient manner.

VI. Develop and implement a policy for establishing a Student Council for Academic Learning & Enhancement (SCALE), with a written constitution, defined rules, and SOPs for student engagement in quality assurance and decision-making forums such as IQC.

The International Islamic University, Islamabad (IIUI) recognizes the importance of student involvement in academic learning and enhancement. The university is in the process of developing a policy for establishing the Student Council for Academic Learning & Enhancement (SCALE). This will include a written constitution, defined rules, and Standard Operating Procedures (SOPs) to facilitate student participation in quality assurance processes and decision-making forums such as the Institutional Quality Council (IQC). This initiative aims to strengthen student engagement and ensure that their voices contribute to the continuous improvement of academic programs.

VII. Solicit and incorporate student and stakeholder feedback in designing and delivering student support services.

The International Islamic University, Islamabad (IIUI) actively seeks and incorporates feedback from students and stakeholders to improve and design student support services. Regular surveys, focus groups, and informal discussions are conducted to gather input on services such as counseling, career support, extracurricular activities, and academic advising. This feedback is used to refine and enhance services, ensuring that they meet the evolving

needs of the student body and align with the university's mission of providing comprehensive support for academic and personal success.

VIII. Ensure that everyone involved in supporting student learning is appropriately qualified, supported, and developed.

The International Islamic University, Islamabad (IIUI) ensures that all staff involved in supporting student learning, including academic advisors, counselors, librarians, and student services personnel, are appropriately qualified and provided with continuous professional development. The university offers training programs, workshops, and seminars to enhance their skills in areas such as student engagement, academic support, and career guidance. IIUI is committed to fostering a supportive environment where all personnel are equipped with the tools and knowledge necessary to effectively contribute to student success and well-being.

IX. Maintain readily accessible learning resources such as subject-specific studios and laboratories, general resources like libraries and learning centers, and student support services including academic tutorials, career guidance, and counseling.

The International Islamic University, Islamabad (IIUI) ensures that learning resources are readily accessible to students. This includes subject-specific studios, laboratories, and general resources such as well-equipped libraries and learning centers. IIUI also provides comprehensive student support services, including academic tutorials, career guidance, and counseling services to enhance students' academic success and personal development. These resources are designed to foster a conducive learning environment and are easily accessible to all students, supporting their academic journey and future career aspirations.

X. Maintain physical, virtual, and social learning environments that are safe, accessible, and reliable, fostering a culture of dignity, courtesy, and respect.

The International Islamic University, Islamabad (IIUI) is committed to maintaining safe, accessible, and reliable learning environments across physical, virtual, and social spaces. The university ensures that its campuses are equipped with necessary safety measures, including security and emergency protocols, while its virtual learning platforms provide secure access to resources. IIUI also fosters a culture of dignity, courtesy, and respect by promoting inclusive practices and respectful interaction among students, faculty, and staff. These efforts contribute to a supportive and positive environment that encourages academic and personal growth for all members of the university community.

XI. Provide social and recreational facilities, including student societies and clubs.

The International Islamic University, Islamabad (IIUI) offers a wide range of social and recreational facilities to enrich students' campus life. These include student societies, clubs, and various extracurricular activities that promote personal development, leadership, and community engagement. IIUI encourages students to participate in cultural events, sports competitions, and interest-based clubs, fostering a balanced and engaging environment that supports both academic and personal growth. These opportunities provide students with a well-rounded experience, helping them build skills and connections outside the classroom.

XII. Establish an institutional policy on alumni engagement, maintaining an up-to-date alumni database, allocating reasonable budgets, and actively involving alumni in academic and institutional improvements.

The International Islamic University, Islamabad (IIUI) is in the process of developing a comprehensive alumni engagement policy. This policy will ensure the maintenance of an up-to-date alumni database, allocation of reasonable budgets for alumni-related activities, and active involvement of alumni in academic and institutional improvements. IIUI aims to strengthen its relationship with alumni by encouraging their participation in mentoring programs, career services, and advisory boards. Additionally, the university plans to involve alumni in providing feedback on academic curricula and institutional development, fostering a continuous cycle of improvement and strengthening the connection between graduates and the institution.

Standard 11: Impactful teaching and learning and community engagement

Introduction

Standard 11 emphasizes the essential role of teaching and learning frameworks that enable students to develop as independent learners and gain in-depth knowledge of their chosen subjects. The focus is on fostering critical thinking, creativity, and analytical skills, which are vital for success in an ever-changing global environment. This standard also highlights the need to empower students to actively contribute to societal well-being by fostering empathy, particularly for marginalized groups. Incorporating the Sustainable Development Goals (SDGs) into the institution's teaching and learning principles is central to ensuring that students and faculty address both local and global challenges. Through a structured approach to pedagogical effectiveness, collaborative learning, and the use of technology, this standard aims to shape well-rounded graduates capable of making meaningful contributions to their communities. The emphasis on research, reflection, and continuous improvement ensures that educational practices remain aligned with global standards and societal needs, fostering both academic and community engagement for social equity and lifelong learning.

Expectation outcome indicators (EOIs)

The institution should:

I. Create an enabling environment to support teaching with technology.

The International Islamic University, Islamabad (IIUI) has developed an enabling environment to support technology-integrated teaching through the provision of digital learning tools, LMS platforms, IT infrastructure, and smart classrooms. Faculty members receive training in digital pedagogies, and the university continues to expand access to online resources and technological aids to enhance instructional delivery and student engagement.

II. Develop support systems that promote the pedagogical effectiveness of academic staff.

The International Islamic University, Islamabad (IIUI) has instituted structured support systems to enhance the pedagogical effectiveness of academic staff. These include continuous professional development programs, workshops, and training modules focused on innovative teaching methodologies, assessment techniques, and curriculum design. The university's academic staff training record evidences its commitment to strengthening faculty capacity in both traditional and technology-enhanced pedagogies.

III. Foster collaborative environments that enhance teaching and learning through the scholarship of teaching and learning.

The International Islamic University, Islamabad (IIUI) promotes a collaborative academic environment by encouraging interdisciplinary dialogue, faculty peer learning, and research in pedagogy. Faculty development initiatives and academic seminars are organized to share best practices and promote the scholarship of teaching and learning (SoTL), fostering innovation and continuous improvement in instructional strategies.

IV. Ensure that teaching and learning practices are informed by reflection, evaluation of professional practice, and subject-specific and educational scholarship.

The International Islamic University, Islamabad (IIUI) emphasizes reflective teaching practices and the continuous evaluation of professional performance. Faculty members are encouraged to engage in subject-specific research and educational scholarship, with structured feedback mechanisms, self-assessment, and peer evaluations forming part of the institutional culture. These practices help align teaching methods with evolving academic standards and student needs.

V. Collect and analyze information to continuously improve learning opportunities and teaching practices.

The International Islamic University, Islamabad (IIUI) systematically collects and analyzes data through student feedback, course evaluations, and teaching performance reviews to assess and enhance learning opportunities. These insights inform curriculum revisions, faculty training programs, and pedagogical improvements, ensuring a responsive and continuously improving teaching and learning environment.

VI. Provide students with clear and current information on available learning opportunities and support systems.

The International Islamic University, Islamabad (IIUI) ensures that students have access to up-to-date information on learning opportunities and academic support systems through official channels such as the university website, student portals, prospectuses, and departmental notices. These platforms provide details on academic programs, learning resources, counseling services, and co-curricular support, facilitating informed student engagement and academic success.

