

**OPERATIONAL POLICY AND GUIDELINES  
ON  
QUALITY ASSURANCE**



**Mid-Western University  
Quality Assurance Committee (QAC)  
Birendranagar, Surkhet, Nepal**

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## **PREFACE**

Quality Assurance and Accreditation (QAA) has been recognized as one of the key components in universal higher education systems in the recent days and compliance to QAA system requirements has been proved return worthy with curricular and institutional system recognition, delivery of quality education and graduate employability across the world. In Nepal, Higher Education Policy 2015 has provisioned QAA as one of the standard norms of higher education institutions for imparting quality education.

It has become mandatory for all higher education institutions and regulatory bodies to place adequate emphasis on compliance to QAA requirements. Thus, Mid-Western University (MWU) has adopted a policy of having in place the operational guidelines to help transform the overall institutional systems, processes, programs and services at par with prevailing universal requirements and assurance system practices.

In this respect, the Quality Assurance Committee (QAC) at Mid-Western University has documented the ‘Operational Policy and Guidelines on Quality Assurance 2019’ as a university-wide master document to govern the mission of QAA within the University across various Faculties, Institutions, Campuses and Programs by undertaking uniform system procedures to be accomplished on University’s shared mission to create and transform accessible, affordable and needs-based quality higher education, research and innovation.

As the first source document governing quality assurance initiatives at all levels of the University, this document has been crafted in four sections to provide with holistic vision and functional procedures in transforming the overall institutional system practices in compliance with universal requirements and standards of quality assurance. We wish all the members of the University community and valued stakeholders will find this document worth referencing in the process of implementing quality assurance system at all functional levels of the University.

## TABLE OF CONTENTS

PREFACE.....	iii
SECTION I.....	1
INTRODUCTION.....	1
<b>1.1. Preamble.....</b>	<b>1</b>
<b>1.2. Vision.....</b>	<b>3</b>
<b>1.3. Mission.....</b>	<b>3</b>
<b>1.4. Objectives.....</b>	<b>4</b>
<b>1.5. Value System and Working Principles.....</b>	<b>5</b>
<b>1.6. Institutional Priorities.....</b>	<b>6</b>
<b>1.7. Total Quality Management System (TQMS) Model.....</b>	<b>9</b>
<b>1.8. University Policies on QAA.....</b>	<b>11</b>
SECTION II.....	13
QUALITY COMPLIANCE SYSTEM (QCS).....	13
<b>2.1. Institutional Arrangements for Internal Quality Assurance (IQA).....</b>	<b>13</b>
<b>2.2. University Level Quality Assurance Committee (QAC).....</b>	<b>16</b>
<b>2.3. Faculty Level Quality Assurance Sub-Committee (QASC).....</b>	<b>18</b>
<b>2.4. Campus or Institution Level Internal Quality Assurance Committee (IQAC)....</b>	<b>20</b>
<b>2.5. Campus or Institution Level Self-Assessment Team (SAT).....</b>	<b>23</b>
<b>2.6. Arrangement for Conduction of Meeting.....</b>	<b>24</b>
<b>2.7. Gaining Institutional Identity via Quality Assurance.....</b>	<b>25</b>
<b>2.8. Measurement Benchmarks of Delivered Quality.....</b>	<b>25</b>
<b>2.9. Transforming Institutional Preparedness for QAA Intervention.....</b>	<b>26</b>
SECTION III.....	28
STRATEGIC PRIORITIES FOR QUALITY ENHANCEMENT.....	28
<b>3.1. Human Resource Planning and Professional Development.....</b>	<b>28</b>
<b>3.2. Transformation of University-wide Operation and Management System.....</b>	<b>29</b>
<b>3.3. Proactive Approach to Teaching-Learning and Assessments.....</b>	<b>34</b>
<b>3.4. System Approach to General Compliance.....</b>	<b>35</b>
<b>3.5. Management of New Admission and Students Code of Conduct.....</b>	<b>35</b>
SECTION IV.....	36
FINANCIAL NORMS.....	36
<b>4.1. Remuneration and Allowances.....</b>	<b>36</b>
<b>4.2. Other Rules.....</b>	<b>38</b>

## LIST OF ABBREVIATIONS

EC	Executive Council
EMIS	Education Management Information System
GESI	Gender Empowerment and Social Inclusion
HEI	Higher Education Institution
HEQAAC	Higher Education Quality Assurance and Accreditation Council
ICT	Information and Communication Technology
IET	Internal Evaluation Team
IQA	Internal Quality Assurance
IQAC	Internal Quality Assurance Committee
LoI	Letter of Intent
MEAL	Monitoring, Evaluation, Accountability and Learning
MWU	Mid-Western University
MWU-TQMS	Mid-Western University Total Quality Management System
PRR	Peer Review Report
PRT	Peer Review Team
QA	Quality Assurance
QAA	Quality Assurance and Accreditation
QAC	Quality Assurance Committee
QAAD	Quality Assurance and Accreditation Division
QASC	Quality Assurance Sub-Committee
QCS	Quality Compliance System
SAT	Self-Assessment Team
SDGs	Sustainable Development Goals
SSR	Self Study Report
TADA	Travel and Daily Allowance
TQM	Total Quality Management
TQMS	Total Quality Management System
UGC	University Grants Commission
VC	Vice-Chancellor

## SECTION I INTRODUCTION

### 1.1. Preamble

Mid-Western University (MWU) is an autonomous public higher education institution established by the Government of Nepal in 2010. It has a mission to serve the people of Nepal and enrich global learning community by extending the advantages of higher education in much deprived areas of the country. The institution intends to provide with technical support to public, private and development sectors in harmonizing their workforce and institutional capacities under dynamic local, national and global contexts.

