



University of Engineering & Technology Mardan



Self-RIPE Report 2024-25

16th – 18th June 2025



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Section 1: Introduction

1.1 Institutional Context and Establishment

The University of Engineering and Technology (UET), Mardan, was formally established on March 7, 2018, through an amendment to the Khyber Pakhtunkhwa Universities Act 2012, marking its transition from a satellite campus of UET Peshawar into an autonomous public sector institution. Located in the southern region of Khyber Pakhtunkhwa, the university is strategically positioned to serve a diverse student population across Mardan and its neighboring districts.

Since its inception, UET Mardan has committed itself to becoming a center of academic excellence and innovation in science, engineering, and technology. As one of the youngest engineering universities in the province, UET Mardan aims to bridge educational disparities by expanding access to quality higher education in previously underserved regions. Its establishment was a response to growing regional demands for technically skilled graduates who can contribute meaningfully to the socioeconomic and technological progress of the province and the nation.

1.2 Academic Profile and Faculty Composition

Currently, UET Mardan offers a well-rounded portfolio of 07 undergraduate, 05 postgraduate, and 03 Ph.D. programs across several traditional and emerging disciplines. These include core areas such as Civil, Electrical, and Mechanical Engineering, as well as cutting-edge programs like Artificial Intelligence and Cyber Security, designed to respond to modern industrial and societal needs.

As of the latest academic cycle, the university serves over 2,294 students, including undergraduate, MS, and Ph.D. scholars. The academic structure is supported by a dedicated team of more than 75 faculty members, of whom 32 hold Ph.D. degrees. This ensures that students receive high-quality instruction, mentorship, and research supervision.

The university places strong emphasis on outcomes-based education (OBE) and research-integrated teaching, aligning its practices with international academic trends and national development goals. Continuous curriculum revision, training of faculty in pedagogical methods, and integration of emerging technologies into classroom instruction are key pillars of academic development.



1.3 Alignment with HEC Policies and Accreditation Standards

UET Mardan has made substantial progress in aligning itself with the key policy frameworks issued by the Higher Education Commission (HEC) to modernize and ensure quality in higher education. As of this reporting period, the university has officially adopted:

- Undergraduate Education Policy (2023)
- Graduate Education Policy (GEP-2023)
- Pakistan Precepts, Standards and Guidelines for Quality Assurance in Higher Education (PSG-2023)
- Anti-Plagiarism Policy (2023)
- Institutional Affiliation Policy (2024)

These policies have been integrated into institutional operations through policy review committees, awareness sessions for faculty and students, and systematic process updates across academic departments. The adoption of PSG-2023 has particularly strengthened the university's internal quality assurance ecosystem and reinforced a culture of evidence-based evaluation and continuous improvement.

All academic programs at UET Mardan are fully accredited by the relevant national bodies, such as the Pakistan Engineering Council (PEC), the National Computing Education Accreditation Council (NCEAC), and the National Technology Council (NTC). The university does not have any affiliated colleges, simplifying governance and enhancing focus on direct program delivery.

1.4 Institutional Vision and Mission

Vision

UET Mardan envisions evolving into a distinguished seat of higher education and research, contributing to local and global socioeconomic and technological development. The institution aspires to position itself as a national leader in innovation, research, and human capital development.

Mission

- To impart quality engineering education to the people of Khyber Pakhtunkhwa and beyond, with a special focus on accessibility for underserved populations.



- To produce graduates who are technically proficient, ethically grounded, and leadership-oriented, capable of contributing to industrial innovation, academic excellence, and community development.
- To remain responsive to national and global trends in education and industry by engaging with regulatory bodies, research organizations, and industry stakeholders.

These mission elements are embedded in the university's planning, faculty development, academic structuring, and quality enhancement practices.

1.5 Recent Developments and Review Context

UET Mardan is submitting its first Institutional Performance Report (IPR) under the PSG-2023 framework. While the university is still in its early stages of institutional development, significant milestones have been achieved in academic expansion, policy adoption, and infrastructure growth. The establishment of new academic departments, integration of energy-efficient campus operations (e.g., solar energy initiatives), and expansion of postgraduate offerings are reflective of the institution's evolving strategic priorities.