VII. Encourage students to engage actively with learning opportunities and shape their educational experiences.

The International Islamic University, Islamabad (IIUI) fosters active student engagement through interactive teaching methods, project-based learning, student societies, and feedback mechanisms.

VIII. Offer students regular opportunities to monitor their progress, reflect on feedback, and engage in dialogue with faculty.

The International Islamic University, Islamabad (IIUI) provides students with regular academic evaluations, graded assignments, and mid-term assessments, enabling them to monitor their academic progress. Faculty members offer constructive feedback and maintain open channels of communication through office hours, tutorials, and advising sessions, fostering continuous academic dialogue and reflective learning.

IX. Direct institutional efforts toward making contributions to the community through relevant SDGs, ensuring research and teaching priorities address local and global challenges.

The International Islamic University, Islamabad (IIUI) aligns its teaching, research, and outreach programs with the Sustainable Development Goals (SDGs) by addressing issues such as quality education, gender equality, peace and justice, and sustainable communities. Community engagement initiatives, policy-oriented research, and public service programs are designed to tackle local and global challenges, reinforcing IIUI's commitment to socially responsible higher education.

X. Establish institutional mechanisms to educate students about SDGs and encourage their participation in active community engagement practices.

The International Islamic University, Islamabad (IIUI) promotes awareness of the Sustainable Development Goals (SDGs) through academic integration, student seminars, community service programs, and extracurricular initiatives. Institutional mechanisms such as the Community Support Program (CSP) encourage students to participate in social development projects, fostering civic responsibility and direct engagement with national and global development priorities.

Standard 12: Research, innovation, entrepreneurship, and industrial linkage

Introduction

Standard 12 underscores the vital role of higher education institutions in fostering a dynamic ecosystem of research, innovation, entrepreneurship, and collaboration with industry. It calls for universities to establish a conducive environment where academic inquiry and applied knowledge contribute meaningfully to societal and industrial development. Institutions are expected to promote interdisciplinary and impactful research, uphold academic integrity, and support commercialization efforts through structured mechanisms such as ORICs and Business Incubation Centers. Standard places particular emphasis on developing robust institutional policies that align research priorities with national and global development agendas, including the Sustainable Development Goals (SDGs). It encourages the creation of postgraduate research programs that meet international quality benchmarks and prepare graduates to tackle complex challenges through ethical and evidence-based practices.

Furthermore, Standard 12 stresses the importance of intellectual property management, industry linkages, and entrepreneurial training that translates academic research into practical, scalable solutions. It also highlights the need for transparent research progression protocols, stakeholder engagement, and periodic policy reviews to ensure responsiveness to changing industrial and social needs. Through these collective efforts, institutions are expected to not only generate knowledge but also drive economic growth and innovation on both national and international fronts..

Expectation outcome indicators (EOIs)

The institution should:

I. Develop a well-defined policy on research, innovation, and entrepreneurship.

The International Islamic University Islamabad (IIUI) has a strong system in place to support research, innovation, and entrepreneurship, matching its long-term goals and national education priorities. A key part of this system is the IIUI Research Grant Management System, which ensures fair and transparent distribution of research funds (International Islamic University Islamabad [IIUI], 2024a). Researchers are encouraged to work on interdisciplinary projects, especially those tackling major issues like climate change, renewable energy, and sustainable development, as highlighted in the university's Climate Action Plan and Sustainable Procurement Policy (IIUI, 2024a).

To help faculty and students share their work globally, the Travel Grant Policy provides funding for attending international conferences. The university also maintains strict ethical standards through its Ethical Standard Policy & Framework, while the IP Policy protects researchers' intellectual property, making it easier to turn ideas into real-world solutions (IIUI, 2024a).

IIUI actively promotes entrepreneurship through its Business Incubation Centre, which supports start-ups with mentorship, workspace, and funding connections. The Centre focuses on projects that align with sustainability and social impact, following guidelines from the Waste Reduction and Renewable Energy Usage Policies (IIUI, 2024a). Partnerships with businesses and international institutions are strengthened through the Policy for Linkages, which encourages joint research and technology sharing. Faculty members can also work with

external organisations under the Consultancy Policy, applying their expertise to practical challenges (IIUI, 2024a).

Students are given plenty of opportunities to innovate, including scholarships, hackathons, and competitions, helping them develop creative problem-solving skills. By combining sustainability, ethical research, and collaboration, IIUI creates an environment where academic work leads to real-world progress (IIUI, 2024b).

Through these efforts, IIUI is building a reputation as a centre for innovation and leadership, supporting Pakistan's development and contributing to global knowledge (IIUI, 2024b).

II. Establish a comprehensive policy on intellectual property rights.

The Intellectual Property (IP) Policy at the International Islamic University, Islamabad (IIUI) provides a clear and practical framework for creating, owning, and managing intellectual assets. It outlines the rights and responsibilities of faculty, students, researchers, and staff—especially when university resources are used in developing new ideas. The policy encourages early disclosure of innovations and offers support for securing legal protection through patents or other means, ensuring that creativity is both encouraged and safeguarded (International Islamic University Islamabad [IIUI], 2024a).

A key strength of the policy is its focus on fair benefit-sharing, making sure that both the creators and the university are properly recognised and rewarded. Beyond just rules, the policy actively promotes an innovation-friendly culture by recommending dedicated IP support teams or technology transfer offices. These help researchers navigate the complexities of IP management with practical guidance (IIUI, 2024b).

The policy also includes clear guidelines on revenue sharing, collaboration agreements, and dispute resolution, which not only protect intellectual property but also strengthen partnerships with industry and other institutions. By balancing ethical standards with real-world impact, the policy reflects IIUI's commitment to academic excellence, innovation, and meaningful contributions to society (IIUI, 2024a).

III. Promote innovation and entrepreneurship through institutional initiatives and platforms such as Offices of Research, Innovation, and Commercialization (ORIC) and Business Incubation Centers (BICs).

The International Islamic University Islamabad (IIUI) actively promotes innovation and entrepreneurship through its Offices of Research, Innovation, and Commercialisation (ORIC) and Business Incubation Centre (BIC). These hubs organise regular workshops, seminars, and competitions to help students and faculty develop business skills and turn ideas into real-world solutions. By providing these opportunities, IIUI creates an environment where creative thinking and sustainable ventures can thrive (IIUI, 2024b).

The university strengthens industry connections through strategic partnerships that help turn academic research into market-ready products. Events like business competitions, research showcases, and open houses bridge the gap between classroom learning and industry needs. These efforts expand research impact while getting students involved in national innovation efforts (IIUI, 2024b).

IIUI plays an active role in national economic growth by supporting start-ups in key areas like healthcare tech and clean energy. The university's participation in innovation expos and investment forums highlights its commitment to solving real-world problems. These initiatives also help attract funding and build valuable cross-sector partnerships (IIUI, 2024b).

A structured calendar of activities coordinated by ORIC reinforces the institutional emphasis on research-led entrepreneurship. The planned events for 2025 include training workshops,

capacity-building sessions, and intellectual property seminars, all aimed at enhancing research output and its commercial viability (IIUI, 2025). These initiatives align with the university's strategic goals to integrate innovation, enterprise, and digitisation across its academic framework. By embedding entrepreneurial thinking within its core functions, the university is not only responding to national and international quality benchmarks but is also cultivating a forward-looking academic culture ready to meet future societal and economic demands (IIUI, 2024b).

