

Quality Enhancement Cells and Contribution to Academic Excellence: A Review of Policy and Practice in Pakistan's Public Universities

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Abstract

This review critically analyses the function of the Quality Enhancement Cells (QECs) on academic quality improvement and institutional advancement of the public universities in Pakistan. Originating from the Higher Education Commission (HEC) Pakistan in 2005, QEC's main responsibility is to enhance the quality of higher education through systematic evaluations, self-assessment reports, and audits. This paper aims to discuss the role of QECs in the diversified processes of curriculum development, faculty development, and enhancing the institutional image. QECs significantly enhance the quality of Pakistan's public universities by ensuring the institutional practices are by international quality standards. The study also captures the emerging issues that affect QECs, including resource constraints, organizational opposition, bureaucratic procedures, potential for partnership with international quality assurance organizations, and application of ICT solutions for efficient quality assurance delivery. Moving beyond the evaluation of the direct effects of QEC initiatives, the review offers an understanding of its contribution to the issue of strategic direction in universities. This paper explains how these changes have translated into practical gains using case studies of highly visible QEC-led initiatives. In the review, suggestions for policy change and capacity development are made to finalize the review, and the authors urge future researchers who are interested in exploring the effects of QECs to consider adopting a longitudinal research design for the longer-term impacts of QECs on academic quality and institutional development.

Keywords: Quality Enhancement Cells (QECs), Academic Excellence, Institutional Development, Higher Education Commission (HEC).

Introduction

Over the past several decades, there has been a growing international focus on quality assurance in HE systems through formal standards for academic quality and institutional performance. The increasing focus on quality assurance is due to the expanding enrolment in tertiary institutions, globalization, and the recruitment of university graduates toward meeting the global dynamic and competitive societal needs. Since the leadership of higher education institutions translates into socioeconomic advancement and the creation of innovations, the quality of programs and governance practices are now crucial in developed and developing nations.

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A quality assurance framework that can be implemented in countries worldwide to determine the quality of higher education has been put in place. These frameworks entail mechanisms, including accreditation, self-assessment, and external assessment, to assess teaching, research, and administrative quality. By focusing on international standards, universities are in a unique position to take action to guarantee employment for graduates, the relevance of their research, and the overall competitiveness of the universities.

Pakistan, like other developing countries, has known that only structured quality assurance significantly impacts the development of higher education systems. Lately, Pakistan's entire sector of higher education needs more resources, characterized by a wider variability in institutional quality and inadequate and inefficient assessment mechanisms. Having these challenges in mind, the Higher Education Commission (HEC) of Pakistan started to implement formalized quality assurance activities, where the quality of educational services provided by universities and other institutions is evaluated and improved: the position of Quality Enhancement Cells (QECs) in public universities. These bodies are intended to raise the academic norms and bring the institutional practices into consonance with the best international practices so that Pakistani universities remain competitive in the emerging global environment of academic competitiveness. For the above reasons, apart from implementing the quality assurance system, Pakistan aims to improve its higher education system in the context of the specified purposes of this process in its public universities.

In 2005, the Higher Education Commission (HEC) of Pakistan launched quality enhancement cells (QECs) in all the universities of Pakistan to enhance the quality of higher education. This paper attempts to identify the trajectory of the HEC of Pakistan since 2002, which led to the establishment of QECs in all the universities of Pakistan in 2005. QECs are similar to other institutions in that they monitor, assess, and enhance academic quality. Some of their main activities include undertaking self-clearing management processes, conducting academic audits, and implementing feedback mechanisms through which universities are encouraged to maintain the highest academic standards and guarantee that their courses and practices meet national and international standards.

In addition to compliance, QECs are strategic for changing the nature of institutional development. Due to this, they play a unique role of working directly with the university administration to ensure that quality assurance becomes a part of the university's problem-solving and strategic planning framework. Specifically, QECs give objective truths about the institution's strengths and weaknesses as well as ideas for improving teaching, research, or other administrative activities within universities.

To this end, QECs maintain academic standards, a system of accountability, and a facilitative attitude toward innovation and excellence. This broad strategy guarantees that Pakistani public universities continue to flourish and retain their relevance in the increasingly globalizing environment, thus enhancing the general growth of higher education in the country.