The university's quality assurance and governance systems are undergoing institutionalization in line with HEC's evolving quality standards. The IPR process serves as both a reflective and diagnostic exercise to benchmark progress and identify areas for further enhancement.

1.6 External Reference Points

In addition to the National Qualifications Framework (NQF), UET Mardan follows the standards and expectations set forth by a range of external reference bodies, including:

- Pakistan Engineering Council (PEC)
- National Computing Education Accreditation Council (NCEAC)
- Higher Education Commission (HEC)

These councils play a vital role in reviewing and accrediting academic programs, thereby shaping curriculum design, program outcomes, faculty qualifications, and lab/studio infrastructure. Regular interaction with these bodies ensures that UET Mardan remains compliant with national professional standards while maintaining its relevance in both the academic and industrial landscape.



Section 2. Self-RIPE Review

2.1 Purpose and Scope of the RIPE Review

The purpose of this Review of Institutional Performance and Enhancement (RIPE) is to evaluate the extent to which the University of Engineering and Technology (UET), Mardan aligns with the Pakistan Precepts, Standards and Guidelines for Quality Assurance in Higher Education (PSG-2023). This external quality assurance (EQA) review aims to assess the institution's effectiveness in achieving its stated mission and objectives, its internal quality assurance mechanisms, governance systems, and its capacity for continuous improvement.

The scope of the review covers institutional-level processes and performance, including governance, academic delivery, student support, research, planning, quality assurance, and compliance with national standards. As UET Mardan is undergoing its first formal RIPE review under PSG-2023, this process is both formative and evaluative in nature.

2.2 Basis of the Review: PSG-2023 RIPE Standards

This review was conducted in accordance with the 16 RIPE Standards outlined in Part II of the PSG-2023 framework. These standards cover key institutional domains such as strategic planning, governance, academic development, student services, research, integrity, and quality enhancement. The RIPE process is intended to promote a culture of self-reflection, accountability, and quality enhancement, while providing an independent assessment of institutional progress.

2.3 Review Process

A three-day S-RIPE review was carried out from 16 to 18 June 2025 as part of the external evaluation of UET Mardan under the PSG-2023 framework. The review process was conducted in multiple stages:

- **Desk Review:** Evaluation of the Institutional Performance Report (IPR), supporting documentation, self-assessment summaries, policies, and data sets submitted by UET Mardan prior to the visit.
- **On-Site Visit:** The RIPE committee conducted a multi-day visit to validate the claims made in the IPR through direct observation, interviews, and inspection of facilities.



- **Stakeholder Consultations:** Structured and semi-structured meetings were held with key stakeholders including senior leadership, faculty, students, administrative staff, quality assurance personnel, and members of statutory bodies.
- **Facility Review:** Physical infrastructure including academic blocks, laboratories, hostels, library, sports and health facilities were visited to triangulate evidence from documents and interviews.
- **Exit Meeting:** A debrief was held with institutional leadership to present preliminary findings and observations.

2.4 Composition of the RIPE Review Committee

The RIPE Committee was constituted in accordance with PSG-2023 guidelines and included both internal and external members to ensure objectivity and breadth of expertise:

S.No	Name	Designation	Role
1	Dr. Naveed Jan	Director QEC, University of Technology Nowshera	<i>External Reviewer</i>
2	Dr. Najeeb Ullah	Assistant Professor, Dept. of Computer Science, UET Mardan	<i>Internal Member from Academia</i>
3	Dr. Ajmal Farooq	Assistant Professor, Dept. of Electrical Engineering, UET Mardan	<i>Internal Member from Academia</i>
4	Mr. Abdul Hafeez	Deputy Director Budget, UET Mardan	<i>Internal Member from Administration</i>
5	Engr. Fazal Qadir	Assistant Director Works, UET Mardan	<i>Internal Member from Administration</i>

