



الجهاز الوطني للإعتماد الأكاديمي و ضمان جودة التعليم  
National Bureau for Academic Accreditation And Education Quality Assurance

NBAQ



# The NBAQ Handbook For Institutional Accreditation

- ◆ Core Standards
- ◆ Quality Indicators
- ◆ Assessment System

Edition  
2017

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### **Acknowledgments**

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## Foreword

Since the year 2002 the higher education sector in Kuwait is witnessing rapid expansion; as a consequence, sustaining the quality of Kuwait's tertiary education and its continuous improvement emerged as a top national priority. The State's decisive move in this direction was the establishment of the National Bureau for Academic Accreditation and Education Quality Assurance-NBAQ as Kuwait's sole national accrediting body, signifying a strategic landmark step towards overseeing the placement of Kuwait's higher education at par with global higher education systems.

In publishing its *Handbook for Institutional Accreditation*, the NBAQ fulfills its crucial objective of establishing partnership with Kuwait's tertiary institutions by setting universally applicable accreditation standards and by implementing assessment methods that are transparent and commensurate with universal norms in order to improve and sustain the educational quality that post-secondary institutions provide.

The strength and relevance of the NBAQ's accreditation standards to the realities of Kuwait's higher education are attributable to the expertise and diligent efforts of an expert team, whose individual members carry highest qualifications and long academic and professional experiences. Nevertheless, compatibility with international standards and the incorporation of best practices were important directing frames for NBAQ's prime goal of enhancing the experiences of teaching faculty as well as undergraduate, graduate, and professional students. Hence, in developing its accreditation standards and their related quality indicators, as this *Handbook* specifies, the NBAQ has been in dialogue with the international community to ensure the *Handbook's* comprehensiveness and congruity with globally-approved principles.

In presenting the *Handbook for Institutional Accreditation's* first edition, it gives me pleasure to record my appreciation for the persistent efforts and multifaceted cooperation of a dedicated team through which the NBAQ developed its standards for accreditation. I firmly believe that the application of well-grounded accreditation standards would be instrumental in invoking public trust, enhancing institutional effectiveness and boosting incentives for innovative resource- management.

The standards have been written in a way that continually challenges the institutions' status quo, significantly pointing to new frontiers of educational quality. In this regard, the NBAQ's *Handbook* is a living document that would necessarily evolve over time as new changes are introduced, and new perspectives emerge in the domain of quality assurance in higher education systems.

**Prof. Nouria Abdulkareem AlAwadi**

*Director General,*

National Bureau for Academic Accreditation &  
Education Quality Assurance (NBAQ)- KUWAIT



## 1. Introduction

Higher education is one of the fastest growing sectors in the Arab world. Governments have endorsed institutional accreditation as a new force that sets in motion reliable measures that strengthen the educational quality of tertiary institutions, sustain their continual development and renewal of organizational effectiveness, and provide them with competitive advantage. In establishing The National Bureau for Academic Accreditation and Education Quality Assurance, (NBAQ), the State of Kuwait has designated and vested with authority a surveyor of educational quality. The NBAQ is Kuwait's sole national accrediting body responsible for the improvement and the quality assurance of all tertiary institutions. As the national surveyor, the NBAQ's mission is to guarantee that Kuwait's tertiary educational institutions carry out their missions with integrity, professionalism, and immunity from detrimental interests, thereby ensuring these institutions are worthy of public confidence.

The NBAQ's thirteen inter-related Standards present tertiary educational institutions in Kuwait with an inclusive guiding framework to attain superior institutional effectiveness. The overarching perspective of the Standards is that tertiary institutions in Kuwait have the responsibility of developing human capital that is equipped to fulfill the developmental needs of the country through the continual quality improvement of their practices, services, and their degree-granting programs.