The central campuses of the University and the central administration office are located in *Birendranagar* whereas constituent and affiliated campuses and institutions have been spread over *Karnali* Province as well as other key market zones of the country.

Right from its inception, the University has placed highest priority on crafting and implementing policies, programs, infrastructure, resources and technologies required to transform a world-class higher education system and practices with an aim to garner an impressive institutional identity and recognition. In its continuous process of institutional management, the University has received an overwhelming support, collaboration and cooperation from a wide spectrum of stakeholders including political parties, civil society organizations, industries, regulatory bodies, government departments, professional associations, international development agencies, and most importantly, the general public at local and provincial level.

During the years of study with a variety of dedicated lecturers and researchers, the University aims at supporting students to enhance their capacity by holistic development of knowledge, skill competence, attitude and overall personality with deeper understanding of their future roles for the development of respective societies and institutions.

The University, in the long run, is dedicated to become "the Centre of Excellence" in teaching-learning, research and innovation and policy advocacy for the rest of sectors. Its primary goal is to set up a culture of inquiry-based learning in the country and thereby extend and spread the benefits of knowledge by providing access to its pragmatic implications for the society, at large. For this, the University aims to build and promote a dynamic community of change makers. Focus, preemptive move, low cost and innovation are the driving strategic considerations in everything the institution does by taking into account a selected philosophical roots of quality management which include beneficiary focus, total participation, shared vision, institution-wide commitment, system standardization and measurements, continuous improvement, and macro systems compliance.

MWU firmly understands and values the significance of inducing an organizational culture and functional system practice of having quality assurance and accreditation as an ongoing institutional process climate. We are in a continuing mission of achieving and retaining national as well as international recognition and accreditation of our institutional inputs for quality outcomes.

The working philosophy of the University is always guided by a shared culture of caring for social justice, sense of innovation and entrepreneurial thrusts with inclusive, equitable, sustainable and responsible touch for everything the institution serves.

## **1.2. Vision**

Mid-Western University aims to promote itself as a referred stewarding institution for promoting access and affordability to universal higher education.

The aim of QAA system at MWU is to harmonize quality with universal relevance of its service delivery.

## **1.3. Mission**

The mission of Mid-Western University has been articulated into four dimensions -

*Centre of excellence* to promote quality education and management practices by maintaining the universal academic system standards.

*Source of universal knowledge* for creation, protection and dissemination of meaningful knowledge and information through teaching-learning, research and innovation, industry-academia dialogues and policy advisory discourses.

*Powerful engine for empowerment* by collective transformation and meaningful empowerment of the society for economic growth and sustainable national development leading to the attainment of economies of welfare-state and prosperity.

*Sourcing and extension services* for community outreach learning and innovation, national and international development project partnerships and society-academic-industry-wide collaborations.

The mission of QAA system at MWU is to help the University in capacitating institutions, people, processes and technologies for effective design, delivery, evaluation and conformance of quality of its offerings with universal relevance and significance.



## 1.4. Objectives

The primary objective of Mid-Western University is to provide with responsible institutional stewardship in the national mission to develop and promote higher education in Nepal.

More specifically, the University aims to --

- a. provide with effective resourcing and facilitation to the teaching-learning community, industry, and the governments at large, for real-time development, delivery, monitoring and evaluation of higher education academic programs addressing the developing needs of the country,
- b. design and deliver a series of executive education programs to empower industry professionals, government agencies and development partners with updated knowledge, skill competence and system practices of scientific innovation and management in changing contexts,
- c. help the industry, academia and governments to foster a culture of inquiry and evidence-based decision-making by means of effective research and innovation,
- d. provide with institutional stewardship to promote gender empowerment and social inclusion by means of inclusive approach to mainstream diversity in the national academia,
- e. support with technical facilitation and policy advocacy in the national mission to achieve sustainable development goals (SDGs) of Nepal, and

- f. confirm the universal relevance of delivered quality of services by means of enactment of internal and external quality assurance and accreditation systems for all services the institution delivers to the society.

The primary objective of QAA system of the University is to provide with institutional stewardship to assure the universal significance and relevance of delivered quality of its institutional system, processes and services.

### **1.5. Value System and Working Principles**

MWU holds itself accountable to its shared values in the process of designing, development, delivery, performance evaluation and learning – all aimed at transforming the institution as a learning community. The core institutional values include -

***Collaboration and partnerships:*** Promotion of effective cooperation and partnerships with the industries, education institutions, governments, development agencies, internal academic departments, beneficiary communities and professional societies is our collaborative commitment in action.

***Compliance:*** Our actions are always guided to comply with prevailing national and international rule of law and system practices to safeguard natural environment and promote the empowerment of gender, social inclusion and access from every respect of diversity.

***Equality and harmony:*** MWU stands for universal compliance on non-alliance and equal treatment with respect and dignity at individual, institutional and national levels to build and promote everlasting harmonious relationships.

*Integrity, openness and respect:* We conduct ourselves with honesty, dedication, and fairness. We embrace freedom of ideas, inquiry, and expression. We value our differences, our environment, and our individual and collective contributions.

*Learning organization:* Promoted as a learning organization, MWU is always open to listen to constructive criticisms and feedback to achieve continued improvement in everything it does. Initiating change for sustainable development is one of the core institutional values. We strive to be better for everyone, always by driving out fear of failure and dominance in all respects.

*Responsiveness and accountability:* Each member at MWU has been nurtured for abiding with the norms and values on socio-ethical responsiveness and obligation. Our people always strive to be the first to respond to every situation. We commit to take initiatives and share our responsibility for exemplifying excellence. We are responsible for making our community ever better, through our words and actions in dealing with others.

*Rich in commitment:* MWU bears a rich culture of fulfillment of its commitment towards all stakeholders always. Our collective effort is always vested on delivering more than promised to cherish a shared happiness in each instance.