IV. Offer postgraduate research programmes that meet the academic standards of the institution and reflect national expectations as outlined in the National Qualifications Framework.

The International Islamic University Islamabad (IIUI) offers postgraduate research programmes designed to meet rigorous academic standards while aligning with Pakistan's National Qualifications Framework (NQF) (IIUI, 2024a). Through its Directorate of Graduate Studies and the Board of Advanced Studies and Research (BASR), IIUI ensures its MPhil and PhD programmes combine academic excellence with practical research training. All programmes follow clear entry requirements, duration guidelines, and evaluation methods in compliance with Higher Education Commission (HEC) standards, guaranteeing consistent quality across all degrees (IIUI, 2024a).

The programmes feature a balanced approach integrating coursework with supervised research. Students benefit from experienced faculty mentorship as they progress through key milestones: developing research proposals, completing their thesis, and defending their work in viva voce examinations. This structured approach ensures original, high-impact research addressing current field challenges. IIUI carefully matches students with supervisors based on expertise, providing essential guidance for advanced academic work (IIUI, 2024a).

Quality assurance remains a priority through multiple safeguards: regular progress reviews, external thesis evaluations, and strict ethical oversight. The Quality Enhancement Cell (QEC) monitors these processes to maintain national standards. Complementing these measures, IIUI organises research seminars, training workshops, and capacity-building sessions for both students and supervisors—initiatives that support the university's Strategic Plan 2022–2026 and its emphasis on research excellence (IIUI, 2024b).

IIUI's programmes stand out through their national relevance. All postgraduate qualifications are registered with the Pakistan Qualifications Register (PQR), ensuring transparency and NQF compliance. This commitment extends beyond formal requirements, equipping graduates with the skills to make meaningful societal contributions. IIUI's postgraduate education does not just confer degrees—it develops leaders, innovators, and problem-solvers prepared to create impact in Pakistan and internationally (IIUI, 2024b).

V. Develop clear policies and regulations governing research progression, from admission to final examination and award.

The International Islamic University Islamabad (IIUI) has implemented clear, well-structured policies and procedures that guide research students throughout their entire academic journey—from initial application through to the final viva voce examination and degree conferral. These frameworks serve dual purposes: maintaining rigorous academic standards while providing students with transparent guidelines and support systems. The Directorate of Graduate Studies (DGS), in coordination with the Board of Advanced Studies and Research (BASR), ensures each phase—including admission, supervision, topic approval, thesis submission, and final examination—is managed systematically and in full alignment with

national standards set by Pakistan's Higher Education Commission (HEC) (International Islamic University Islamabad [IIUI], 2024a).

The process begins with clearly defined admission requirements, including specific academic qualifications and submission of a viable research proposal. Upon enrolment, students follow a structured academic path that may incorporate preparatory coursework before advancing to independent research. Each candidate is assigned an experienced supervisor who provides ongoing academic guidance. Key milestones—such as research proposal approval, ethics clearance, and periodic progress reviews—are formally documented to maintain accountability for both students and supervisors. This framework guarantees students receive appropriate support while upholding the programme's academic rigour (IIUI, 2024a).

Student progress undergoes regular evaluation to ensure timely advancement and maintenance of quality standards. Prior to final thesis submission, internal reviews and feedback mechanisms help refine students' work. The culminating phase involves comprehensive external thesis assessment followed by a viva voce examination. IIUI meticulously selects examiners to ensure impartial evaluation, and candidates have opportunities to respond to examination feedback before degree approval. This multilayered quality assurance process ensures only original, high-calibre research merits postgraduate certification (IIUI, 2024a).

IIUI's distinctive approach successfully balances structured processes with robust support systems. The university maintains a clearly defined research progression framework while cultivating an encouraging academic environment. These policies undergo periodic review to ensure continued alignment with national frameworks like the National Qualifications Framework (NQF) and registration with the Pakistan Qualification Register (PQR) (IIUI, 2024b). Through this dual commitment to compliance and student development, IIUI provides researchers with a transparent, supportive foundation for academic achievement that extends beyond degree completion to prepare graduates for meaningful professional contributions (IIUI, 2024b).

VI. Regularly review research regulations at local and institutional levels.

At the International Islamic University Islamabad (IIUI), reviewing research regulations goes beyond mere compliance—it's an ongoing commitment to ensuring policies remain relevant, clear, and genuinely supportive of the research community. This collaborative effort involves key offices including the Office of Research, Innovation and Commercialisation (ORIC), the Directorate of Graduate Studies, and the Board of Advanced Studies and Research (BASR). Together, they ensure all research policies align with national standards like those set by the Higher Education Commission (HEC) and the National Qualifications Framework (NQF), while remaining responsive to real-world research challenges (International Islamic University Islamabad [IIUI], 2024a).

ORIC serves as the central hub for this review process of policies relevant to research, innovation and commercialisation, actively gathering feedback from departments, faculty, and students. It works closely with the Directorate of Graduate Studies and BIC to identify effective practices and areas needing improvement. BASR maintains academic rigour by carefully reviewing proposed updates, while the Office of the Vice President (Research and Enterprise) provides strategic leadership to ensure all changes support IIUI's broader goals for research growth, innovation, and enterprise development. This coordinated approach guarantees policies are not only compliant but also practical and researcher-focused (IIUI, 2024b).

Regular reviews are conducted for key policies such as policy/guidelines for research grant management, with direct input from funding agencies to ensure alignment with their requirements and regulations. ORIC, the Directorate of Graduate Studies, and BASR collaborate continuously to assess what is working and what needs refinement. This ongoing

evaluation process, supported by BASR's academic oversight and the Vice President's strategic guidance, keeps IIUI's policies both effective and user-friendly (IIUI, 2024b).

To further strengthen this system, IIUI could establish formal feedback mechanisms like an annual review committee where researchers can share their policy experiences. Creating a dedicated advisory panel within ORIC—with representation from both faculty and students—would help ensure policy updates remain inclusive and responsive to the evolving needs of the research community. These enhancements would build on IIUI's existing commitment to maintaining dynamic, supportive research policies (IIUI, 2024a).

VII. Align institutional research policies with regional, national, and international industrial and social needs.

The International Islamic University Islamabad (IIUI) has established a robust research ecosystem, supported by comprehensive policies and the coordinated efforts of key units including ORIC, the Directorate of Graduate Studies, and the Board of Advanced Studies and Research (BASR). Under the leadership of the Vice President (Research & Enterprise), the university has formed both an ORIC Steering Committee and ORIC Forum to provide strategic guidance and intellectual direction. These bodies help align the university's research agenda with pressing societal needs, ensuring its work remains relevant to industry, government, and global challenges. While maintaining academic excellence as its cornerstone, IIUI recognises the growing importance of solution-driven research that addresses real-world problems. The Steering Committee's composition—which includes representatives from industry and research institutions—reflects this commitment to external engagement (International Islamic University Islamabad [IIUI], 2024b).

To enhance research impact, IIUI could strengthen partnerships with key stakeholders including local industries, government agencies, NGOs, and international collaborators. Establishing sector-specific advisory groups would maintain vital connections with practical challenges and emerging needs. Such engagement would not only inform research priorities but also create opportunities for collaborative projects, internships, and commercialisation—particularly through ORIC and the Business Incubation Centre (BIC). Aligning research with national priorities like Vision 2025 and global frameworks such as the Sustainable Development Goals (SDGs) would further position IIUI as a contributor to critical development challenges (IIUI, 2024b).