To receive institutional accreditation from the NBAQ, institutions must demonstrate that they have fulfilled satisfactorily the requirements of the NBAQ's Standards for Institutional Accreditation and that they have substantiated this fulfillment with tangible evidence. In satisfying the thirteen Standards, institutions ascertain the effectiveness and adequacy of four key domains: *first*, degree programs; *second*, student acquisition of knowledge and competencies, whose triad of elements consist of faculty, students, and teaching methods; *third*, infrastructure; and *fourth*, available resources. Being mostly qualitative in nature, the NBAQ's Standards should be conceived as aspirational targets that must be achieved at least minimally.

The NBAQ recognizes that institutions have their unique features, differing in size, scope of programs, diversity of resources, and philosophies of education. The thirteen inter-related Standards are capacious enough to accommodate institutional differences and innovative strategies for improving the effectiveness and the quality of services and operations. These differences, notwithstanding, all institutions are obliged to create an enabling environment that sustains and upgrades the quality of student learning experiences and assures the quality and efficiency of programs and services rendered to all stakeholders.

The NBAQ's Standards for institutional accreditation represent the thorough work of experienced academicians. The Standards were established within the framework of Kuwait's social, cultural, and economic realities and needs. However, the Standards build strong bridges between the national and the international criteria for quality assurance. To ensure the comprehensiveness, implementability and measurability of its Standards, the NBAQ consulted with accreditation agencies from North America, Europe, and Gulf Cooperation Council countries. Moreover, the Standards were reviewed and approved by the NBAQ's Directing Council.

At the core of the NBAQ's philosophy of accreditation are several key principles:

1. In accordance with the Amiri Decree number 417/2010, participation in the NBAQ's institutional accreditation evaluation is required by the State. To fulfill the objectives of the Amiri Decree, the NBAQ firmly upholds the principle of building partnerships with tertiary institutions. To this end, the NBAQ supports Kuwait's tertiary institutions in conducting their institutional self-assessments by offering training workshops, organizing pre-audit accreditation visits, offering consultations, and extending other forms of assistance.
2. The Standards rest on the belief that a sound tertiary-level education is outcome-based and is founded on a developmental perspective, recognizing the evolving needs of students and degree programs. Parallel to this belief, the NBAQ acknowledges the importance of modifying its accreditation Standards to accommodate the evolution of the principles of a sound education.
3. The Standards are a tool to measure the relationship between outcomes and processes that are in place. Hence, the ultimate purpose of the Standards is twofold: first, to give recognition and credit to institutions who are in compliance with the NBAQ's Standards, recommending to them strategies to further enhance their educational quality; second, to help institutions that are not in compliance with the NBAQ's Standards to identify first areas of malperformance then challenge ineffective practices with newly-initiated effective procedures and instrumental processes that eventually serve both the vision and mission of the institution.
4. The NBAQ acknowledges an institution's prerogative to construct its own vision and mission, and establish its distinctive developmental strategies within the recognized context and parameters of quality higher education.

5. A key element in the NBAQ's process of accreditation is the writing of an institutional self-assessment report that is comprehensive, analytical and evidence-based, verifying the institution's effectiveness and success in achieving its stated mission(s). The self-assessment report is directed toward demonstrating the institution's level of compliance with the NBAQ's Standards. The self-assessment report represents the collective analysis and opinion of the institution's stakeholders (administrative officers, faculty, staff, students, and board members, etc.).
6. Additionally, a second key element is the NBAQ's process of accreditation is peer evaluations by means of site visits that are subsequent to the completion of the self-assessment reports. Peer evaluation teams, selected by the NBAQ, are made up of recognized experts in quality education from institutions comparable to the one undergoing evaluation. As a comprehensive and forthright quality assessment, the site-visit evaluation specifies the strengths and weaknesses of the institution in light of the NBAQ's Standards and determines its degree of fulfillment of the Standards.
7. The NBAQ's accreditation decisions are based on the institution's level of compliance with all Standards for institutional accreditation. The NBAQ's accreditation decisions are in alignment with the institution's level of compliance: substantial compliance merits a five-year accreditation status; marked compliance merits a four-year accreditation status; and minimal compliance merits a three-year accreditation status.
8. Institutions that are not in minimal compliance with the NBAQ's Standards, receive guidance and assistance to achieve compliance.
9. The NBAQ policies ensure that institutions have the right to review the final written report of the accreditation assessment by the team of peer evaluators and to request the implementation of amendments. The grounds for requesting amendments are: (a) the report contains factually incorrect information; (b) the report has omitted to record significant favorable information; (c) the report records information that is irrelevant to the NBAQ's Standards. The accreditation status of the institution shall not become final and public before the legitimacy of amendments are concluded.