Research Problem and Rationale

Quality Enhancement Cells (QECs) have been set up in the Pakistani public sector universities as part of national higher education reform projects. However, there is little systematic study of the practical effects of QECs on academic quality enhancement and institutional development. Although the preceding literature outlined different studies that focus on the specific function of QECs, the holistic impact of QECs has yet to be well discussed as it relates to several areas of long-term institutional development, strategic vision, and academic quality enhancement of public universities. Thus, this review seeks to fill this gap through a critical analysis of the literature and an assessment of the performance of QECs in achieving their goals.

Study Objectives

1. To fulfill the above objective, the researcher intended to measure the role of QECs in enhancing academic performance in public sector universities in Pakistan.
2. To assess the effectiveness of QECs in enhancing institutional development and in leading the Universities towards more Internationalized policies.
3. Thus, the following research question can be formulated to understand the realities faced by QECs in the improvement of educational quality and organizational performance:

Methodology

Accordingly, this review is conducted methodically to find out the literature, policies, and practices related to QECs in Pakistan's PSUs. Initially, the authors searched Google Scholar, JSTOR, SpringerLink, and the HEC of Pakistan Library Research Information. Some of the search terms employed included Quality Enhancement Cells, QECs in Pakistan, quality assurance in higher education, academic quality, higher education quality, institutional quality, and development.

To ensure that a limited and scope study does not hinder the collection of possible research materials, qualitative and quantitative research papers were considered along with official policy documents from HEC and performance reports of QEC of different universities. The review of QEC also incorporated grey literature sources that gave a broad vision of different practices and results of QEC systems in various universities, including internal university audit assertions and self-reporting documents. The sources were reviewed in line with the focus on the research objectives and relevance to public sector universities.

Inclusion and Exclusion Criteria

The inclusions are the works only published between the years the QECs were set up, 2005 and 2024 because this paper aimed to assess the enduring and dynamic roles of QECs. To be specific, manuscripts that solely analyzed the mandate and performance of QECs in public universities were considered for review. Our focus is only on assessing public sector universities. Other articles, such as those reporting on private universities and secondary education or other irrelevant quality assurance mechanisms, were excluded to ensure that data was in the public sector context only.

This review effectively and specifically examines the policies, practices, and barriers associated with QECs and assesses their positive impact on the academic accomplishment and organizational growth of Pakistan's public-sector universities in order to adopt these criteria.

Theoretical Framework

Concept of Quality in Higher Education

According to the literature, quality in higher education is a complex concept that can be defined by academic standards, the performance of the institution, as well as the learners at the end of their learning period. Several approaches toward implementing quality assurance may be identified, and Total Quality Management is among the most utilized frameworks. TQM, which was initially designed for the business environment, entails long-term enhancement of the quality, active participation of stakeholders, and usage of data. In the case of higher learning institutions, TQM can be defined as a system of focusing on the academic, administrative, and operational activities of institutions with the aim of achieving benchmarks of quality as set by the respective country and other countries of the world. The European Standards and Guidelines (ESG) contain a step-by-step approach that follows focal points, such as student-centered learning, program assessment, and external benchmarks (Jasti et al., 2021; Nasim et al., 2020). Therefore, The ESG framework emphasizes how institutional quality assurance should be compatible with general European higher education. Its guiding tenets are also the

establishment of a quality culture, the provision of clarity and assurance, and the participation of many external individuals in the assessment. TQM and ESG are important in determining how institutions practice academic quality and respond to international trends in higher education.

Quality Enhancement Cells (QECs) in Pakistan

In Pakistan, a significant candidate for implementing structured quality assurance across public sector universities is the Quality Enhancement Cells (QECs). Established in 2005 by the Higher Education Commission, QECs are officially charged with upgrading the quality of academics and the efficiency of institutions. QECs focus on self-assessment, academic audit, and external evaluation, and these activities play key roles in institutional improvement. Thus, the HEC is both responsible for the coordination and functioning of QECs and for overseeing the participation of public universities in the process, which is both in compliance with national standards and compatible with international quality standards. The following are among the key activities QECs undertake institutional performance evaluation, preparation of quality manuals, and creating awareness among faculty and students through involvement in quality improvement. Coordinating these activities in the strategy enhances the institutional development of QECs and creates accountability and excellence in higher education (Jasti et al., 2021; Nasim et al., 2020).