2.5 Stakeholders Consulted

To ensure a comprehensive and balanced assessment, the committee engaged with a wide spectrum of institutional stakeholders. The following groups were consulted through focus group discussions and one-on-one interviews:

- Undergraduate and postgraduate students



- Faculty members across various departments
- Heads of Departments and Deans
- Administrative leadership (Registrar, Controller of Examinations, Director ORIC, Treasurer)
- Staff of Quality Enhancement Cell (QEC)
- Student services personnel (e.g., career counseling, library, IT services)
- Non-teaching staff and technical support personnel

Note: UET Mardan currently does not have affiliated colleges, so this element was not applicable in this review.

2.6 Limitations of the Review

While every effort was made to ensure the review was comprehensive, a few constraints were noted:

- **Time constraints** limited the depth of some stakeholder engagements, especially with alumni and external employers.
- Some policies were still in **formative stages** and had not yet completed their first implementation cycle at the time of the review.

Despite these limitations, the review panel is confident that the evidence gathered was sufficient to reach informed and fair conclusions about the institution's performance against PSG-2023 RIPE Standards.



Section 3. Review Findings

3.1 Observations

The RIPE review team noted that the University of Engineering and Technology (UET), Mardan, has made commendable progress since its establishment in 2018. Despite being a relatively young institution, UET Mardan has developed a well-defined academic and administrative structure, with a clear institutional mission focused on regional development, access, and excellence in engineering education.

The university has expanded its academic offerings to include undergraduate, postgraduate, and doctoral programs in both conventional and emerging fields such as Artificial Intelligence and Cyber Security. Faculty qualifications, particularly the proportion of PhD holders, are noteworthy for an institution of its size and age.

Institutional alignment with HEC policies such as the Undergraduate Education Policy (2023), Graduate Education Policy (GEP-2023), and PSG-2023 reflects a deliberate and strategic approach to policy adoption. Initiatives like solar energy integration, emphasis on research commercialization, and the establishment of new academic departments are indicative of a forward-looking institutional vision.

Additionally, efforts to build internal quality assurance systems through the Quality Enhancement Cell (QEC), policy documentation, and stakeholder engagement mechanisms such as student councils and alumni outreach were evident during the review process.

3.2 Gaps and Challenges

While the overall institutional direction is promising, several systemic gaps and developmental challenges were identified:

- **Policy Frameworks and Documentation:** In many areas, policies exist in draft form or are recently adopted without full institutionalization or implementation. Monitoring and evaluation mechanisms, grievance redress systems, and whistleblower protections require further operational clarity and enforcement.
- **Student and Faculty Support:** While there are efforts toward improving student support, there is a lack of formal infrastructure and trained personnel for services such as mental health counseling, career guidance, and emergency medical response.



- **Research and Innovation:** The ORIC office needs strengthening in terms of staffing and operational capacity. Research output, grant acquisition, and industry linkages are still in early stages of development.
- **Data-Driven Decision Making:** The university's capacity to use data for quality assurance, academic planning, and performance tracking needs further maturity and systematic integration.
- **Infrastructure and Facilities:** Though significant progress has been made, continued investment is needed in laboratory facilities, library resources, and accessibility infrastructure to meet the demands of an expanding academic portfolio.

3.3 Recommendations

To address the above challenges and support the university's ongoing development, the review committee proposes the following targeted and strategic recommendations. These are aligned with PSG-2023 RIPE Standards and reflect both compliance and enhancement priorities:

Standards	Detailed Recommendation
1. Vision, Mission, Goals & Strategic Planning	- All quality-related documents, including the Quality Policy, Strategic Plan, Annual Review Reports, and Action Plans, should be made publicly accessible through the university website to ensure transparency and stakeholder engagement after being formally approved by the competent authority. - Develop and institutionalize a Monitoring & Evaluation (M&E) framework for annual plan and business plans, for measuring progress against Key Performance Indicators (KPIs).
2. Governance, Leadership & Organization	- Design and implement a Conflict of Interest (CoI) Policy aligned with HEC guidelines and the university's Act/Statutes. The policy should include definitions, disclosure procedures, mitigation steps, and sanctions. It should be communicated to all governing and academic bodies, and compliance should be ensured through periodic declarations.
5. Affiliated Colleges/Institutions	- A formal agreement for affiliation should be prepared, approved by statutory bodies, covering academic, financial, and administrative obligations. - Establish standardized inspection/evaluation criteria for affiliated colleges, covering faculty qualifications, infrastructure, library/lab resources, compliance with curriculum, and student support services.
6. Internationalization & Global Engagement	- Formulate a comprehensive Internationalization Policy covering academic partnerships, faculty/student exchange programs, international MOUs, and research collaborations.



	- Establish a dedicated International Students Policy to cover a transparent credit recognition and transfer policies aligned with national and international qualification frameworks.
7. Faculty Recruitment, Development, Support	- Introduce a well-documented policy for faculty excellence awards (e.g., Best Teacher, Best Researcher) with clear eligibility criteria, review mechanisms, and reward systems to promote academic culture. - Implement an annual Training Calendar for capacity building on governance, statutes, HE Acts, and university policies for both faculty and administrative staff. - Institutionalize a CPD Framework that ensures faculty and staff regularly attend pedagogical, technological, leadership, and research training. Maintain records. - Publish Faculty and Staff Handbooks outlining rights, responsibilities, ethics, performance and expectations. - Update Faculty/Staff Grievance Committee policies, including job descriptions (JDs), terms of reference (ToRs), and complaint handling procedures.
8. Academic Programs & Curricula	- Develop and implement an Interdisciplinary Admission Policy at graduate levels to support student mobility between departments/programmes and encourage multi-/inter-disciplinary research, aligned with HEC Graduate 2023 framework and NQF level descriptors.
9. Admission, Progression, assessment & certification	- Develop Student Handbooks (UG & PG) including curriculum structure, code of conduct, assessment policy and support services. - Develop a policy for short courses & certification for students.
10. Student Support Services	- Establish an Emergency Medical Dispensary with trained medical staff and provision for emergency medical responses, accessible to all students and staff. - Create a Student Council for Academic Learning & Enhancement (SCALE) with a formal policy, constitution, and elected student representation to provide academic feedback and support institutional planning. - Provide structured mental health support services including access to counseling professionals, helplines, and wellness awareness programs. - Ensure disability support services that offer inclusive access to academic and campus facilities for students with disabilities and underrepresented groups. - Publish a comprehensive Student Event Calendar covering academic, extracurricular, and career development activities. - Formulate and operationalize an Alumni Engagement Policy, focusing on alumni networks, mentorship programs, donations/endowments, and graduate tracking.



12. Research, Innovation, Entrepreneurship & Industrial Linkage	- Strengthen the Office of Research, Innovation, and Commercialization (ORIC) by hiring more qualified, dedicated staff with relevant expertise in innovation, grants, and entrepreneurship support. - Develop institutional policies on entrepreneurship, including incubation center operations, startup facilitation, and seed funding mechanisms. - Formally adopt an Intellectual Property Rights (IPR) Policy that includes copyright, trademarks, patents, and commercialization protocols. - Establish an active Research Ethics Committee (REC) with defined SOPs, TORs, and review processes for human and non-human subject research.
13. Fairness & Integrity	- Officially adopt the latest HEC Plagiarism Policy (2023) and integrate its procedures into institutional academic regulations. - Develop and publicize Whistleblower Protection Guidelines, ensuring anonymity, protection from retaliation, and secure reporting channels. - Launch a centralized Online Feedback and Complaint Portal for students, faculty, parents, and staff to ensure institutional responsiveness and transparency in grievance redressal.
15. Institutional Effectiveness, QA, and Enhancement	- Expand and strengthen the Quality Enhancement Cell (QEC) by hiring qualified QA professionals, assigning clear responsibilities aligned with PSG-2023. - Institutionalize the participation of QEC in statutory bodies (e.g., Academic Council, Syndicate) as a non-voting observer to ensure integration of QA perspectives in decision-making. - Increase and utilize the QEC's allocated budget for quality audits, self-assessment reviews, capacity building, benchmarking, and accreditation preparations. Document and report all expenditures and outcomes annually.