As the experience of tertiary educational institutions across the globe attests, institutional accreditation is a primary catalyst in developing quality education, and can be the wellspring of innovative strategies to serve the interest of all stakeholders of an institution. Significantly, it puts all institutions—governmental and private, large and small—in constant contact with the self-same standards of educational quality.

## 2. Amiri Decree Number 417/2010

The NBAQ was established in 2010 by Amiri Decree number 417/2010. Its establishment reflects the resolve of the State of Kuwait to equip the country with a monitorial and developmental tool concerning tertiary-level education, and it responds to the public's expectation that Kuwaiti graduates of all universities and colleges, within Kuwait and abroad, should possess and demonstrate competencies and skills that reflect quality education and training.

In accordance with the above-mentioned Decree, the NBAQ is Kuwait's national body vested with the authority to assess, improve, quality assure, and formally accredit Kuwait's post-secondary educational institutions. In conducting its activities, the NBAQ's accreditation assessment processes are guided by a set of core standards that are comprehensive, measurable, and compatible with globally endorsed criteria. In addition to its role as the national accreditor of tertiary educational institutions, the Amiri Decree authorizes the NBAQ to act as Kuwait's main surveyor of educational quality outside Kuwait. One of NBAQ's missions is to inform the government and Kuwaiti society which educational institutions offer quality tertiary education and genuinely help Kuwait create a dependable human capital.

Amiri Decree number 417/2010 tasks the NBAQ with the following missions:

1. Establish the principles and standards for the evaluation and accreditation, institutional as well as programmatic, of post-secondary educational institutions in Kuwait.
2. Establish the required procedures and measures that educational institutions must meet to obtain accreditation.
3. Confer institutional and programmatic accreditation on post-secondary educational institutions in Kuwait.
4. Coordinate with international accrediting agencies in regard to the programmatic accreditation of programs offered by post-secondary educational institutions in Kuwait.

To fulfill these missions, NBAQ must undertake the following actions:

1. Evaluate the programs offered by post-secondary institutions in Kuwait with the aim of quality improvement.
2. Foster cooperation with international accreditation agencies.

3. Prompt the culture of effective planning within post-secondary institutions in Kuwait.
4. Prepare a national cadre that is capable of conducting processes related to the evaluation and accreditation of post-secondary educational institutions.
5. Fund research studies, conferences, and the exchange of expertise that pertains to academic accreditation.
6. Periodically analyze and publish data and information regarding academic accreditation in Kuwait.
7. Specify foreign institutions of tertiary education whose degree-granting programs demonstrate quality and warrant recognition.

## مرسوم رقم 417 لسنة 2010 بإنشاء الجهاز الوطني للإعتماد الأكاديمي

### وَضمان جودة التعليم

#### بعد الاطلاع على الدستور:

- وعلى القانون رقم ٢٩ لسنة ١٩٦٦ في شأن تنظيم التعليم العالي والقوانين المعدلة له .
- وعلى القانون رقم ٣١ لسنة ١٩٧٨ بقواعد إعداد الميزانيات العامة والرقابة على تنفيذها والحساب الختامي .
- وعلى القانون رقم ٦٣ لسنة ١٩٨٢ في شأن إنشاء الهيئة العامة للتعليم التطبيقي والتدريب والقوانين المعدلة له .
- وعلى القانون رقم ٣٤ لسنة ٢٠٠٠ بإنشاء الجامعات الخاصة .
- وعلى القانون رقم ٩ لسنة ٢٠١٠ بإصدار الخطة الإنمائية للسنوات ٢٠١٠/٢٠١١/٢٠١٤ .
- وبناء على عرض وزير التعليم العالي .
- وبعد موافقة مجلس الوزراء .