At the local level, deeper collaboration with businesses and social organisations could direct research toward immediate societal impact in key sectors like healthcare, education, agriculture, and technology. Internationally, IIUI could leverage existing partnerships to focus on priority areas including climate change, Islamic finance, renewable energy, and emerging technologies—fields where the university has demonstrated relevance and potential for meaningful contribution. The University may:

- Introduce thematic research groups focusing on demanding social and industrial needs, supported by seed funding and support for collaboration.
- Establish regular channels to receive feedback from partners in industry, government, and community (IIUI, 2024b)..

VIII. Establish a Research Ethics Committee (REC) to ensure the ethical integrity of research involving human participants.

The International Islamic University Islamabad (IIUI) is strongly committed to promoting ethical research, having established an Institutional Ethics Committee alongside a sub-committee on bioethics and biosafety. This sub-committee plays a key role in reviewing

research proposals and theses submitted by MS and PhD students—particularly those involving human participants or sensitive data. Although the sub-committee currently operates without formal Terms of Reference (TORs), its consistent involvement in reviewing research helps ensure that ethical standards are upheld, safeguarding the rights and well-being of participants and maintaining the integrity of the research process (International Islamic University Islamabad [IIUI], 2024a).

To build on this solid foundation, it would be valuable for the university to formally establish a Research Ethics Committee (REC) with clearly defined roles, responsibilities, and procedures. A well-structured and formally recognised REC would provide greater clarity and consistency in the ethical review process and offer researchers clearer guidance when navigating ethical issues. It would also help the university align more closely with both national and international research ethics standards. Most importantly, the formation of a formal REC would demonstrate the university's strong commitment to responsible, transparent, and participant-focused research across all areas of study (IIUI, 2024b).

IX. Maintain an Advanced Studies & Research Board (ASRB) or Board of Advanced Study and Research (BASR) with clearly defined institutional mechanisms and SOPs for fair and timely decision-making.

In line with IIUI statutes as amended up to December 2022, International Islamic University, Islamabad has well-functioning Board of Advanced Studies and Research, a statutory forum which comprises of the following members:

- President (Chairperson);
- Vice-Presidents of the IIUI
- The Deans
- Three University Professors other than Deans to be appointed by the President.
- Three Academicians other than University Teachers having research qualifications and experience in various fields of study to be appointed by the Rector:
- The Emeritus Professors of the I.I.U.

The Board is performing the following functions:

- To advise the Authorities on all matters connected with the promotion of Advanced Studies and Research in the University.
- To consider and report to the Authorities on the institution of research degrees in the University.
- To propose Regulations regarding the award of research degrees.
- To appoint supervisors for research students and to approve the subjects of thesis/dissertations.
- To recommend panels of names of examiners for research examinations after considering the proposals of the Board of Studies in this behalf; and
- To perform such other functions as may be assigned by the Board of Governors, Academic Council, and President (International Islamic University Islamabad [IIUI], 2024a).

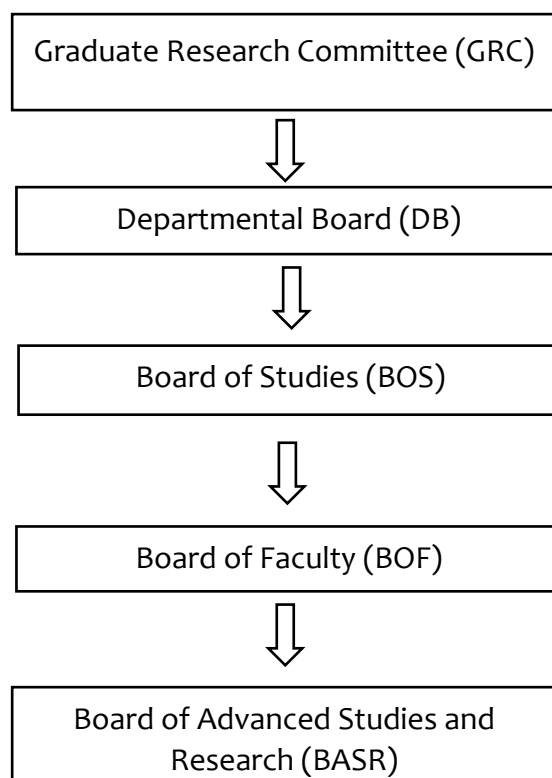
In addition, the Board, in order to facilitate students, is also considering the time barred cases of MS and PhD level students and give its recommendations to the President, IIUI and the Academic Council. In the calendar year 2024, ten (10) meetings of Board of Advanced Studies and Research were convened and the board considered/discussed/decided 291 agenda items. So far in the calendar year 2025, four meetings of the Board have been held, and 138 agenda items/student cases have been considered/discussed/decided by the BASR (IIUI, 2024b).

Before the Board, a summary of the proposal and Research Methodology is presented by the respective supervisor(s)/Dean before for approval. After approval of the BASR, the candidature of the student for PhD programme is notified by the Directorate of Graduate Studies with the following contents:

Topic

- The name & address of Supervisor and Co-Supervisor (if applicable).
- Prescribed period of submission of thesis, with clear indication of the minimum and maximum timelines, as per prescribed degree duration (IIUI, 2024b).

The research synopsis/proposals of the students are gone through the following stages to seek final approval from the Board of Advanced Studies and Research:



X. Provide students with research, innovation, and entrepreneurship opportunities within a supportive institutional framework.

The International Islamic University Islamabad (IIUI) has demonstrated significant commitment to fostering innovation and entrepreneurship, with particularly noteworthy initiatives in the Faculty of Engineering and Technology. A prime example is the university's practice of awarding financial support to the top three final year projects in each departmental cohort (International Islamic University Islamabad [IIUI], 2024b). This initiative serves multiple purposes: recognising academic excellence, encouraging practical application of knowledge, and motivating students to develop solutions with tangible real-world impact. Such support underscores IIUI's dedication to nurturing young innovators and helping transform their ideas into viable prototypes. The university also offers Research Commercialisation Seed Grants (RCSG), providing Rs. 350,000 in funding for projects with commercial potential. Through this programme, students via their supervisors can submit proposals for innovative, market-ready ideas (IIUI, 2024b). These initiatives demonstrate IIUI's commitment to supporting young innovators in developing viable prototypes and business concepts. The

combination of project funding and commercialisation grants creates valuable opportunities for students to bridge the gap between academia and industry.

Across various faculties, entrepreneurship education is being systematically integrated into curricula through specialised courses. These modules equip students with critical skills in business development, innovation management, and venture creation—competencies valuable both for launching new enterprises and driving innovation within established organisations (IIUI, 2024b). Complementing these academic offerings, the Business Incubation Centre (BIC) provides practical training programmes and workshops that effectively bridge classroom learning with real-world business challenges.

The BIC distinguishes itself through its comprehensive support system, offering free incubation services coupled with expert mentorship for student start-ups (IIUI, 2024b). This creates an ideal environment for aspiring entrepreneurs to refine their business concepts, gain practical experience, and develop confidence without financial constraints. The synergy between financial incentives, structured entrepreneurship education, and accessible incubation facilities establishes a robust ecosystem for innovation at IIUI.

To further strengthen this ecosystem, the university may consider:

- Expanding financial support to include exceptional interdisciplinary projects across all faculties, promoting cross-departmental collaboration
- Developing a formal mentorship programme connecting students with industry professionals and successful alumni
- Creating more opportunities for industry engagement through pitch sessions and investor forums
- Establishing metrics to track the long-term impact of incubated start-ups

These enhancements would build upon IIUI's existing strengths while addressing current gaps in the innovation pipeline. The university's multifaceted approach—combining financial incentives, academic integration, and practical incubation support—positions it well to cultivate the next generation of innovators and entrepreneurs in Pakistan.