## **1.6. Institutional Priorities**

The working of Mid-Western University has been nourished by a set of pre-determined service priorities that include --

- a. Institutional development:* As the University strives to achieve a referred position of institutional identity in the world of multi-disciplinary higher education, its first priority is to develop

institutional system capacity at par with expected level of performance making the entire institution capable of upholding the system requirements of a high quality academic institution. For this, the collective effort always rests on developing and sustaining quality infrastructure, operating resources, information systems and functional process climate – all supporting to proclaim as a center of excellence.

*b. Program interventions:* The University offers world class, innovative and timely updated academic programs, executive education programs, professional development initiatives, research and innovation services as well as advisory services for public, private and development sector organizations and governments.

*c. Industry stewardship:* The University is committed to stand along the needs and aspirations of wide range of stakeholders. For this, it serves as an open window by creating and sustaining an effective industry interface allowing a two-way exchange of ideas, resources and problems. The continuing culture of the University allows creation and promotion of strategic partnerships with different industries to create a wider spectrum of opportunities for its graduates and teaching faculty in course of financing higher education as well as making teaching learning a more pragmatic discourse.

*d. Empowerment of youth and diversity:* The University is highly sensitive in promoting youth, gender empowerment and social inclusion (GESI) amid changing national and global contexts. The institution has in place a GESI policy, young professional development policy, and international policy on diversity.

*e. Knowledge management:* The University, by every means and ends, aspires for the creation, development, expansion, protection and promotion of Nepalese indigenous knowledge and extends it to the global frontiers to transform Nepal's national identity in cognitive sciences and development. The University policy in knowledge management empowers young professionals to seek and explore a variety of hidden and endangered indigenous knowledge, transform and promote them for the benefits of national and indigenous intellect.

*f. Quality assurance:* Mid-Western University firmly understands that everything it does in the form of its institutional offering needs be assured with conformance of delivered quality. For this, the institution has made a mandatory provision of having in place the Quality Assurance Committee (QAC) at the central level, Quality Assurance Sub-Committee (QASC) at faculty level, Internal Quality Assurance Committee (IQAC) at the campus or institution level, and Self-Assessment Team (SAT) at the campus and program implementation level to govern and address quality assurance, accreditation, compliance, research, innovation, advocacy and publication related matters.

In this respect, following the guidelines of Higher Education Quality Assurance and Accreditation Council (HEQAAC) University Grants Commission Nepal (UGC), MWU prioritizes on harmonizing following eight generic criteria for effective process climate transformation into nationally and internationally desired QAA system:

- i.* QAA intensive policy, procedures and good governance in place,
- ii.* Transformation and continuous improvement of curricular aspects,
- iii.* Quality teaching-learning and evaluation system,
- iv.* Continuous happening of research, innovation and community and industry extension activities,
- v.* Development and transformation of university-wide infrastructure and teaching-learning resourcefulness,
- vi.* Student-centered support, guidance, development and promotion activities,
- vii.* Robust university-wide information system in place, and
- viii.* Having provision of effective information system.

*g. Leadership promotion:* The University places with the highest priority to empower youth with knowledge, skill competence and attitude (KSA) with an aim to produce and promote a generation of effective leadership for nation building in every sector.

### **1.7. Total Quality Management System (TQMS) Model**

Mid-Western University follows the following institutionalized model of TQMS to empower continuous improvement of everything it does as a quality sensitive institution:

Figure 1.1: Mid-Western University total quality management system  
(MWU-TQMS) model

TQMS Functional Orientation	TQMS Philosophical Orientation					
	1. Teacher - student and beneficiary community focus	2. Total institution-wide participation in decision-making	3. Continuous system improvement	4. Institutional system and process standardization	5. Shared vision and total commitment	6. Compliance with macro education systems
1. Human resource management and development						
2. Planning and implementation						
3. Curricular and instructional management						
4. Management of institutional environment (classroom and beyond)						
5. Management of institutional information systems	<p><i>Institutional System-wide Customization of Strategy, Initiatives and Actions</i></p> <p><i>Customized development and implementation of institution's strategic thrusts and functional management measurement indicators and assigning a defined rating score per indicator, at institution and its services offering levels.</i></p>					
6. Communication within and beyond institution						
7. Management of institutional relationship						
8. Management of institutional culture and traditions						
9. Integrated marketing communications						
10. Research, innovation and public advocacy						

The overall system designs, operating resourcing and inputs of the University have been managed keeping in view the continuous process transformation so as to acquire and retain a prestigious status of quality conformance and assurance at each level of strategic thinking and functional operation with a perfect integration of institution-defined ten functional orientation and six quality management philosophical orientation as portrayed in Figure 1.1 above.

### **1.8. University Policies on QAA**

Mid-Western University undertakes each QAA driven initiative being directed by the under-mentioned policies:

- 1.8.1. Each functional committee and work team shall be provided with functional autonomy.
- 1.8.2. The University shall follow a four-tier institutional arrangement policy for quality assurance system.
- 1.8.3. With respect to QAA interventions, international standardization and continuous improvement in quality assessment benchmarks shall be adapted as prescribed by Higher Education Quality Assurance and Accreditation Council (HEQAAC), University Grants Commission (UGC) from time to time.
- 1.8.4. The QAC shall maintain a roster of experts to be engaged as external experts during different phases of quality assessment and accreditation.
- 1.8.5. Maintaining cost effectiveness of the entire process of quality assurance and accreditation shall be considered as another equally important policy of the University.



- 1.8.6. Management of gender empowerment and social inclusion (GESI) shall be considered as an ongoing policy in each QAA intervention of the University.
- 1.8.7. The University shall consider young professional development and promotion at each stage of initiation for QAA intervention.
- 1.8.8. The University shall consider compliance of diversity as part of its international policy on QAA.
- 1.8.9. The University shall consider effective knowledge management across the University, its faculties and institutions as one of the goals of effective QAA intervention.