### رسمنا بالآتي

#### مادة (١)

##### تعريف:

- ١- الوزير: وزير التعليم العالي .
- ٢- الجهاز: الجهاز الوطني للإعتماد الأكاديمي وضمن جودة التعليم .
- ٣- مؤسسات التعليم العالي وتشمل : جامعة الكويت، الهيئة العامة للتعليم التطبيقي والتدريب والجامعات الخاصة وغير ذلك من مؤسسات التعليم العالي .
- ٤- المجلس: مجلس إدارة الجهاز .
- ٥- المدير العام: مدير عام الجهاز الوطني للإعتماد الأكاديمي وضمن جودة التعليم .
- ٦- الإعتماد الأكاديمي: ويشمل الإعتماد المؤسسي والبرامجي لمؤسسات التعليم العالي .

#### مادة (٢)

ينشأ جهاز يسمى الجهاز الوطني للإعتماد الأكاديمي وضمن جودة التعليم ويتبع وزير التعليم العالي .

#### مادة (٣)

يهدف الجهاز إلى تحسين مستوى برامج مؤسسات التعليم العالي في دولة الكويت وتحديد مؤسسات التعليم العالي في الدول الأخرى التي تسمح بإعتماد مؤهلات خريجها وذلك من خلال عمليات التقديم المستمر لتلك المؤسسات وبرامجها وفقاً لمعايير هيئات الإعتماد العالمية وصولاً لضبط جودة التعليم العالي .

#### مادة (٤)

##### للجهاز في سبيل تحقيق أهدافه العمل على مايلي:

- ١- تقديم برامج مؤسسات التعليم العالي في دولة الكويت وصولاً إلى رفع مستوياتها:
- ٢- تعزيز التعاون مع هيئات الإعتماد الأكاديمي العالمية لمواكبة التطور الأكاديمي والمؤسسي العالمي.
- ٣- تفعيل التخطيط الجامعي في مؤسسات التعليم العالي بهدف تعزيز الثقة الذاتية لديها.
- ٤- تأهيل كوادر وطنية لدى الجهاز قادرة على القيام بأعمال التقييم والإعتماد لمؤسسات التعليم العالي .
- ٥- تشجيع ودعم الأبحاث والمؤتمرات وتبادل الخبرات في مجال الإعتماد الأكاديمي.
- ٦- تحليل ونشر البيانات والمعلومات ذات الصلة بالإعتماد الأكاديمي بصفة دورية.
- ٧- تحديد مؤسسات التعليم العالي في الدول الأخرى التي يسمح بإعتماد مؤهلات خريجها وذلك ضماناً لجودة تعليم هذه المؤسسات.

#### مادة (٥)

##### يتولى إدارة الجهاز مجلس يشكل برئاسة الوزير وعضوية كل من :

- ١- مدير عام الجهاز.
- ٢- وكيل وزارة التعليم العالي.
- ٣- الأمين العام لمجلس الجامعات الخاصة.
- ٤- خمسة من أعضاء هيئة التدريس من ذوي الكفاءة يمثلون مؤسسات التعليم العالي الحكومية.
- ٥- عضوين من ذوي الكفاءة الأكاديمية يمثلون مؤسسات التعليم العالي الخاصة.
- ٦- ثلاثة أعضاء من ذوي الخبرة يمثلون القطاع الأهلي .

##### ويصدر بتشكيل المجلس قرار من مجلس الوزراء .

#### مادة (٦)

مجلس الإدارة هو السلطة العليا التي تدير الجهاز وله في سبيل ذلك مايلي:

- ١- وضع قواعد ومعايير وضوابط التقديم والجودة ، والإعتماد الأكاديمي البرامجي والمؤسسي في مؤسسات التعليم العالي .
- ٢- تحديد الإجراءات والمقومات المطلوبة لحصول مؤسسات التعليم العالي على الإعتماد الأكاديمي.
- ٣- منح الإعتماد الأكاديمي والمؤسسي لمؤسسات التعليم العالي.
- ٤- مراجعة الأداء الأكاديمي العالمي بشأن إعتماد برامج مؤسسات التعليم العالي ، وذلك للإستفادة منه .
- ٥- التنسيق مع جهات الإعتماد الأكاديمي العالمية بشأن برامج مؤسسات التعليم العالي.
- ٦- إعداد الهيكل التنظيمي للجهاز .
- ٧- إعتماد التقرير النهائي السنوي للجهاز الذي يعده مديره العام.