Table 1: Evolution of QECs in Pakistan's Public Sector Universities

Year	Milestone	Description
2005	Launch of QECs by HEC	Establishment of QECs across public sector universities
2008	First round of institutional performance audits	Introduction of formal audits to evaluate university quality
2012	Integration of QECs into strategic planning	QECs play a role in institutional decision-making processes
2018	National Quality Assurance Framework (NQAF)	Alignment of QECs with the NQAF for standardized evaluation
2020	Enhanced focus on digital learning quality	QECs address quality concerns in online and hybrid education (Jasti et al. 2021)

Role of QECs in Academic Excellence

Establishing Quality Standards

Quality Enhancement Cells (QECs) have proved to be instrumental in enhancing the quality of higher education in Pakistan since their creation in 2006. QECs specifically supervise and assess internal quality assurance mechanisms, such as learning, teaching, and academic quality (Herani et al., 2015). They use a tool known as the self-assessment reports (SARs) for improvement. These have had the following effects: Program evaluation and academic advancement (Usmani & Khatoon, 2018; Shaikh et al., 2021). QECs have assisted universities in compliance with national and international standards in governance, curriculum, faculty performance, and research output (Hina & Ajmal, 2016). Due to increased concern for implementing quality assurance mechanisms, it has been started at the university level in Pakistan under the supervision of the Quality Assurance Agency of Pakistan (Usmani & Khatoon, 2018). However, QECs have helped improve educational quality and elevate the position of Pakistani universities as A-graded international institutions in the world competitive ranking system (Herani & Shah, 2015; Shaikh et al., 2021).

Faculty Development Initiatives

Quality Enhancement Cells (QECs) are important in enhancing Pakistani universities' faculty capabilities and quality culture. Training activities have been integrated in the form of workshops intended to boost instructional and research expertise, including instructional strategies and research techniques (Siddiqui, 2009; Aziz et al., 2014). Such actions have paid off since there is proof of enhanced conditions such as increased quality of teaching and student satisfaction. However, the quality and effectiveness of QECs differ from one institution to another, and the overall performance showed that most universities fall in the "Barely Acceptable" category. According to Iqbal et al. (2024), seven antecedent variables that impact QEC effectiveness include management support, quality infrastructure, and staff training. Some challenges are financial issues, scarcity of permanent faculty members, and an absence of structures (Nadeem et al., 2023). To make QEC effective, the policymakers and university management should allocate more resources, a quality assurance system should be strengthened, and a faculty and staff development program should be instituted for the university employees (Iqbal et al., 2024).

Curriculum Improvement and Assessment

Quality Enhancement Cells (QECs) are powerful tools introduced at universities in Pakistan that enhance quality and help make the curriculum more appropriate for the job market's needs. QECs assess and document institutional quality assurance mechanisms while emphasizing academic quality to close gaps between basic education and governance (Herani et al., 2015). Outsourcing plays a role in facilitating solutions that support the changes in curricula by institutions and employers (Junghagen, 2005). However, some factors here constrain the supply side towards achieving its ideal maximum in fulfilling graduates' and employers' needs. Research conducted on the state of Library and Information Science (LIS) programs at the University of Punjab revealed that although the curriculum has been well constructed and has been current, problems of implementing LIS curricula include inadequacy of faculty and utensils and inability to enhance the student's employability skills. These consumer skills included communication, practical, and presentation skills, and these employers complained about a shortage of market-oriented and multiple-dimensional skills (Warraich & Ameen, 2011). The study reveals the SOM's initiations and difficulties in integrating the higher education system with the sector's requirements in Pakistan.

Quality of Research Output

Another area that has improved research quality is QECs introduced to solve this problem earlier. Not only do these cells quantify the number of research publications, but they also consider the quality as well as the quality of such publications. Currently, the management of public universities has developed ways of measuring research output based on KPIs, which are a number of publications, citations, or research grants. Quality assessment of research outputs in universities has gradually shifted to considering the quantity and quality of the work produced. So, performance indicators have become a number of articles published in the first-tier, or refereed, journals, citation rates, and grant acquisition. The Quality Enhancement Cells (QECs) have enabled enhanced monitoring and evaluation of internal quality assurance in Pakistani universities (Herani et al., 2015).

