



# Constitution of Student Council for Academic Learning Enhancement (SCALE)

## Article 1: Title

This document shall be known as the **Constitution of the Student Council for Academic Learning Enhancement (SCALE)** of Sohail University.

## Article 2: Purpose

The purpose of establishing the **Student Council for Academic Learning Enhancement (SCALE)** is to institutionalize a **well-defined, centralized, and independent mechanism** for structured student engagement in quality assurance (QA) processes at Sohail University. SCALE provides a formal platform for student participation in academic quality enhancement, feedback, and consultative processes, and contributes progressively to institutional quality management and governance in collaboration with academic and administrative stakeholders.

SCALE shall operate in accordance with institutional rules, regulations, policies, and SOPs, and the guidelines, precepts, and standards issued by the Higher Education Commission of Pakistan (HEC) and Quality Assurance Agency (QAA) from time to time. The Council ensures that student perspectives are systematically integrated into the University's **Internal Quality Assurance (IQA)** and **Continuous Quality Improvement (CQI)** frameworks, consistent with the University's vision and mission.

## Article 3: Scope

This Constitution shall apply to:

- All **undergraduate and graduate students**
- All **academic departments, faculties, and campuses**
- Academic, administrative, and student support services impacting learning experience and student development

## Article 4: Objectives

SCALE shall aim to:

1. Promote **structured student engagement** in quality assurance and academic enhancement

2. Facilitate effective **student feedback mechanisms** for institutional improvement
3. Support **IQC, QEC, RIPE, and PREE** processes through student input
4. Enhance **student learning experience**, support services, and learning environments
5. Foster a culture of **dignity, courtesy, respect, and inclusion**
6. Strengthen linkage between students, alumni, faculty, and administration

## **Article 5: Guiding Principles**

SCALE shall function based on the following principles:

- Transparency and accountability
- Constructive participation and non-partisanship
- Confidentiality and ethical conduct
- Inclusivity and equal opportunity
- Alignment with institutional mission and national QA standards

## **Article 6: Structure and Composition**

1. SCALE shall be a **centralized student council** at the University level.
2. SCALE shall operate through **Lead Student Representatives (LSRs)** representing academic departments.
3. SCALE members shall function in an **advisory and liaison capacity only**, without executive or decision-making authority.

## **Article 7: Student Engagement in Quality Assurance**

SCALE shall support and facilitate student engagement in QA processes, including:

### **7.1 Institutional Quality Circle (IQC) Support**

- Providing student perspectives to IQC through structured feedback
- Participating in quality meetings in a **non-voting capacity**, when invited

### **7.2 Feedback and Evaluation**

- Facilitating course, teacher, and service evaluations
- Supporting surveys related to academic delivery, facilities, and student services
- Ensuring feedback is documented, consolidated, and forwarded through proper channels

## **Article 8: Student Support and Learning Enhancement**

SCALE shall contribute to quality enhancement related to:

- Academic delivery and teaching effectiveness
- Student support services, including:
  - Registration and orientation
  - Academic advising and tutorials
  - Counseling and mentoring
  - Career guidance and placement support
  - Financial aid and scholarships

Feedback in these areas shall be communicated for corrective and improvement actions.

## **Article 9: Learning Environment and Resources**

SCALE shall facilitate feedback and dialogue regarding:

- Accessibility and adequacy of **learning resources** (library, labs, digital platforms)
- Physical, virtual, and blended learning environments
- Social learning spaces and recreational facilities
- Promotion of safe, inclusive, and student-friendly campus environments

## **Article 10: Student Well-Being, Conduct, and Campus Life**

SCALE shall support initiatives that promote:

- Dignity, courtesy, mutual respect, and ethical conduct
- Student well-being and healthy campus culture
- Development and effectiveness of student societies, clubs, and co-curricular activities
- Inclusive participation across gender, culture, and academic background

## **Article 11: Alumni Engagement and Feedback**

SCALE shall support institutional efforts to:

- Facilitate alumni interaction and engagement activities
- Collect alumni feedback on curriculum relevance, employability, and skills development
- Contribute alumni insights to academic and institutional improvement initiatives

## **Article 12: Reporting and Coordination**

SCALE shall coordinate and communicate, as required, with:

- Quality Enhancement Cell (QEC)
- Institutional Quality Circle (IQC)
- Deans, Principals, Chairpersons, and HoDs
- Student Affairs and relevant administrative units

All feedback and submissions shall follow **documented channels** to ensure traceability.

## **Article 13: Code of Conduct**

Members of SCALE shall:

- Act with professionalism, neutrality, and integrity
- Avoid personal, political, or non-academic agendas
- Maintain confidentiality of sensitive information
- Ensure fairness and accuracy in all feedback shared

Violation of conduct may result in removal from SCALE.

## **Article 14: Continuous Quality Improvement (CQI) Linkage**

All SCALE-related feedback and submissions shall be:

- Documented and reviewed by relevant authorities
- Used as input for **CQI, RIPE, and PREE** processes
- Tracked for follow-up actions and institutional learning

## **Article 15: Review and Amendment**

This Constitution shall be reviewed periodically to ensure relevance, effectiveness, and alignment with institutional goals and HEC requirements. Amendments may be made with approval of the competent academic authority.

	Initiated by	Reviewed by	Reviewed by	Approved by
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