

**Corrective Action against Implementation Plan of BS Biotechnology Program at DCOB
Program Review for Effectiveness and Enhancement (PREE) of Bachelor of Biotechnology
Quality Enhancement Cell-Dow University of Health Sciences**

S. No	AT findings and recommendation	Intended corrective action	Implementation Date	Rectification/ Action Taken
1	Standard 1-1.1.2-The program objectives did not clearly reflect elements related to cultural nationalism and engagement with the global society.	Revise the program objectives to explicitly incorporate aspects of cultural nationalism and global engagement, ensuring alignment with institutional values and international outlook.	30-09-25	Corrective action rectified
2	Standard 1-1.1.5 –The Program Objective Assessment Table was incomplete and unclear. The "When Measured" column did not specify courses or assessment methods, the "Improvement Identified" column omitted the responsible committee, and the "Improvement Made" column lacked a clear description of the actions taken.	Revise the Program Objective Assessment Table to include specific courses and assessment methods under "When Measured," clearly identify the responsible committee in the "Improvement Identified" column, and provide detailed descriptions of actions taken in the "Improvement Made" column.	30-09-25	Corrective action rectified
3	Standard 1-1.2.2– In Point (v), "outcomes' examinations (exit exams)" were marked as NA, while End-of-Semester exams and Internal evaluations through the DUHS Centralized System were not included, resulting in an incomplete assessment of student outcomes.	Include End-of-Semester Exams and Internal Evaluations conducted through the DUHS Centralized System, ensuring a more comprehensive and accurate assessment of student outcomes.	30-09-25	Corrective action rectified
4	Standard 1-1.3.3–he SAR did not highlight key weaknesses such as limited resources, shortage of electives, insufficient staff, and the absence of a Mentor System, all of which require attention for program improvement.	Revise the SAR to explicitly acknowledge the weaknesses and develop an improvement plan addressing resource allocation, expansion of electives, recruitment of additional staff, and implementation of a structured Mentor System.	30-09-25	Corrective action rectified
5	Standard 1-1.4-The Performance Measures Result for Average Graduating Point needs revision, and Faculty and Students' Satisfaction is incorrectly marked as "NA."	Include GPA in the Performance Measures Result Table and replace "NA" with "Conducted at Department Level" to accurately reflect current satisfaction assessment practice.	30-09-25	Corrective action rectified
6	Standard 1-1.5.3 – Current communication methods to students include Class Announcements, LMS, and WhatsApp groups; however, the use of a Notice Board is missing, which is a common and effective communication tool.	Introduce the use of a Notice Board as an additional communication channel to ensure all students receive important announcements and updates consistently.	30-09-25	Corrective action rectified
7	Standard 2- The current program curriculum table requires revision as it does not include the third-year Capstone Project and the Internship (0+3 credit hours), both of which are essential for hands-on, project-based learning and accurate depiction of the program structure.	Revise the Program Curriculum Table to incorporate the Capstone Project in the third year and the Internship component (0+3 credit hours). This update will ensure that the curriculum appropriately reflects all the learning options and is consistent with academic requirements.	30-09-25	Corrective action rectified
8	Standard 2 - Table 2.0 needs to include missing components like Capstone Project and internship details, employer evaluation report, and satisfaction/performance rating criteria.	Revise Table to incorporate the Capstone Project and Internship details, Employer Evaluation Report, and clear Satisfaction/Performance	30-09-25	Corrective action rectified. However, employer evaluation report, and satisfaction/performance rating criteria is not a part of Table 2.0.

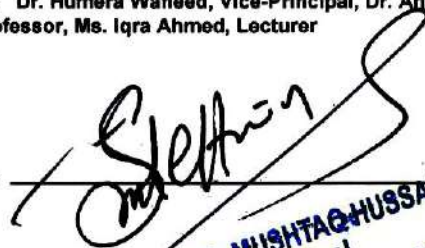
9	Standard 2 – Table 2.1.1: The table lacked clear alignment between courses and program objectives, making it difficult to evaluate how effectively the courses support the objectives in terms of theory-to-practical ratios and class/lab distributions.	Table 2.1.1-Revise the table to clearly map each course to the corresponding program objectives, explicitly showing theory-to-practical ratios and class/lab distributions to ensure transparent alignment and assessment.	30-09-25	Corrective action rectified
10	Standard 2- Table 2.5- The table provides theoretical background, problem analysis, and solution design, but lacks Capstone Project and Internship details, requiring addition for comprehensive curriculum representation.	Update the table to include Capstone Project and Internship details, ensuring a complete and accurate depiction of the curriculum structure.	30-09-25	Corrective action rectified in Table 2
11	Standard 2- Table 2.1.2: 'Courses versus program outcomes', outcomes were not properly aligned with courses.	Provide proper alignment of courses/groups of courses with program outcomes after revision of objectives.	30-09-25	Corrective action rectified
12	Standard 2- Table 2.6- The inclusion of "Media in Science" in the 4th Year column does not align with the advanced communication skills expected at this level. A Capstone Project would be more appropriate, as it enables students to practice report writing, presentations, and defense in their final year.	Revise the 4th Year curriculum to replace "Media in Science" with a Capstone Project, ensuring students develop advanced communication, analytical, and presentation skills in their final year.	30-09-25	Corrective action rectified
13	Standards 4- 4.3.5-The absence of a structured Mentor System limits consistent academic and career guidance for students.	Introduce a structured Mentor System by assigning faculty mentors to students at the beginning of each semester/year to provide continuous academic support, career guidance, and professional development.	30-09-25	Dr. Sheeba Naz is a students advisor and students are free to communicate with her and other faculty members through out the year.
14	Standards 6-6.1. – The criterion "Matric / O Level / equivalent examination certificate from Sindh" appears restrictive. Revision is needed to clearly reflect eligibility for candidates with equivalent qualifications from other recognized boards.	Revise the admission criterion to explicitly include candidates with Matric/O Level/equivalent qualifications from all recognized boards, ensuring fairness, inclusivity, and clarity.	30-09-25	The current criteria is aligned with the DUHS admission policy available on DUHS official website.


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