Nevertheless, the data confirms that bibliometric indicators are only moderately correlated with other scientific activity measures (Sanz-Casado et al., 2009). This has put pressure on academics to produce research outcomes as measured by the above performance indicators at the cost of downplaying teaching quality (Taylor, 2001). There are disparities across departments in the efficiency of research strategies used, depending on the considered outputs (Agasisti et al., 2012; Ferro & D'Elia, (2020)). This aspect shows that assessment of the

research performance is not easy, and there is a need to develop a balanced assessment approach that will address different dimensions of academic productivity.

Table 2: Statistical Analysis of Key Quality Indicators in Public Universities in Pakistan

Category	Public Universities
Level of Student Satisfaction	Mean: 23.3, t-value: 3.214, p-value: .002
Level of Teacher Satisfaction	Mean: 33.5, t-value: 2.426, p-value: .020
Teaching Services (Students)	Mean: 47.9, t-value: 2.575, p-value: .012
Teaching Services (Teachers)	Mean: 79.1, t-value: .203, p-value: .840
Infrastructure (Students)	Mean: 30.7, t-value: 12.797, p-value: .000
Infrastructure (Teachers)	Mean: 25.5, t-value: 5.532, p-value: .000
Quality Assurance (Students)	Mean: 16.0, t-value: 8.532, p-value: .000
Quality Assurance (Teachers)	Mean: 17.9, t-value: 6.876, p-value: .000
Citation: Mahmood & Noreen, 2021	

This table shows efficiency indicators of public universities in relation to student and teacher satisfaction, services and infrastructures, and quality assurance (Mahmood & Noreen, 2021).

QECs and Institutional Development

Three sources of data identified that the advancement of universities in Pakistan has been given a complex approach to that Quality Enhancement Cells (QECs) are finding main to institutional development. As institutions set up in response to the instructions from the Higher Education Commission (HEC), QECs are mainly charged with maintaining academic quality but their responsibilities go further than mere academic standard setting towards overall organizational enhancement. This way, making university practices correspond to the international tendencies and providing for the strategic development, QECs have turned into one of the central pillars of the higher education enhancement infrastructure concerning its popularity and efficiency both among the upper authorities and amongst the establishments themselves.

The Role of QECs in Institutional Growth

QECs play an important role in the enhancement of institution development as emphasized not only in academic quality assurance. Their broader objective includes improving leadership and institutional capacity; improving resource use and productivity; and better aligning organizational interests and goals with stakeholders' expectations – student, faculty, and accreditation bodies. As such, the concept of institutional development encompasses much more than course accreditation and putting in place of governance structures, functioning administrative procedures, and quality student support services.

Perhaps one of the most important tasks of QECs is to ensure that the practices within a university meet the quality standards of any given country, this is a very important factor for any university intending to compete at an international level. QECs assist institutions in embracing and applying global quality assurance frameworks such as the ISO 9001 and other accreditation standards to respond to the quality of educational programs, research activity, and institutional management. Not only does this alignment improve the quality of education but it also increases the designation's share of credibility which is incredibly important for attracting international collaborations, investments and ultimately students.

QECs and Strategic Planning

Strategic planning within universities is now greatly assisted by the data and analysis produced by QECs. They also said that assessments, audits, and feedback given by QECs give useful information to the university administrators while avoiding long-term strategic planning. From

the QEC, information gathered is incorporated into institutions' strategic planning in a way that covers program effectiveness, faculty output, and sufficiency of infrastructure as well as the satisfaction of students.

For instance, QECs aim to evaluate the strategies and approaches to teaching, learning, and faculty development that, in turn, inform the future strategic plans, development, and accreditation of new degree programs, improvements in physical infrastructure, or curriculum changes. Therefore, such assessments are useful for efficiently distributing resources within universities and isolating problems that could harm a university's development. When quality enhancement is placed at the heart of strategic management, through QECs, universities, enable themselves to meet the complex and challenging requirements of universities in the future at national and global levels.

Institutional Reputation and Rankings

The QECs assume a very significant position in enhancing the reputation and ranking of universities nationally and internationally. Through their mandate to ensure institutions set and maintain high-quality standards across all operations sectors, QECs assist universities in improving their theme in different global benchmarking systems, including the QS World University Ranking and THE Ranking systems. These rankings depend mostly on parameters like research, faculty, reputation scores, and student feedback, all components of QEC processes.