XI. Ensure that students receive adequate training in research, innovation, and entrepreneurship to prepare for their careers.

The International Islamic University Islamabad (IIUI) has established a thriving ecosystem for research and entrepreneurship, systematically preparing students for successful professional futures. The Office of Research, Innovation and Commercialisation (ORIC) coordinates a robust schedule of academic activities including discipline-specific conferences, competitive research grants, and skill-building workshops. These initiatives, supported by faculty mentors and industry collaborators, serve dual purposes: developing essential research competencies while fostering creative problem-solving abilities. The university's comprehensive workshop series - covering everything from foundational research techniques to advanced thesis preparation - demonstrates its commitment to scholarly rigour and practical skill development.

Complementing these academic programmes, IIUI's Business Incubation Centre (BIC) and Science, Technology and Business Space (STBS) provide crucial launchpads for entrepreneurial ventures. These hubs offer complete innovation pipelines - from initial concept development to market implementation - through expert mentoring, incubation services, and industry networking opportunities. Regular entrepreneurship events like pitch competitions, prototype demonstrations, and executive speaker sessions have proven particularly effective in motivating students to transform ideas into viable businesses. This integrated model, combining classroom learning with hands-on commercialisation support, produces graduates who excel as both scholars and innovators.

IIUI's multidimensional approach - simultaneously advancing research excellence and entrepreneurial mindset - directly supports its strategic mission to develop solution-oriented professionals. By equipping students with both theoretical knowledge and practical implementation skills, the university is actively contributing to Pakistan's transition toward a knowledge-based economy. The consistent quality of these initiatives reflects IIUI's growing reputation as an institution that bridges academic achievement with real-world impact, ultimately cultivating leaders capable of addressing complex societal and economic challenge.

XII. Implement entrepreneurship policies and establish BICs following international best practices and HEC guidelines.

The International Islamic University Islamabad (IIUI) has established a thriving ecosystem for research and entrepreneurship, systematically preparing students for successful professional futures. The Office of Research, Innovation and Commercialisation (ORIC) coordinates a robust schedule of academic activities including discipline-specific conferences, competitive research grants, and skill-building workshops (International Islamic University Islamabad [IIUI], 2024b). These initiatives, supported by faculty mentors and industry collaborators, serve dual purposes: developing essential research competencies while fostering creative problem-solving abilities. The university's comprehensive workshop series—covering everything from foundational research techniques to advanced thesis preparation—demonstrates its commitment to scholarly rigour and practical skill development (IIUI, 2024b).

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This integrated model, combining classroom learning with hands-on commercialisation support, produces graduates who excel as both scholars and innovators. IIUI's multidimensional approach—simultaneously advancing research excellence and entrepreneurial mindset—directly supports its strategic mission to develop solution-oriented professionals (IIUI, 2024b). By equipping students with both theoretical knowledge and practical implementation skills, the university is actively contributing to Pakistan's transition toward a knowledge-based economy. The consistent quality of these initiatives reflects IIUI's growing reputation as an institution that bridges academic achievement with real-world impact, ultimately cultivating leaders capable of addressing complex societal and economic challenges.

XIII. Develop a well-structured institutional policy for industry engagement, including MOUs with industries and partnerships with trade and commerce organizations, such as chambers of commerce, the Securities and Exchange Commission of Pakistan (SECP), and regional IPO Pakistan chapters.

The International Islamic University Islamabad (IIUI) has established promising foundations for industry engagement through its recent collaborations and policy initiatives. The Business Incubation Centre (BIC) and Office of Research, Innovation and Commercialisation (ORIC) have successfully organised key events including business idea competitions, investment showcases, and motivational talks featuring industry leaders and trade organisations like the Rawalpindi Chamber of Commerce and Industry (International

Islamic University Islamabad [IIUI], 2024b). The signing of Expressions of Interest (EOIs) with prominent companies marks significant progress in connecting academic research with commercial applications (IIUI, 2024b). While these efforts demonstrate valuable progress, developing a more centralised and structured partnership policy would help ensure consistency, accountability, and long-term strategic benefits for both students and the university community.

To ensure sustained and meaningful engagement, IIUI may benefit from implementing a formal institutional policy that clearly defines procedures for initiating, managing, and assessing partnerships with industry stakeholders, regulatory bodies (such as SECP and IPO Pakistan), and regional chambers of commerce. Such a policy should prioritise mutually beneficial outcomes while establishing frameworks for intellectual property management, research collaboration protocols, and structured student-industry interaction programmes. By formalising these processes, the university can enhance the quality of its partnerships while creating more opportunities for innovation, internships, collaborative ventures, and graduate employment pathways (IIUI, 2024a).

Conclusion

The International Islamic University Islamabad (IIUI) has a strong and sustained commitment to advancing research, innovation, and entrepreneurship in line with both national development priorities and international standards. Through well-defined policies, institutional support, and structured frameworks, IIUI has created an environment that not only fosters academic excellence but also delivers tangible benefits to society.

Key achievements outlined in the report include:

- **Clear Policy Frameworks:** The University has established transparent guidelines for research, intellectual property, and ethics, ensuring a supportive and accountable environment for researchers.
- **Support for Innovation and Entrepreneurship:** Initiatives such as the Business Incubation Centre (BIC) and the Office of Research, Innovation and Commercialisation (ORIC) bridge the gap between academia and industry, enabling students and staff to turn ideas into practical, real-world solutions.
- **Commitment to Quality:** IIUI continues to uphold high academic standards through its postgraduate programmes, alignment with the National Qualifications Framework (NQF), and regular policy reviews.
- **Effective Stakeholder Engagement:** Strategic partnerships with industry, government, and international bodies ensure that research remains focused on pressing global challenges, including sustainability, climate change, and inclusive development.

Looking ahead, the University has the opportunity to build on these achievements by:

- **Encouraging Interdisciplinary Research:** Supporting collaboration across faculties to address complex, multifaceted global issues.
- **Strengthening Industry Links:** Developing formal agreements to enhance commercialisation and improve graduate employability.
- **Enhancing Ethical Oversight:** Establishing a formal Research Ethics Committee (REC) to ensure compliance with international best practices.

In summary, IIUI's structured and forward-thinking approach to research governance and innovation demonstrates a clear dedication to contributing to Pakistan's knowledge economy and the United Nations Sustainable Development Goals (SDGs). By continuing to strengthen these foundations, the University is well-positioned to nurture future leaders, scholars, and innovators who can drive sustainable progress at both national and global levels.

Standard 13: Fairness and integrity

Introduction

At the International Islamic University Islamabad (IIUI), fairness and integrity are cornerstone values that underpin all academic and administrative activities. In line with Value No. 4 of the IIUI Strategic Plan, the university is committed to upholding the highest standards of integrity and transparency in all its operations, ensuring fairness in decision-making processes, transparency in academic and administrative practices, and accountability in all aspects of university life.