#### مادة (٧)

يجتمع المجلس أربعة مرات في السنة على الأقل بصفة دورية وبدعوة من رئيس الجهاز ، ويجوز أن يجتمع المجلس بصفة غير عادية بدعوة من رئيس الجهاز، أو أبناءً على طلب من نصف عدد الأعضاء ، ويشترط لصحة الاجتماع حضور أغلبية الأعضاء من بينهم الرئيس ، وتتخذ القرارات فيه بالأغلبية المطلقة وفي حالة التساوي يرجح الجانب الذي في الرئيس.

#### مادة (٨)

للمجلس أن يشكل من بينه أعضائه أو غيرهم لجاناً دائمة أو مؤقتة ويحدد اختصاصاتها والمهام التي يكلفها بها.

#### مادة (٩)

يضع المجلس لائحة داخلية تنظم أعماله والإجراءات التي يتبناها في مباشرة هذه الأعمال.

#### مادة (١٠)

يكون للجهاز مدير عام ويعاونه نائب أو أكثر ويصدر بتعيينهم وتحديد درجاتهم مرسوم ، وتحدد اختصاصات المدير العام ونوابه بقرار من الوزير.

#### مادة (١١)

يكون للجهاز إعمادات خاصة به تدرج ضمن ميزانية وزير التعليم العالي.

#### مادة (١٢)

على الوزراء - مل فيما يخصه - تنفيذ هذا المرسوم ، ويعمل به من تاريخ نشره في الجريدة الرسمية.