The following examples of QECs show that higher education institutions have benefited from enhanced reputational status. For example, the universities where the recommendations of QEC have been adopted in the governance system have experienced enhanced research grants, faculty retention, and student enrolment. Due to QEC-led activities to enhance the quality of the academic facilities, such as enhancing the academic and training facilities of the faculties, the reputation of these institutions within and outside the academic fraternity has been enhanced.

Organizational Culture and Leadership

QEC interacts with the organizational culture and leadership within a university in terms of its ability to spur the institution's advancement. An organizational culture that is quality oriented is one that encourages teamwork, commitment to accountabilities, and the pursuit of the third for improvement by both staff and students. This is because QECs are recognized by their commitment to their third for improvement. QECs facilitate this by promoting assessment review and enhancement of academic and administrative activities in their relevant departments, making the culture of excellence a part of the organizational glue at the institutional level.

Leadership is, therefore, key to the support of QECs as well as the enhancement of institutional growth. It should be noted that implementing the recommendation and findings from the QECs rests on the university management, the vice-chancellors, deans, and heads of department. It plays an obvious role in financial and resource provision for the proper functioning of QECs and sets a leading tone for the whole university in enhancing quality assurance. Priority is therefore accorded to the governance structures of universities by involving QECs in the process, as this not only guarantees but boosts institutional development for the achievement of improved overall performance and recognition of the institution.

Case Studies of QECs in Pakistani Public Universities

Quality Enhancement Cells (QECs) play a vital role to transform the public universities in Pakistan to meet the norms of our national and global counterparts. Quality Enhancement Cells (QECs) are involved in various quality areas, such as curricular and faculty, assessment, and

enhancement and facilities. This section aims to illustrate how QECs can actually work by providing two examples.

Case Study 1: A Large Public University

QEC has recorded successes in many institutions, one of which is at the University of Engineering and Technology (UET), Lahore. Being one of the pioneers in setting up the QEC in Pakistan, the QEC of UET was established in 2005. In this respect, it has provided the students and the university with important values for academic achievement through internal and external tests and examinations. Based on the HEC framework and international accreditation standards, the QEC department facilitates the evolution of quality assurance practices according to global standards, hence the quality programs offered in UET.

The QEC at UET was established to enhance the university's teaching standards, research productivity, and facilities. For example, it undertakes annual or periodic visits to academic programs to determine their compliance with national and international standards. The information gathered from these audits is applied to the change in curriculum development policies and the faculty's training. For instance, to complement the QEC of UET, a student feedback response system was incorporated on how to enhance teaching quality, which has positively enhanced the students' satisfaction status and class experiences commensurate with the reports from Malik and Shafi (2016) and the Quality Assurance (2022).

Case Study 2: A Medium-Sized Regional University

The QEC for Bahauddin Zakariya University (BZU), Multan, shows how medium-sized regional universities can benefit from sound mechanisms to ensure quality. The problems observed in BZU's QEC are a need for more funds and clarity in disseminating quality goals and objectives across departments. However, the QEC has dealt with these challenges by making relevant changes in curriculum and faculty development.

According to Wheelen and McDonald, one of BZU's major achievements has been incorporating QEC results into the university's planning. For instance, through interviews, the QEC conducted a rigorous review of the faculty and introduced a new training program that focuses on teaching techniques. Further, the QEC contributed to achieving national and international accreditations for various academic programs that have enhanced the university's status locally and internationally (Malik & Shafi, 2016; Noreen & Mahmood, 2021).

Lessons Learned from Case Studies

The present research on UET Lahore and BZU Multan focuses on important findings pertinent to other public universities in Pakistan. First, QECs need administrative support from the institutional leadership and university administration to succeed fully. This is true at UET because the Vice Chancellor has supported the QEC's recommendation to improve the quality assurance standards. Second, another form of efficient utilization of annual and more frequent audits and evaluations is when they are included in strategic planning and development. When followed, they result in measurable enhanced academic performance and organizations' reputations.

However, common issues comprise inadequate funding and the need for effective communication with other university departments, especially in regional universities such as BZU. To avoid these problems, more attention should be paid to collaboration between QEC faculty and administrative staff. QECs can thus be of immense benefit to public Universities, hence improving a culture of quality improvement in learning institutions.