## **SECTION II QUALITY COMPLIANCE SYSTEM (QCS)**

### **2.1. Institutional Arrangements for Internal Quality Assurance (IQA)**

In line with the mandated organizational structure and design of the institution, Mid-Western University has established a separate division to undertake quality assurance and accreditation related matters. The Quality Assurance and Accreditation Division (QAAD) has been formed with following staffing:

1. Executive Director of the Curriculum Development Center:  
Executive Director, QAA - 1
2. Expert, QAA - 1
3. Specialist, QAA -1
4. Admin/Finance Officer - 1
5. Office Attendant - 1

The following are the duties and responsibilities of the Quality Assurance and Accreditation Division (QAAD):

- a. Establish and implement various policies, strategies, action programs, and budgeting pertaining to quality assurance and accreditation of the University and its programs and campuses.
- b. Facilitate the functioning of different quality compliance and assurance sub-committees at faculty level and committees at institution level, specifically, QASC, IQAC and SAT.
- c. Initiate effective monitoring, evaluation, accountability and learning (MEAL) function pertaining to quality assurance across the various tiers of the structural mechanism.

- d. Manage day-to-day functional operations of the Office of QAA Division; maintain official records QAC; manage physical infrastructure and other resources required for QAC and QAAD; support QASC and IQAC making them resourceful;
- e. Establish a roster of experts to be engaged in various functions of QAA process of the University.
- f. Provide with effective logistics support for the conduction of regular meetings of QAC.
- g. Coordinate with QAC, QASC, IQAC, SAT and other task committees to facilitate all the matters pertaining to quality assurance function within the University.
- h. Organize conferences, workshop, study visit and other related events to promote a culture of universal quality in higher education.
- i. Establish and implement related policies, strategies, action programs, and budgeting with respect to accomplishing the certification process of equivalence and recognition of various higher education degrees earned by the graduates from different universities.
- j. Manage the office and day-to-day functional operations of the Equivalence Section as an integral function of quality assurance.
- k. Facilitate the QAA process of all the higher education institutions under the University and conduct their internal review when and as needed.
- l. Accomplish other works as deemed necessary from time to time.

The following are the duties and responsibilities of the Executive Director of Quality Assurance and Accreditation (QAA) Division:

- a. Serve as the functional head of the Office of QAAD.
- b. Perform as the de-facto Member Secretary in the QAC.
- c. Provide with functional leadership and effective coordination between QAC and rest of structural systems including QASC, IQAC, and SAT.
- d. Coordinate for establishing and implementing effective strategies, policies, plan of action and events related to quality assurance and accreditation function of the university.
- e. Promote University's national and international relations on its mission to transform delivered quality.
- f. Provide with effective leadership to empower lower level committees for their effective functioning.
- g. Maintain institutional resourcefulness and professional as well as system capacity to transform delivered quality within the University system.
- h. Appoint different experts and specialists required to accomplish the various tasks related to quality assurance and its documentation across the University system as and when needed or requested by the respective bodies.
- i. Accept the report of quality (academic) audit.
- j. Organize different conferences, workshops, study visit and other related events to promote a culture of universal quality in higher education.
- k. Execute other tasks related to QAA promotion as and when required or requested.

For the effective policy intervention, governance and management of quality assurance related affairs, Mid-Western University has adopted a four-tier institutional system of quality compliance and assurance.

- a. *Quality Assurance Committee (QAC)* serves as the apex body governing quality assurance and accreditation within the University.
- b. There is provision of having a *Quality Assurance Sub-Committee (QASC)* at faculty level with functional mandate to facilitate the function of quality assurance and accreditation across various institutions, constituent campuses or programs and affiliated institutions of the respective faculty.
- c. At campus or institution level, there is a provision for having an *IQAC* to undertake the overall responsibility of quality compliance and assurance.
- d. Finally, to undertake the responsibility of self-assessment of delivered quality of the respective campus or institution-based programs, there is provision of having in place a *Self-Assessment Team (SAT)* to function as an implementing unit of the institution.

## **2.2. University Level Quality Assurance Committee (QAC)**

To govern the overall university level institutional policies, governance and system practices pertaining to quality conformance and assurance, the University has a provision of forming an autonomous committee that constitutes of the University top- level officials under the provision of the Mid-Western University Rules and Regulations 2012. Having a three-year working tenure, the membership composition of the committee shall be as follows:

Vice-Chancellor: Chairperson (1)

Registrar: Member (1)

Deans: Members (All)

Chief of Examinations Management Office: Member (1)

Executive Director, Curriculum Development Center: Member  
Secretary (1)

The mandated duties and responsibilities of the QAC are as follows:

- a. Provide leadership and strategic direction in the process of internal quality conformance and assurance of the entire university system.
- b. Formulate policies on quality assurance and provide direction to the concerned sub-committees and any other task committees.
- c. Initiate institution-wide internal quality assurance and system covering all faculties, institutions, constituent and affiliated campuses and programs.
- d. Provide with high-level service and advice on quality assurance to concerned faculties, institutions and program management teams for the achievement of the University objectives.
- e. Initiate effective monitoring, evaluation, accountability and learning (MEAL) inputs at the institutional and program level interventions.
- f. Hold regular meetings with faculties for the implementation of quality culture and internal QA processes.
- g. Provide institutional stewardship in the process of obtaining national and international accreditation of the University, its faculties or institutions and academic programs.

- h. Initiate nationally and internationally accredited higher and continuing education, research and innovation, and professional development programs.
- i. Take institutional ownership of the entire process outcomes of institution-wide quality initiatives.
- j. Undertake any other functions as requested or ordered by the Executive Council (EC) of the University as deemed necessary.
- k. Accept the report of quality (academic) audit.