The above recommendations are intended to guide UET Mardan in its journey toward institutional maturity and sustained quality enhancement. By addressing these areas through structured implementation and continuous monitoring, the university can strengthen its governance, academic delivery, and student experience, thereby aligning more robustly with the expectations of PSG-2023.



Section 4. Judgement Summary

Based on the evidence gathered during the desk review, on-site evaluation, stakeholder consultations, and analysis of institutional documentation, the RIPE review committee assessed UET Mardan against the 16 standards outlined in the PSG-2023 framework.

The institution demonstrates clear intent and structured efforts to align with national quality assurance expectations. Several policies have been adopted or are in the process of implementation, and mechanisms for continuous improvement are being institutionalized through the Quality Enhancement Cell and academic leadership.

While a few domains are still in developmental stages—particularly in operationalizing student support services, strengthening data-driven quality assurance, and expanding research and innovation capacity—the university exhibits a high level of responsiveness to feedback and a commitment to reform.

Therefore, the committee concludes that UET Mardan meets the criteria for:

Substantial Compliance with PSG-2023 RIPE Standards.

This judgement indicates that the university has broadly aligned its structures, policies, and practices with the national quality assurance framework, with scope for enhancement through systematic follow-up and capacity strengthening in key areas.



Section 5. Concluding Remarks

The RIPE review committee commends the University of Engineering and Technology, Mardan, for its sincere commitment to quality assurance, institutional development, and alignment with national higher education standards. Despite being a relatively young institution, UET Mardan has demonstrated an encouraging trajectory of growth in governance, academic program development, policy alignment, and student engagement.

The review process revealed a culture of openness, transparency, and receptiveness to external feedback. The institutional leadership, faculty, administrative staff, and students all displayed a strong sense of ownership and enthusiasm for continuous improvement. The Quality Enhancement Cell, in particular, has played a pivotal role in facilitating self-assessment and anchoring the quality assurance process throughout the university.

The committee expresses its appreciation to the Vice Chancellor, the QEC, faculty members, administrative officials, and students who participated meaningfully in the review. Their time, cooperation, and honest input were critical to the review's depth and credibility.

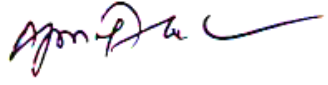
Looking ahead, the review panel encourages UET Mardan to build on the momentum generated through this review by strengthening internal monitoring mechanisms, deepening stakeholder engagement, and enhancing its external visibility and academic partnerships. As the university continues its journey toward institutional maturity, its responsiveness to PSG-2023 recommendations will be key to sustaining excellence, equity, and relevance in higher education.



Review Team Signatures

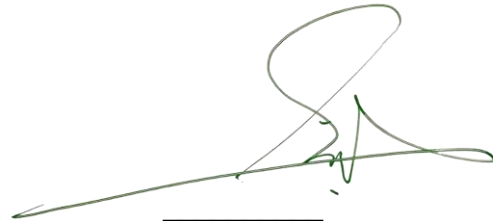
This report is hereby submitted as the official outcome of the RIPE review conducted at UET Mardan from 16 to 18 June 2025.

Signed:

S.No	Name	Role	Signature
1.	Dr. Naveed Jan	External Reviewer (Chair)	
2.	Dr. Najeeb Ullah	Internal Reviewer	
3.	Dr. Ajmal Farooq	Internal Reviewer	
4.	Mr. Abdul Hafeez	Internal Reviewer	
5.	Engr. Fazal Qadir	Internal Reviewer	



Director QEC



Honorable Vice Chancellor