Expectation outcome indicators (EOIs)

The institution should:

I. Practice and exemplify the values and ethical precepts articulated in its mission in dealing with all stakeholders.

The International Islamic University Islamabad (IIUI) is deeply committed to the principles of Islam, particularly justice, fairness, and ethical conduct, which are fundamental to its identity and mission. These values are explicitly enshrined in Value No. 1 of the IIUI Strategic Plan, serving as a guiding framework for both governance and daily operations. By embedding these principles in its policies and practices, the institution promotes a culture of integrity and moral responsibility among students, faculty, and staff. This commitment is reflected in IIUI's efforts to uphold transparency, accountability, and fairness in all its dealings, ensuring that its academic and administrative activities are conducted with the highest standards of ethical conduct. Through this dedication, IIUI fosters an environment where individuals can thrive, grow, and contribute positively to society, while adhering to the Islamic values of justice, compassion, and righteousness.

II. Have fair institutional mechanisms to safeguard the interests of students, faculty, and staff.

The International Islamic University Islamabad (IIUI) has established clear and effective mechanisms for safeguarding the rights of students, faculty, and staff, demonstrating its commitment to creating a safe and supportive environment. These mechanisms include multiple grievance redressal platforms, which provide accessible and transparent channels for individuals to report concerns, complaints, or grievances. Additionally, IIUI has implemented robust anti-bullying policies, designed to prevent and address incidents of harassment, intimidation, or mistreatment, ensuring that all members of the university community can work and learn without fear of victimization. By providing these platforms and policies, IIUI ensures that its students, faculty, and staff have recourse to fair and timely resolution of their concerns, promoting a culture of respect, dignity, and accountability. This commitment to protecting the rights and well-being of its community members reflects IIUI's dedication to upholding the values of justice, compassion, and fairness.

III. Ensure equality, diversity, and inclusion are embedded in all institutional policies and procedures.

The International Islamic University Islamabad (IIUI) practices inclusive admissions, employment, and operational policies that promote diversity and equity across its community. This commitment to inclusivity is reflected in the demographics of its students and employees, who represent a wide range of nationalities, genders, and religions, creating a vibrant and multicultural environment. By embracing diversity, IIUI fosters a culture of tolerance, understanding, and mutual respect, where individuals from diverse backgrounds can thrive and contribute to the university's mission. Furthermore, the presence of a day-care policy illustrates the institution's support for gender equity, recognizing the needs of working parents and promoting a family-friendly environment. This policy, along with other initiatives, demonstrates IIUI's dedication to creating a workplace and learning environment that is inclusive, supportive, and equitable for all, regardless of their background or circumstances. By valuing diversity and promoting inclusivity, IIUI prepares its students and employees to engage effectively in a globalized world, where understanding and appreciating differences is crucial for success.

IV. Maintain a transparent approach to all communication, including academic integrity and complaints.

The International Islamic University Islamabad (IIUI) maintains transparent communication on academic standards and disciplinary matters, ensuring that all stakeholders are well-informed and held to high standards of academic integrity. The university's plagiarism policies, procedures for addressing unfair means, and academic regulations are clearly articulated and accessible, providing a framework for promoting academic honesty and deterring dishonesty. By establishing well-defined guidelines and consequences for academic misconduct, IIUI ensures that instances of plagiarism, cheating, or other forms of academic dishonesty are addressed with fairness, consistency, and transparency. This commitment to academic integrity not only upholds the value of the degrees awarded by the university but also fosters a culture of trust, responsibility, and intellectual honesty among students, faculty, and staff. Through its transparent approach to academic standards and disciplinary matters, IIUI demonstrates its dedication to maintaining the highest levels of academic excellence and integrity.

V. Ensure the availability of fair and transparent procedures for handling complaints, issues, and appeals, accessible to all students, faculty, and administration. This includes a robust online complaints and feedback mechanism on the institution's website, supported by a well-defined institutional framework to address complaints within a specific timeframe, with timely response and resolution updates to complainants.

The International Islamic University Islamabad (IIUI) offers accessible platforms for complaints and appeals, ensuring that students, faculty, and staff can easily report concerns or grievances. Both physical offices and digital portals are available, providing a range of options for individuals to seek redress. The university's procedures for submitting complaints and appeals are readily available online, along with designated email addresses and forms specifically tailored for reporting harassment and academic issues. This multi-channel approach enables individuals to choose the method that is most convenient and comfortable for them, promoting accessibility and encouraging the reporting of concerns. By providing clear and accessible procedures, IIUI demonstrates its commitment to transparency, accountability, and fairness, ensuring that all members of the university community have a voice and can seek support when needed. This accessible complaint-handling system helps to build trust and confidence in the university's ability to address concerns promptly and effectively.

VI. *Have policies in place to instill integrity and fairness in teaching, learning, assessment, research, and publications.*

The International Islamic University Islamabad (IIUI) has established robust policies to instill integrity and fairness in all aspects of academic life, including teaching, learning, assessment, research, and publications. These policies are designed to promote academic honesty, ensure the quality and validity of academic work, and uphold the highest standards of intellectual integrity. By implementing clear guidelines and regulations, IIUI fosters a culture of trust, responsibility, and fairness, where students, faculty, and researchers are encouraged to excel with integrity. The university's policies address issues such as plagiarism, cheating, and fabrication, and provide procedures for investigating and addressing allegations of academic misconduct. Additionally, IIUI's policies promote transparency and accountability in research and publications, ensuring that scholarly work meets the highest standards of ethics and integrity. Through these policies, IIUI demonstrates its commitment to maintaining the integrity of its academic programs and research endeavors, and to producing graduates who are not only knowledgeable but also principled and ethically aware.

Conclusion

The International Islamic University Islamabad (IIUI) demonstrates a robust and evolving commitment to the core values of Academic Integrity, namely, fairness, transparency, and ethical governance. The university effectively practices and exemplifies the values and ethical precepts articulated in its mission, particularly in promoting justice and integrity in all dealings with internal and external stakeholders. This ethical orientation is operationalized through institutional policies and is reflected in both academic and administrative conduct. In alignment with this ethos, IIUI has established and sustains fair institutional mechanisms to safeguard the interests of students, faculty, and staff. These mechanisms include formal grievance redressal bodies and anti-bullying policies, creating a structurally sound environment for addressing concerns and protecting rights. Furthermore, IIUI maintains a demonstrable focus on equality, diversity, and inclusion (EDI) across its policies and procedures, as illustrated through gender-balanced enrolment data, demographic diversity among staff and students, and supportive infrastructure such as day-care facilities. Equally, IIUI maintains a transparent approach to communication, particularly with regard to matters of academic integrity and complaints. Through policies on plagiarism, and disciplinary committee proceedings, the university ensures that processes are understood and trust in institutional accountability is preserved. The university has made significant progress in ensuring the availability of fair and transparent procedures for handling complaints, issues, and appeals. Multiple online platforms, designated complaint portals, and specific email contacts facilitate access and visibility. However, clarity around time-bound resolution procedures and responsiveness metrics would further strengthen this framework. The university's ethical foundation, protective mechanisms, inclusive policies, transparent practices, and accessible complaint-handling systems collectively position it as a principled institution committed to upholding fairness and integrity. Further refinements in data transparency and procedural clarity will enhance its ability to demonstrate measurable excellence in this domain.

Standard 14: Public information and transparency

Expectation

The institution generates and provides complete, accurate, accessible, and adequate information to students, prospective students, regulatory bodies, other stakeholders, and intended audiences to help them make informed decisions regarding higher education.

The institution should ensure the availability of a transparent mechanism where all stakeholders, particularly students and faculty, have access not only to decisions made but also to the processes and procedures of decision-making.