For the purpose of accomplishing the institution's mission to internal quality assurance at different levels, there is a provision of having a three-member Internal Evaluation Team (IET) with following composition:

- 1. Team Coordinator: External QAA expert with at least university professor level work experience having PhD (1)
- 2. Member: Internal QAA Expert: Expert serving in QAAD (1)
- 3. Member: Executive Director, QAAD

### **2.3. Faculty Level Quality Assurance Sub-Committee (QASC)**

At Mid-Western University, the faculty level Quality Assurance Sub-Committee (QASC) is headed by the respective faculty dean. The committee consists of following membership with a three-year working tenure:

- Dean: QASC Coordinator (1)
- Representative of Subject Committee Chairs: Member (1)
- Representative of Campus Chief/Program Directors: Member (2)
- Industry Representative: Member (1)
- QAA Expert: Member (1)

Senior Professor appointed by the QASC Coordinator: Member Secretary (1)

Following are the duties and responsibilities of the QASC:

- a. Maintain the quality standards in the respective faculty to meet the University objectives.
- b. Develop needful instruments required to assess the faculty or institution-wide level of delivered quality.
- c. Provide needful facilitation for the development of human resources (HR) and institutional system capacity leading quality management.
- d. Guide and hold control over the campus level committees pertaining to quality conformance and assurance.
- e. Approve Self-Study Report (SSR) preparation schedules, plan of action and budget for SRR preparation submitted by the campus level committees.
- f. Represent the University in different missions, events and programs pertaining to quality management.
- g. Facilitate the University Management Team to induce a culture of quality institutional development and administration.
- h. Prepare faculty level internal quality accreditation audit report and submit to the QAC.

Similarly, the Coordinator of QASC is responsible for the under-mentioned duties and responsibilities:

- a. Appoint the members of QASC as provisioned in Mid-Western University Operational Policy and Guidelines on Quality Assurance 2019.



- b. Provide with effective coordination to promote functional liaison between QAC and IQAC.
- c. Provide with leadership and direction to IQAC to establish and implement its plan of action and budgeting of the QAA function.
- d. Represent the respective faculty in the meetings of QAC to resolve various problems facing the University's mission of QAA.
- e. Coordinate with the QAC and IQAC officials to maintain updated roster of experts to be engaged in the process of internal and peer evaluation.
- f. Promote the University's national and international relations on its mission to transform delivered quality.
- g. Coordinate with QAC, QAA Division and other committees as well as institutions in matters pertaining to quality assurance functions within the University system.
- h. Provide with effective leadership to empower lower level committees for their effective functioning.
- i. Maintain institutional resourcefulness, documentation and professional as well as system capacity to transform delivered quality within the University system.
- j. Execute other tasks related to QAA promotion as and when required or requested.

#### **2.4. Campus or Institution Level Internal Quality Assurance Committee (IQAC)**

The Campus or Institution Level Internal Quality Assurance Committee (IQAC) is a functional committee headed by the respective campus or institution chief. The committee consists of following membership with a three-year working tenure:

Campus Chief or Head of the Institution: Coordinator (1)

Teaching/Instruction Committee Representative: Member (1)

Staff Representative: Member (1)

Students Representative: Member (1)

Local Industry Representative: Member (1)

Parents Representatives: Member (1)

SAT Coordinator: Member Secretary (1)

Following are the duties and responsibilities of the IQAC:

- a. Maintain the quality standards in the respective higher education institutions (HEIs) to meet the University objectives; develop needful instruments required to assess the faculty or institution-wide level of delivered quality.
- b. Provide needful facilitation for the development of human resources (HR) and institutional system capacity leading quality management within the campus or institution.
- c. Guide and hold control over the campus level committees pertaining to quality conformance and assurance.
- d. Play active role in maintaining resources, technologies and processes to transform delivered quality within the campus or institution.
- e. Develop Self-Study Report (SSR) schedules, plan of action and budget for SRR preparation by the campus or institution level committees.

- f. Coordinate with higher level committees to facilitate institution-wide development and implementation of quality enhancement and certification activities.
- g. Initiate internal and external quality assurance and conformance research within the campus or institution.
- h. Represent the campus or institutions in different missions, events and programs pertaining to quality management.
- i. Facilitate the University Management Team to induce a culture of quality institutional development and administration.
- j. Organize different conferences, workshops, study visits and other research, innovation and publication related events to promote a culture of universal quality in higher education.
- k. Maintain official records of different matters pertaining to quality assurance function within the campus or institution.
- l. Facilitate the respective campuses and autonomous institutions to initiate the formation of needs-based sub-committees and provide them with required logistics support.
- m. Accomplish any other tasks assigned or requested by the respective QAC or QASC as deemed necessary.

The Coordinator of IQAC is responsible for the under-mentioned duties and responsibilities:

- a. Appoint the members of IQAC, SAT, or internal peer reviewers as provisioned in Mid-Western University Operational Policy and Guidelines on Quality Assurance 2019.
- b. Provide with effective coordination to promote functional liaison between QAC QASC, IQAC and SAT.

- c. Provide with leadership and direction to IQAC to establish and implement its plan of action and budgeting of the QAA function.
- d. Represent the respective Campus or Institution in the meetings of QAC to resolve various problems facing the University's mission of QAA.
- e. Coordinate with the QAC and IQAC officials to maintain an updated roster of experts to be engaged in the process of internal and peer evaluation.
- f. Coordinate with QAA Division and other committees as well as campuses and institutions in matters pertaining to quality assurance functions within the University system.
- g. Promote University's national and international relations on its mission to transform delivered quality.
- h. Provide with effective leadership to empower respective SAT and other sub-committees for their effective functioning.
- i. Maintain institutional resourcefulness, documentation and professional as well as system capacity to transform delivered quality within the University system.
- j. Provide with effective coordination to form needs-based sub-committees at campus or autonomous institution level.
- k. Execute other tasks related to QAA promotion as and when required or requested.