أمير الكويت

رئيس مجلس الوزراء

صباح الأحمد الجابر الصباح

ناصر المحمد الأحمد الصباح

وزير التعليم العالي

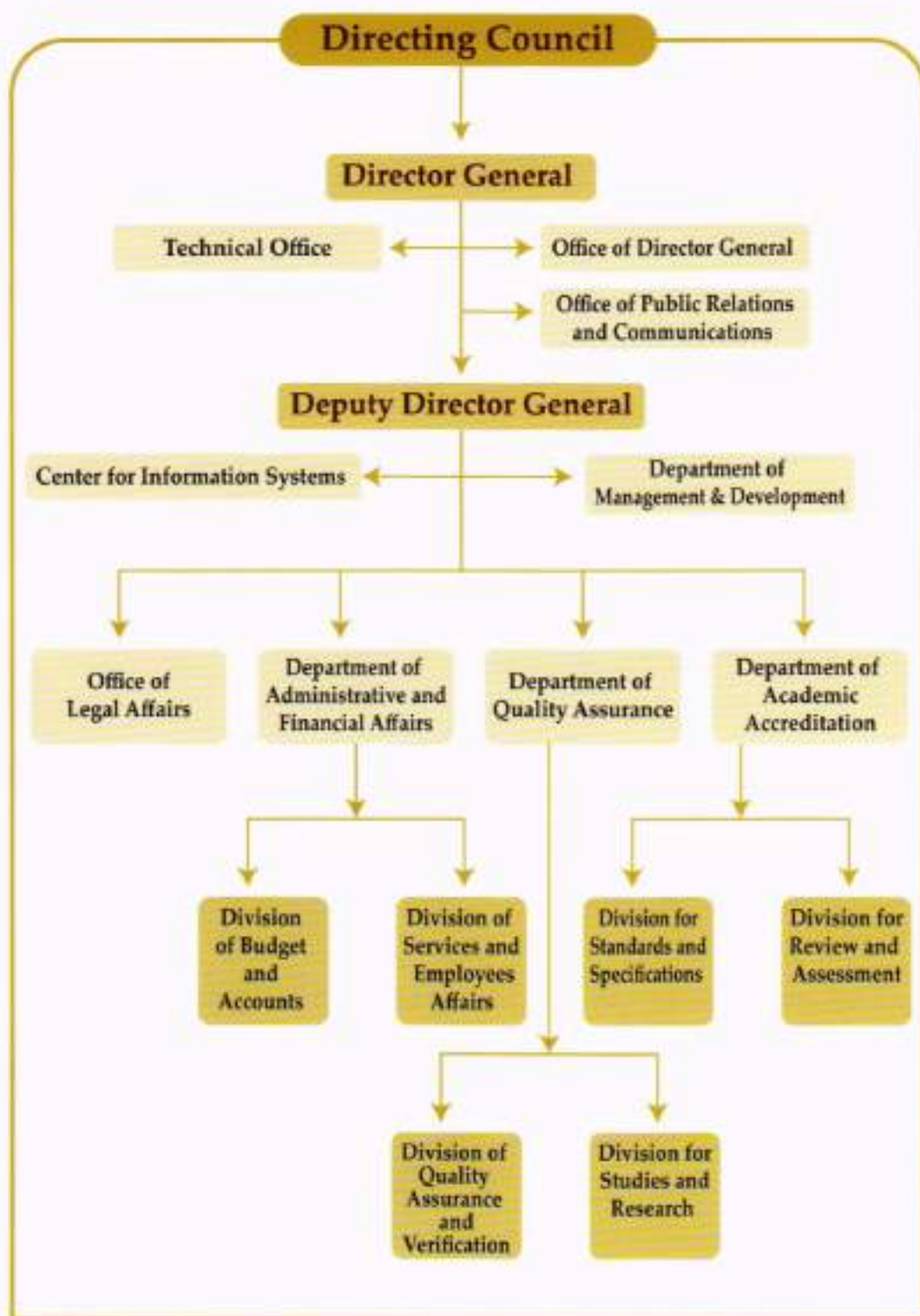
د. ماضي عبد العزيز الحمود

صدر بقصر السيف في : ١٧ ذو القعدة ١٤٣١هـ

الموافق : ٢٥ أكتوبر ٢٠١٠

### 3. The NBAQ'S Organizational Structure

The NBAQ'S Organizational Structure



## 4. The NBAQ'S Vision, Mission, Objectives & Values

### Introduction

The National Bureau for Academic Accreditation and Education Quality Assurance owes its origin to the State's aspirations to develop, sustain and improve the quality of education in Kuwait through principles, programs and practices that safeguard and ensure minimum acceptable standards of both academic credibility and quality assurance in higher education. The fundamental basis for establishing the National Bureau is embedded in this broad outlook of the higher education system, which crystallized in the year 2010 with the Amiri Decree formalizing the establishment of the National Bureau for Academic Accreditation and Education Quality Assurance in Kuwait. The Bureau's official launch in November 2012 marked a distinct step towards transforming the State's vision of higher education into a tangible reality, a vision grounded in a set of beliefs, professing that:

- The core value of education resides primarily in quality, sustainability and continuous evolvement of the post-secondary education in response to developmental changes, and in keeping abreast of the latest advances in knowledge.
- Quality of education is the foundation through which the graduates of higher education institutions effectively contribute to the economic and social development of society.
- Raising the quality of institutions of higher education is achievable through developing a culture of self-assessment, endorsing a system of continuous external evaluation, and applying valid assessment instruments as an empirical measure that demonstrates the effectiveness of institutions of higher education.

For the NBAQ to be effective in fulfilling its regulatory and developmental roles, it shall adhere to the principles of independence of operations, free from any external influence, in enforcing regulations, laws, and values by virtue of the authority vested.

## **Vision**

The NBAQ's vision is centered on leading Kuwait's higher education institutions to recognition as regional leaders in education.