Expectation outcome indicators (EOIs)

The institution should:

- I. *Maintain a user-friendly and mobile-responsive website that includes:***
 - a. *Information about the Board of Governors (BOG)/Syndicate members, including names, designations, emails, and contact details.***
 - b. *Contact details (email and phone) of statutory offices, including the Vice Chancellor, Deans, Registrar, Controller of Exams, Student Affairs, and Directors of QEC/ORIC.***
 - c. *Faculty member profiles, including emails and contact details linked to their respective departments.***
 - d. *Comprehensive information on programme curricula, learning outcomes, admission requirements, fees, and available scholarships.***
 - e. *Published policies, SOPs, statutes, rules, and regulations.***
 - f. *A prominently placed search function.***
 - g. *Location and map of the institution.***
 - h. *A prominently placed complaint/feedback submission box with a robust institutional mechanism for resolution and redressal.***
 - i. *Outcomes of external audits and examination results.***
 - j. *Evaluation/review reports from external QA bodies (QAA and accreditation councils) on institutional and programme reviews.***
 - k. *Graduate employment statistics that are clear, accurate, and up-to-date.*** xii.
 - Alumni information and engagement opportunities.***

The International Islamic University Islamabad (IIUI) maintains a comprehensive, user-friendly, and mobile-responsive website (www.iiu.edu.pk) that ensures institutional transparency and ease of access to public information. The website includes:

- Details of Syndicate/BOG members with names, designations, and emails.
- Contact information for statutory offices including the Rector, President, Deans, Registrar, Controller of Examinations, Student Affairs, QEC, and ORIC.
- Department-linked faculty profiles with email contacts.
- Academic programme information: curricula, learning outcomes, admissions, fees, and scholarships.
- Published university policies, rules, statutes, and SOPs.
- A prominent search function and institutional map.
- Feedback/complaint boxes with defined redressal procedures.

- Outcomes of external audits, exam results, and accreditation reviews by QAA and relevant councils.
- Graduate employment statistics (where available) and alumni engagement mechanisms.

These features support IIUI's commitment to transparent communication with internal and external stakeholders.

II. Implement a policy and institutional mechanism for systematically evaluating public information to ensure accuracy.

The International Islamic University Islamabad (IIUI) has established a comprehensive policy and institutional mechanisms to ensure the accuracy and reliability of public information provided through its website. This includes a dedicated public relations office that oversees the content and regularly updates key information, such as contact details, programme curricula, and institutional policies.

IIUI implements a periodic review process where relevant departments and statutory bodies, including Registrar's Office, QEC, and ORIC, are responsible for verifying the accuracy of the data presented. Additionally, faculty and staff are encouraged to promptly notify the administration of any updates or corrections needed. This systematic evaluation process ensures that all public information remains current, accurate, and compliant with institutional standards.

III. Ensure transparency by providing stakeholders, particularly students and faculty, access to decisions made (meeting minutes) as well as decision-making processes (agendas, working papers, forum members' information, etc.).

The International Islamic University Islamabad (IIUI) ensures transparency in decision-making by making key institutional documents accessible to stakeholders, particularly students and faculty. Meeting minutes, agendas, and working papers of important forums such as the Board of Governors (BOG), Academic Council, and other decision-making bodies are published on the IIUI website or made available through student portals and departmental notices. Information about forum members, including their roles and contact details, is also accessible, ensuring that all stakeholders can follow decision-making processes and actively engage with the university's governance framework. This approach promotes an inclusive environment, fostering accountability and participation in institutional matters.

IV. Develop policies to instill integrity and fairness in institutional systems related to teaching, learning, assessment, research, and publications.

The International Islamic University Islamabad (IIUI) has developed comprehensive policies to ensure integrity and fairness in all institutional systems related to teaching, learning, assessment, research, and publications. These policies are guided by academic integrity principles, ensuring that faculty and students uphold the highest standards of ethical conduct. IIUI's policies include clear guidelines on avoiding plagiarism, fair assessment practices, research ethics, and transparent publication procedures.

Additionally, the university has implemented academic misconduct protocols, including regular training on ethical research practices and integrity workshops. These measures support

a transparent and accountable academic environment, where all stakeholders are held to standards of fairness and honesty.

V. Ensure fair and transparent procedures for handling issues, complaints, and appeals, accessible to students, faculty, and administration.

The International Islamic University Islamabad (IIUI) has established clear and transparent procedures for handling issues, complaints, and appeals, ensuring they are accessible to students, faculty, and administration. These procedures are outlined in the Student Handbook, Faculty Guidelines, and University Policies, which are publicly available on the IIUI website. Students, faculty, and staff can submit their concerns through formal channels such as the Student Affairs Office, Faculty Affairs, or the Ombudsman's Office. These processes are designed to ensure that complaints are addressed fairly, and appeals are handled with due diligence. IIUI is committed to transparency and timely resolution, ensuring that all parties are informed of the status and outcomes of their cases. Additionally, feedback mechanisms are in place to ensure continuous improvement in addressing concerns across the institution.

Standard 15: Institutional effectiveness, quality assurance, and enhancement

Introduction

Standard 15 emphasizes the importance of a comprehensive quality assurance system that monitors and evaluates institutional effectiveness, ensuring the continuous enhancement of teaching, learning, and institutional performance. The institution must establish and maintain a robust framework for internal quality assurance that aligns with its strategic goals and the broader expectations of national and international accrediting bodies. This framework should help the institution evaluate its practices, foster continuous improvement, and ensure the delivery of high-quality educational programs. Standard also stresses the importance of stakeholder involvement in the quality assurance process, ensuring that students, faculty, and external partners actively contribute to the institution's decision-making and quality enhancement. Institutional policies, including those from government bodies and higher education commissions, should be regularly reviewed and updated to ensure alignment with evolving standards and best practices. By integrating feedback mechanisms, external evaluations, and self-assessment procedures, this standard encourages the institution to create a culture of continuous improvement and academic excellence, promoting transparency and shared governance in all quality assurance activities. The ultimate goal is to ensure that students receive a high-quality learning experience, and that the institution remains responsive to changing educational and societal needs.

Expectation outcome indicators (EOIs)

The institution should:

- I. Establish a well-defined quality policy and mechanisms to ensure continuous institutional improvement through rules, regulations, and activities related to faculty teaching, student learning, educational programmes, and administrative and educational support services. The ultimate goal is to provide students with a high-quality learning experience and nationally/internationally comparable qualifications and awards.***

The university is in the process of developing a quality policy. However, a manual for Quality Assurance has been developed by the Directorate of Quality Assurance & Development (QAD). Moreover, the academic rules have been reviewed and revised on a regular basis to ensure continuous improvement and inclusion of updated rules devised by the Higher Education Commission (HEC) and other recommended by accreditation bodies.

- II. Ensure that every faculty/department and programme reflects on its performance by collecting, analyzing, and using relevant qualitative and quantitative data to improve programmes and other institutional activities.***

Each faculty carries out the standard feedback surveys prescribed by the HEC including Teacher evaluation by students, Course evaluation by students, Alumni survey, Employer survey, Faculty satisfaction survey, graduating students survey, etc. The survey results are accessible to all the departmental heads as well as the quality assurance office.

III. *Implement robust institutional mechanisms to create and sustain an environment in which students and other stakeholders participate in internal quality assurance processes.*

The university has constituted the Institutional Quality Circle (IQC) prescribed by the HEC through the revamped quality assurance framework i.e. PSG 2023. The IQC consists of the vice presidents, the deans of the faculties, heads of administrative departments, and it is chaired by the President of the university.