### **2.5. Campus or Institution Level Self-Assessment Team (SAT)**

Self-Assessment Team (SAT) is formed at the campus or institution level comprising of all academic programs run in individual campuses, irrespective of their institutional status. The team is composed of 3-5 members including a senior faculty member as the coordinator and other members with sound knowledge in documentation, report writing, editing,

data analysis, public relations, communication, etc. Normally, the team has a working tenure of 2 years with following membership composition:

Senior Faculty Member: Coordinator (1)

Faculty Member (with specialization in research/data analyses):  
Member (1)

Faculty Member (with specialization in report writing presentation  
and communication): Member (1)

*Note: The respective IQAC may include up to two additional members in the work team of SAT on need basis.*

The expected duties and responsibilities of the SAT are as follows:

- a. Coordinate for the collection and analysis of data relating to the various aspects of the institution and its functions with reference to QAA criteria and indicators, and organize facts and results into a logical and cohesive manner to draft a self-study report (SSR).
- b. Prepare institution level SSR and make presentations to concerned authorities and stakeholders.
- c. Maintain official documentation of different matters pertaining to quality assurance at SAT level.
- d. Accomplish any other tasks assigned or requested by the QAC, QASC, QAAD, or IQAC as deemed necessary.

## **2.6. Arrangement for Conduction of Meeting**

The following arrangements have been provisioned for the conduction of Committee meetings at different levels of structural hierarchy:

QAC: As per requirement

QASC: Not exceeding 6 meetings per year

IQAC: Not exceeding 12 meetings per year

SAT: Not exceeding 12 meetings per year

## **2.7. Gaining Institutional Identity via Quality Assurance**

Mid-Western University firmly believes quality assurance system compliance as a driving instrument for achieving universal recognition of its institutional status as well as the global acceptance of the academic degrees.

More specifically, QAA system compliance and successful accreditation will result in following outcomes:

- a. Improvement of University-wide culture, process climate and performance.
- b. Global recognition of the institution and its programs on offer.
- c. Increased level of stakeholder participation with shared ownership of the institutional system governance and operating processes.
- d. Increased level of graduate employability across the world.
- e. Higher rates of staff, students and teaching faculty retention with an increased level of loyalty.
- f. Improved level of industry recognition and acceptance of the University and its faculties, programs and graduates.

## **2.8. Measurement Benchmarks of Delivered Quality**

For assessing the delivered quality, Mid-Western University uses the criteria, benchmarks and indicators set by the HEQAAC, UGC Nepal. For the purpose of internal quality enhancement, the QAC shall further define more criteria, benchmarks and indicators as well.

## **2.9. Transforming Institutional Preparedness for QAA Intervention**

The first and foremost task for the preparation of the University for the assessment and accreditation of delivered quality, the institutional preparation must cover following aspects:

- a. Development and enactment of QAA intensive policy regulations required to govern the overall University system, program-wise offerings, autonomous institutions, committees and work teams.
- b. University-wide structural design and departmentalization of governance systems, general administration, academia, research and innovation, graduate assistance systems and other services.
- c. Development and implementation of plan of action, budgeting, monitoring, evaluation and control mechanism at each endeavor.
- d. University-wide shared vision on QAA supported by adequate research, innovation and publications.
- e. Adequate physical infrastructure, technologies, human resources and financing arrangements.
- f. Development of a roster of experts and other service suppliers specializing in quality assurance.
- g. Formation of all required structural mechanism including –
  - i. Quality Assurance and Accreditation Division (QAAD)
  - ii. Quality Assurance Committee (QAC)
  - iii. Quality Assurance Sub-Committee (QASC)
  - iv. Internal Quality Assurance Committee (IQAC)
  - v. Self-Assessment Teams (SATs)
  - vi. Roster of Peer Reviewers/Facilitators

The first and foremost task for the preparation of the respective campus or institution for quality assessment, the institutional preparation must cover following aspects:

- a. Development and enactment of the respective campus or institution's policy regulations required to govern overall institutional system, its governance and management of programs, services and work teams.
- b. Campus or Institution-wide structural functional design, departmentalization, general administration, classification of academia and other services.
- c. Development and implementation of plan of action, budgeting, monitoring, evaluation and control mechanism for each endeavor.
- d. Campus or institution-wide shared vision on QAA supported by adequate research, innovation and publications governing QAA is in place.
- e. Adequate physical infrastructure, technologies, human resources and financing arrangements be in place.



## **SECTION III**

### **STRATEGIC PRIORITIES FOR QUALITY ENHANCEMENT**

#### **3.1. Human Resource Planning and Professional Development**

The University has in place the practice of system of short-term and long-term human resource planning and development as an integral component of the University's strategic move.

As a new practitioner of semester-based teaching learning and assessment system, the University has placed high priority on transforming and enhancing teacher-staff skill competence making them capable of designing and implementing multi-mode approach based real-time delivery of proactive teaching-learning, assessment and general administrative mechanism. For this, the University organizes a series of training and development workshops, seminars, national and international study visits keeping in view the purpose of effective curriculum development and implementation as well as other matters related to effective functional management.

The strategic direction and functions of the entire QAA Division and its structural line institutions across the University have been directed by the philosophy and purpose of professional development of the teacher-staff as an ongoing initiative.

The University has a policy to promote the faculty and staff in research and innovation through funding, granting paid leaves, initiation for awarding individual and team-based mini research, publication, MPhil and PhD program based competitive fellowship and supporting them for participating in various workshops, seminars and scholarly and professional publications in the country and abroad.

The University has a system of publishing faculty and program based journals, newsletters, souvenirs and research abstracts to promote a culture of inquiry based knowledge development and dissemination.

