

Quality Enhancement Cell

The Quality Enhancement Cell (QEC) oversees continuous assessment and institutional research activities that are done throughout university. QEC meets the specifications of the Higher Education Commission of Pakistan. We supervise and facilitate quality assurance activities of academic departments. Through computerized testing, surveys and other social science research techniques we focus on important questions that the university uses as it makes strategic decisions about program improvement and resource allocation.

The QEC aids the institution to make excellent decisions. We help answer questions like, “Who will succeed in our program so we can admit those students?”, “Are our students learning what we claim they are?”, and “How do our students fare in the marketplace and in higher studies after graduating from FCCU?” (These questions are merely to illustrate what we assess and research; we assess and research much more than just these topics). We seek to help faculty, staff, and other administrators make good decisions that are informed by data.

The QEC ensures accurate, timely and digestible reports, to internal and external audience with the goal for informed decision making and promoting quality in higher education at FCCU. We focus to continuously delve in the activities which promote Quality in Higher Education and lead to the development of the country. We strive to maximize quality by facilitating university-wide data informed decision-making.

Core Functions:

1. Promoting public confidence that the quality and standards of the award of degrees are enhanced and safeguarded.
2. The review of quality standards and the quality of teaching and learning in each subject area.
3. The review of academic affiliations with other institutions in terms of effective management of standards and quality of programs.
4. Define clear and explicit standards as points of reference to the reviews to be carried out. It should also help the employees to know as to what they could expect from candidates.
5. Develop qualifications framework by setting out the attributes and abilities that can be expected from the holder of a qualification, i.e., Baccalaureate (Honors), M.Phil., Ph.D.
6. Develop program specifications. These are a standard set of information clarifying what knowledge, understanding, skills and other attributes a student will have developed on successfully completing a specific program.
7. Develop quality assurance processes and methods of evaluation to affirm that the quality of provision and the standard of awards are being maintained and to foster curriculum, subject and staff development, together with research and other scholarly activities.
8. Ensure that the university's quality assurance procedures are designed to fit in with the arrangements in place nationally for maintaining and improving the quality of Higher Education.
9. Develop procedures for the following:
 - a. Approval of new programs
 - b. Annual monitoring and evaluation including program monitoring, faculty monitoring, and students' perception.

- c. Departmental review
 - d. Student feedback
 - e. Employer feedback
 - f. Quality assurance of M.Phil and Ph.D. degree programs
 - g. Subject review
 - h. Institutional assessment
 - i. Program specifications
 - j. Qualification framework
10. Computerized testing through ACCUPLACER, Versant, ETS Proficiency Profile.
 11. Training of Invigilators for computerized testing.
 12. Analyze reliability of relevant tests.
 13. Survey administration and reporting
 14. Member of the Educational Assessment, Forman Experience, Online Registration, Commencement etc Committees for ensuring quality in higher education.
 15. Collect, record and maintain institutional data and provide reliable and timely information for internal and external reporting and to support analyses.
 16. Serve as a central warehouse for institutional data.
 17. Provide a wide range of information and analysis to support decision making, planning and policy making for the management. And respond to other ad hoc reports or data requests.
 18. Support committees of the institution by providing them requested data.
 19. Work together with academic and support departments of the institution on analytical projects.
 20. Coordinate with different departments on campus to submit data to government or non-government agencies (such as Higher education commission).
 21. Provide direct analytical services to the board of governors or directors and the rector for them to monitor institutional performance.
 22. To maintain strong contacts with all departments in the institution in order to find out current and future data needs of the institution.