IV. *Ensure compliance with external assessment and quality assurance precepts at both national and international levels.*

The university, through its Directorate of Quality Assurance & Development (QAD), carries out the annual external assessments of undergraduate as well as graduate programs. It also conducts the review of governance as well as operational matters on an annual basis.

V. *Monitor the implementation of internal quality assurance procedures and resulting action plans from cyclical programme reviews for effectiveness.*

The HEC has prescribed procedures including *Program Self-Assessment* (now called the Program Review for Effectiveness & Enhancement (PREE) for Internal Quality Assurance (IQA)), Post-graduate Programs Review (PGPR) (now called the Program Review for Effectiveness & Enhancement (PREE) for External Quality Assurance (IQA)), Institutional Performance Evaluation (IPE) now called the RIPE, etc. All these activities enable the university to implement internal as well as external QA procedures.

VI. *Engage stakeholders in policymaking to promote shared governance and collective wisdom. Institutional policies, including those from HEC and government bodies, should be debated, reviewed, and, when necessary, made more stringent to align with the institution's culture.*

All policy guidelines from the HEC are presented before the supreme academic forum of the university i.e. the Academic Council for discussion and subsequent endorsement for implementation. The university has on several occasions made its policies more stringent as compared to that devised by the HEC.

VII. *Prepare for external quality assurance through a central Institutional Quality Circle (IQC) led by the Vice-Chancellor/President and including key statutory positions and stakeholders such as Deans, Registrar, Controller of Exams, Directors of Student Affairs, ORIC, and QEC. This ensures shared governance, responsibility, and institutionalization of a quality culture.*

The university has constituted the Institutional Quality Circle (IQC) prescribed by the HEC through the revamped quality assurance framework i.e. PSG 2023. The IQC consists of the vice presidents, the deans of the faculties, heads of administrative departments, and it is chaired by the President of the university.

VIII. *Keep the Syndicate/BOG (or equivalent governing body) informed about QA processes and outcomes through reports and feedback collection for institutional improvement and enhancement.*

At IIUI, the Board of Governors (BOG), chaired by the Rector and vice-chaired by the President, is kept fully informed of all quality assurance processes and outcomes. Comprehensive reports, including internal assessments and external review findings, are regularly shared with the President to ensure transparency and enable strategic oversight. This practice supports informed decision-making and drives continuous institutional improvement.

Standard 16: Continuous Quality Improvement (CQI) and Cyclical External Quality Assurance

Introduction

The International Islamic University Islamabad (IIUI), guided by its vision “*to be an excellent University in diversity, knowledge, research, and innovation for the benefit of society and the Muslim Ummah*,” has embraced a robust and systematic approach to Continuous Quality Improvement (CQI) and external quality assurance. In line with its mission to transform society through education and research grounded in Islamic foundations, IIUI has institutionalized mechanisms that ensure sustained academic excellence, accountability, and innovation. These efforts are fully aligned with national expectations, international standards, and the university’s core values: Islamic character, quality and excellence, diversity, integrity, and creativity. All quality initiatives directly support the university’s strategic priority areas, including growth, research, governance, sustainability, and digitization.

Expectation outcome indicators (EOIs)

The institution should:

- I. Establish a well-defined quality policy that incorporates CQI mechanisms such as the PDCA (Plan, Do, Check, Act) cycle in all decision-making processes.***

IIUI has articulated its commitment to quality through the implementation of structured mechanisms outlined in the QAD Manual, which serves as a foundational guide for quality assurance practices across the university. While a comprehensive stand-alone quality policy is in the process of being formalized, the QAD Manual and Policy Compendium 2020–2023 together provide a strong operational framework that guides academic planning, curricular development, performance evaluation, and strategic decision-making. The university applies the PDCA (Plan, Do, Check, Act) cycle across its core functions, ensuring that quality is approached as a continuous and dynamic process. This evolving framework reflects IIUI’s proactive steps toward institutionalizing a culture of continuous improvement aligned with national and global standards.

- II. Strengthen internal quality assurance processes by developing a robust CQI framework that incorporates collaboration, consultation, and collective wisdom to address quality-related challenges.***

The internal quality framework at IIUI is coordinated by the **Directorate of Quality Assurance and Development (QAD)**, functioning under the direct oversight of the university’s top leadership. This framework is operationalized through various statutory and functional bodies, including the **SIPE Internal Committee**, **SIPE Compliance Committee**, **Postgraduate Programs Committee**, and faculty-level **Quality Committees**. These bodies promote participatory decision-making and interdepartmental collaboration. The **Institutional Quality Circle (IQC)**, led by the President, brings together senior academic and administrative leaders to ensure that all quality assurance initiatives are consistent with the institution’s strategic vision. The CQI model fosters a culture where consultation and feedback are central to diagnosing and addressing quality challenges.

III. Ensure the CQI mechanism includes an effective follow-up and loop-closing process to monitor improvements.

A hallmark of IIUI's quality assurance is its structured follow-up mechanism that ensures findings from assessments are converted into tangible improvements. Internal evaluations such as the Self Postgraduate Program Review Reports (SPGPR) for 2022–23 and 2023–24, along with the Program Review for Effectiveness and Enhancement (PREE) Report 2023–24, demonstrate the university's commitment to documenting and acting upon evidence. Departments submit improvement plans based on reviewer recommendations, and these plans are tracked through scheduled follow-ups coordinated by QAD. The tentative review schedules and monitoring mechanisms ensure that actions are not only proposed but also implemented and evaluated, thereby closing the quality loop. This continuous feedback cycle supports the strategic goals of enhancing academic excellence and institutional governance.

IV. Participate in external quality assurance evaluations to verify the effectiveness of internal quality assurance processes, act as a catalyst for continuous improvement, and gain new perspectives.

IIUI actively participates in cyclical external evaluations conducted by the **Higher Education Commission (HEC)** and submits **Self-Assessment Reports (SARs)** and **RIPE/PREE reports** as part of its compliance and enhancement strategy. External reviewers validate internal findings and offer constructive feedback that is used to revise programs, refine teaching methods, and strengthen institutional practices. The university has a transparent system for documenting and implementing recommendations from external evaluation, and these evaluations serve as both benchmarks and motivators for future improvement. This process not only fulfills regulatory requirements but also introduces fresh insights and international perspectives to IIUI's academic environment.

V. Prepare and actively participate in international accreditation processes.

Reflecting its strategic commitment to academic globalization, IIUI is actively pursuing international accreditation and recognition. The **IIUI Strategic Plan 2022–2026** identifies international accreditation as a core performance indicator and sets specific annual targets for the number of programs to be accredited or improved in international rankings. The university has begun aligning curricula with international standards and has adopted models such as **outcome-based education (OBE)**, graduate satisfaction tools, and **industry-academic linkage mechanisms**. These efforts aim to position IIUI among the leading global institutions by enhancing transparency, comparability, and recognition of its academic credentials. Preparation for international accreditation is supported by capacity-building initiatives and structured program reviews. The International Islamic University Islamabad has effectively fulfilled the requirements of Standard 16 by operationalizing a coherent and evidence-based Continuous Quality Improvement framework. Supported by a clear vision, rooted in Islamic values, and guided by strategic priority areas, IIUI's quality assurance approach is both progressive and deeply contextualized. These efforts underscore IIUI's readiness for global academic leadership and reflect its sincere dedication to continuous improvement, stakeholder satisfaction, and societal impact.