The University has a policy to support its teacher-staff to continue pursuing research studies and projects at community, national and international level in cooperation with different academic institutions, development agencies, community centers, industry, business and enterprises.

The University motivates and provides with financial support to its teacher-staff for joining research and professional development networks and participating in various forums, conferences, seminars, workshops and training programs at local, national and international level.

### **3.2. Transformation of University-wide Operation and Management System**

The University gives the highest priority to design and implement effective management systems at all levels of its functional mechanism. A few of the institutional policies in this respect have been outlined as follows:

- a. ***Management flexibility:*** The University follows a flexible policy pertaining to holiday management for its teacher-staff. The full responsibility of the holiday management has been provided to the respective Campus Chief. Because of the nature of the program and different locations of campuses it will be effective if the Campus Chief manages the holidays for faculty members and staff as per geographic location and other situational contextual needs.

In most of the cases, the University has a policy of giving option for faculty members and general staff to choose their working shift, either in the morning, afternoon and evening, if there is shift-based

system of working opportunity. They should work for at least 40 hours per week at the University.

- b. ***Timely updated and revised curricula:*** The University has a policy of maintaining timely updates on its all running program based curricula keeping in view the industry needs, technological advents and evolution in knowledge domain taking place globally. To make the curriculum updated, revised and standard, the University has a system of having workshops and seminars at academic program, campus as well as University level. In general, the academic program based entire curricula is updated in each 3-5 years, whereas minor changes are made any time based on the situational requirements considered by the respective Office of the Dean. The University has a policy to have regular course detailing, publishing teaching-learning modules, and collaborating with different institutions for curricular transformation. The University policy in course revision, pattern of examination questions, evaluation pattern and guidelines are issued from time to time.

As per the University's operational practice, Curriculum Development Center (CDC) coordinates for developing new curricula and the respective office of the dean takes responsibility for crafting new curricula in technical as well as general subjects. Therefore, the University has a clear provision for curriculum development, revision and implementation which guides to the students and faculty member in teaching learning process.

- c. ***Academic calendar:*** The University has defined minimum number of days to be spent in semester-wise teaching-learning and assessments and the same has been reflected in its academic calendar. According to University Calendar, the admissions process

is accomplished within October-December and semester-end examinations are accomplished within April-May and September-October. All constituent campuses, affiliated institutions and autonomous institutions are advised to plan their academic program implementation plan of action as per the University Calendar. Generally, the semester-end results are published within 90 days of examinations completion of the respective academic program.

- d. ***Functional collaboration:*** It has been a culture of Mid-Western University to explore and sign up functional agreements to work in collaboration with different universities at home and abroad for teacher-staff and faculty exchange, technology transfer, research and innovation, publications and collaborative program management.

The University also works in collaboration with the local, provincial and federal governments for mutual planning and development related matters. For this, Research and Innovation Section within Research Center under Research Council of the University is functionally responsible.

The University has a plan to establish and support effective functioning of campus-based Alumni Association with an aim to promote extensive collaboration at different levels globally for harmonizing the financing, student referral and sponsor pooling.

- e. ***Community outreach initiatives:*** Mid-Western University has a mission to serve the people and institutions of the catchment areas. The University has a policy to motivate its teacher-staff and students across different faculties for their proactive involvement in different outreach programs in order to serve with positive impact for social development.

Under this initiative, core areas of outreach programs include gender empowerment and social inclusion (GESI), local good governance (LGG), public planning and development (PLD), natural resource protection and conservation program (NRPCP), climate change adaptive planning and development (CCADP), access to public health and education program (APHE), community farming and agricultural commercialization program (CFACP), and other needs-based program initiatives.

- f. ***Infrastructure development:*** The University firmly recognizes need for development of quality infrastructure as an important element of effective management of the institution. The University development plan of action and running projects across different faculties have been crafted keeping in view the need for effective program delivery as an educational service-intensive institution. The overall physical infrastructure including official set up, classrooms, playgrounds, surroundings, furniture and fixture, laboratories, libraries, parking facility, drinking water, cafeteria, recreational areas and structural visibility need be developed and maintained effectively with adequate arrangement of ICT interface.

The University has in place a master plan of action on development of physical infrastructure and each constituent and affiliated campus and autonomous institution has been advised to prepare their master plan of development for basic infrastructure and other construction.

With their defined institutional plan of action on implementation, the existing campuses have been working rapidly to construct ICT enabled physical infrastructure with a targeted date line of next five years.

The University has a strategic plan of action to establish an ICT enabled multi-disciplinary Central Library to be virtually connected with the respective campus level libraries and it will be equipped with required technology, basic textbooks, reference materials and collection of contemporary research-based periodicals. All libraries are provisioned to be operated as the open sources of public reference and learning.

The University also has placed high importance on development and use of physical facilities for extra-curricular activities.

g. ***Education management information system (EMIS):*** The University has a plan to establish and implement a robust EMIS system as recommended by UGC. All campuses and institutions are proposed to be connected with an ICT enabled interface for information processing, perseverance and dissemination. The functional structural system of EMIS has been proposed to serve as an integral element of Planning Division of the University and it will be extended up to campus level. In the long-run, EMIS will also serve as a responsible institution for graduate and staff placement and development, tracer studies and needs assessment for institutional and professional capacity development.

h. ***Recreation and experiential learning:*** All campuses and programs are directed to manage for recreation and experiential learning facilities and programs for the students and teacher-staff. Students should be allowed to use these facilities in the times of leisure, holidays and other special occasions. Similarly, there must be a provision of at least one field visit or experiential learning in each semester. Similarly, the members of the teacher-staff community should be motivated to have a local or national domestic tour every

year. For this, the respective campuses need to make it as an integral component of their annual plan of action and budgeting.