Implications for Future Quality Enhancement Efforts

As things progress, QECs must advance and adapt to more distinct and technical ways of ensuring quality assurance. These collected sources of data and technology tools for analysis, coupled with benchmarking from international associations and universities, will also be crucial to retaining the competitiveness of Universities in Pakistan. In addition, improving connections between the QECs, faculty members, and students will increase the effectiveness of the quality assurance procedure. In the case of UET and BZU, the two main universities present how other universities of the same status can practice similar measures for achieving the growth of academics and institutions (Malik & Shafi, 2016; Noreen & Mahmood, 2021).

Challenges and Opportunities for QECs in Pakistan

Challenges

Understanding the challenges of Quality Enhancement Cells (QECs) in Pakistan and, more profoundly, in public universities is noteworthy. Another challenge is the scarcity of funding, as many QECs are understaffed and underfunded by far the worst-funded of all the universities' quality assurance bodies and cannot afford to do comprehensive quality assessments and improvement planning. This is particularly difficult in large organizations with tight budgets, making it impossible to acquire efficient technology or train faculty in updated teaching methods. Another threat to HS is institutional resistance. In as much as change initiatives receive support from line managers, there are always organizational structures that resist change. University staff may not embrace new changes in any quality assurance practices since they may imply changing an existing paradigm. These matters are worse, given that most public universities feature a bureaucratic administrative system associated with slow decision-making and several layers of authority. Consequently, there is always an issue of effectiveness in reform implementation in QECs when the need for improvement arises (Malik & Shafi, 2016; Hou, 2016).

Opportunities

However, QECs in Pakistan face some of these challenges but have numerous opportunities to achieve their objectives. Finally, enhancing cooperation with international QA bodies is one of the main opportunities for the sector's further development. Local standards can be linked with the Asia-Pacific Quality Network (APQN) and the International Network for Quality Assurance Agencies in Higher Education (INQAAHE), through which QECs can increase Pakistani universities' credibility by bringing them into line with international quality assurance standards.

The second emerging opportunity is the application of digital technologies to develop approaches to the assessment of quality. The computation of statistics through instrumentation can reduce the workload by eliminating delays in data accumulation, analysis, and reporting on quality assurance. Learner management, feedback mechanisms, and artificial intelligence-supported data analysis are technologies that can enviously transform the QEC process and its consequent initiatives, with increased precision and efficiency figures, as pointed out by Hou et al., 2024 and Altbach, 2016.

Future Directions for QECs

For QECs to optimize their potential, several policy changes and capacity development measures are needed. Measures should be taken to increase financial inputs in the QECs and lessen the official procedural hindrances to its functioning. In the same manner, training activities should be developed for QEC staff to enhance their knowledge relative to current complex quality assurance frameworks and the usage of IT applications. This will enhance the

efficiency of QECs and guarantee that Pakistani universities can competently run and compare to their international counterparts (Hou, 2016; Fruman & Sherburne-Benz, 2024).

Conclusion

This review underlines the importance of Quality Enhancement Cells (QECs) in improving quality and growth of the higher education institutions in Pakistan. These quality enhancement committees have greatly helped in enhancing the academic quality through enhancement of instituted audits, feedback and self-assessment reports on teaching, curriculum, training and development of faculties. In the same respect, QECs have assumed a key change agent's role in respect to institutional development by mainstreaming international quality assurance trends in alignment of university practices as well as incorporation of quality into strategic planning. Such measures have not only set high academic achievements but also enhanced institutional profile at national as well as at the international level.

QECs are considered to have great promise for furthering the improvement of higher education in Pakistan. If the QECs keep continuing their work on the improvement of the system and integrating their practices with international benchmarks, it will be possible to maintain the competitiveness of public universities. It is suggested that resource deployment to support QECs should be strengthened, while organizational structures should also be improved as for decision-making in the QECs' operation. There is also a requirement for inter-QECs, universities' managers and external agencies for enhancing the culture of quality assurance within institutions. Increasing independence and providing additional training of QECs will only add to their ability to bring about significant changes.

Future Research Directions

In this review, positive contributions of QECs have been highlighted but more research is needed to see the appreciation of the positive outcomes of these initiatives after several years of implementation. Further research studies should focus on the impact of QECs in certain specialties for example research quality, students' performance and faculty education regarding QECs impact after several years. However, cross-sectional comparative investigations for different types of public universities including regional and specialized universities may shed further light on the prospects as well as problems of QECs in various universities settings. This will allow the future policy reforms to be made and guarantee that QECs remain as effective as needed to promote academic excellence.

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