- i. Research and innovation:* The University has placed high importance on promoting a culture of inquiry at all levels of institutional policy development as well as functional operation. For this, research and innovation has been regarded as one of the dominant inputs. For undertaking the research and innovation initiatives in a continued manner, the University has in place Research Council at the top and corresponding structural departmental mechanism till the bottom.

### **3.3. Proactive Approach to Teaching-Learning and Assessments**

On its mission to promote quality education, research and innovation, the University has maintained a culture of having a system-defined approach to academic implementation which passes through a sequential stage of course detailing of the curriculum depending upon course credit hours, preparation of plan of action for curricular implementation, development of teaching-learning resources, design of instruments for assignments, and development of test instruments for mid-term and final examinations.

Each faculty member has been instructed to allocate adequate time and effort for making classroom discourses more effective by using a reasonable mix of conventional lectures, case studies, simulations, thematic presentations, project works, field practice, mini research, independent and group-based review works, take home assignments, and real-time in-class assessments as applicable in different situations and changing contexts.

As part of semester-based teaching-learning system, the University has adopted a two-fold assessment system in all academic programs -- internal

or in-semester assessments and external or semester-end examinations with at least 40 percent weightage on internal assessments. The University has in place defined criteria and weightage for both Internal and External Assessments. The University has a plan to transform the present assessment system into a more robust, virtual assessment system in future and basic technical preparation has been undergoing.

### **3.4. System Approach to General Compliance**

Right from its inception, the University has placed high priority to address the issues pertaining to general compliance in respect with gender empowerment and social inclusion (GESI), social accountability and transparency, good governance, socio-ethical and environmental compliance and local empowerment.

In respect with its policy on inclusiveness, the University has been adopting right policies in students' enrolment, scholarship awarding, teacher-staff selection and promotion. The University also maintains transparency of matters concerning to public interest of information dissemination.

### **3.5. Management of New Admission and Students Code of Conduct**

Following the general national rules, Mid-Western University has in place a defined policy in new admissions of the students with defined minimum required academic credentials. An orientation program is organized at campus-based program level to induce the newly enrolled students with the program and institution as well as operational modalities pertaining to teaching-learning and assessment systems. During such event, all the students are instructed about general code of conduct and financial rules of the University and respective campus.



## SECTION IV FINANCIAL NORMS

### 4.1. Remuneration and Allowances

Table 4.1 presents with the University-wide approved rates of daily or event-wise allowances and remunerations applicable for QAA initiatives of the University.

*Table 4.1: Rates of remuneration and allowances*

SN	Particulars	Daily or Event-wise Rates	
		Internal Members	External Members
<b>1. Meeting Allowances</b>			
1.1.	Chaired by the Vice-Chancellor	1600	
1.2.	Chaired by the Dean/Director	1000	
1.3.	Chaired by the Campus/Institution Chief	600	
1.4.	Chaired by SAT Coordinator and Other Committee Head	500	
<b>2. Expert Remuneration</b>			
2.1.	Training session delivery (2 Hours)	2000	2500
2.2.	Thematic paper writing and presentation (per paper)	5000	6000
2.3.	Presentation commentator (per paper)	1500	2000
2.4.	Expert (per day)	3000	6000
2.5.	Expert travel expenses (as approved by the Executive Director, QAAD by following the general norms of the University)	As per university rule	
<i>Note: Each payment requires submission of the hard and soft copy of the documents or reports or notes prepared by the respective expert. Expert team members will be allowed to claim TA&amp;DA for the actual days engaged in service.</i>			

<b>3. Remuneration for SSR and Other Report Preparation (SAT and Internal Teams)</b>			
3.1.	Preparation of LOI (on HEQAAC UGC prescribed format)	36000	
3.2.	On agreement/appointment of the team for SSR	50000	
3.3.	On SSR first draft submission by the team	50000	
3.4.	Internal Evaluation Team reporting	10000	
3.5.	On SSR final report acceptance by the HEQAAC, UGC	80000	
<i>Note: Each payment requires submission of the hard and soft copy of the report, letter of appointment or agreement.</i>			
<b>4. Remuneration for Internal Peer Review (per organization visited)</b>			
4.1.	Field reporting expenses for team Coordinator (per organization based formative report submitted)	3500	
4.2.	Field reporting expenses for team member (per organization based formative report submitted)	3000	
4.3.	Field visit TADA expenses (as per approved rule of the University)		
<b>5. Logistics Staff Remuneration (per day)</b>			
5.1.	Officer	1200	1500
5.2.	Non-officer	800	1000
5.3.	Attendant staff	300	500

*Note: These financial norms should be approved by the Executive Council of the University and in future changes in these rates may take place as decided by the respective Executive Council.*

## **4.2. Other Rules**

- 4.2.1 All payments made as meeting allowances or any other expenses as stated in table 4.1 above are subject to tax deduction at source as per the prevailing rule of the country. In case of phase-wise or partial payments, such deduction shall be made each time of payment.
- 4.2.2. All payments must be made after obtaining approval from the respective line of authority.
- 4.2.3 Each event or task requiring financial expenditure must be addressed within the approved plan of action and budgeting of QAAD at the respective structural level.
- 4.2.4 For any other expenditure to be incurred but not covered by the norms as stated in above table 4.1, the respective Committee or team should obtain the approval from the University's QAAD before incurring such expenditure. And conformance of funds available for such expenditure shall be made mandatory.
- 4.2.5 The external members or experts to be involved in the QAA initiatives of Mid-Western University may be asked to sign a self-declaration pertaining to their status of neutrality and ethical conduct.
- 4.2.6 In the financial norms as stated in table 4.1 above, 'internal member' means the regular position bearing member of the QAC, QASC, IQAC or SAT. Similarly, any other independent or institutional member or professional appointed for a specific job task or assignment may be referred to as 'external member'.