## **Mission**

The NBAQ's mission is to establish the framework and principles for improving the system of higher education in Kuwait, monitoring and assessing its quality, and ensuring its effectiveness in the following ways:

- Maintaining close cooperation with educational institutions in Kuwait.
- Applying internationally recognized performance indicators and assessment instruments for evaluating institutions and specialized programs.
- Analyzing accreditation-related outcomes and findings periodically, and overseeing their dissemination to the public.
- Determining and listing institutions of higher education outside Kuwait whose graduates hold appropriate qualifications that merit recognition in Kuwait.

## **Objectives**

The NBAQ seeks to accomplish its vision and mission through a series of strategic objectives, as outlined below:

1. Establish and develop standards and mechanisms for measuring the quality of education in both higher education institutions and specialized programs offered, and ensure their consistency with international standards, and compatibility with the requirements of the State of Kuwait.
2. Render assistance to higher education institutions in developing mechanisms for quality control, organizing training courses and workshops on the methods and modalities of quality assurance, and achieving academic accreditation.
3. Determine levels of quality in higher education institutions in the State of Kuwait, both public and private, through periodic institutional assessments in accordance with international standards.
4. Examine specialized programs offered by higher education institutions in Kuwait, in cooperation with international academic accreditation bodies and agencies, in order to ascertain their quality level and pursue their programmatic accreditation.

5. Provide periodic updates on the level of quality and the accreditation status of higher education institutions and specialized programs in Kuwait, so as to keep Kuwaiti society duly informed, updated and aware.
6. Establish criteria for identifying and listing institutions of higher education outside Kuwait, whose certificates and qualified graduates merit endorsement in Kuwait, through continuous assessment of such institutions and their specialized programs, in keeping with the standards of international accreditation bodies.
7. Identify institutions of higher education outside Kuwait whose programs meet the quality standards and accreditation criteria set by the NBAQ.
8. Create an extensive reservoir of information by developing databases on the entire system of higher education institutions and programs in Kuwait in order to portray the effectiveness of education, methods and modalities of measuring and maintaining high quality standards, principles of good practices in performance and efficiency of institutions and specialized programs, as well as monitor the application of established criteria and good practices in higher education institutions in Kuwait.
9. Develop the framework of the NBAQ policies and good practices in close cooperation with international institutions, and academic accreditation and quality assurance bodies.
10. Prepare the requisite cadres of Kuwaiti personnel for meeting the NBAQ's human resource needs.
11. Organize conferences and seminars locally, as well as host local, regional and global conferences on academic accreditation and quality assurance in higher education.
12. Attain excellence as an academic accreditation institution well-versed in the quality assessment of higher education and oversee the continuous maintenance and advancement of that excellence, in the larger interest of perpetuating the culture of quality-consciousness in the higher education system in Kuwait.

## **Values**

*The NBAQ is committed to the values of:*

### **1. Excellence**

The NBAQ seeks to guide institutions of higher education in Kuwait to aspire to and achieve advanced levels of education that are internationally acknowledged.

### **2. Cooperation**

The NBAQ seeks to establish inter-active linkages and close cooperation with institutions of higher education in Kuwait, and coordinate and enter into effective partnerships with international accreditation bodies to ensure optimum quality standards in higher education in Kuwait.

### **3. Competitiveness**

The NBAQ seeks to elevate the status of higher education institutions in Kuwait to global dimensions by acquiring internationally acknowledged standards, such as are observed in and applied by eminent and well-regarded universities worldwide.

### **4. Independence**

The NBAQ fulfills its mission within the framework of Kuwait's developmental aspirations. The NBAQ upholds the virtue of independence in developing its policies, as well as in decision-making processes in matters of accreditation and quality assessment in the twin domains of higher education institutions and programs.

### **5. Transparency**

The NBAQ follows the principles of transparency in ensuring availability to the public of outcomes of assessments and the accreditation levels of higher education institutions in Kuwait.

### **6. Impartiality**

The NBAQ adopts an unbiased approach in all its dealings and acts in a manner that is fair, impartial and within the frame of objectivity.

### **7. Integrity**

The NBAQ adheres to the highest possible standards of ethical practice and integrity in all its operations and domains of activity.

## **5. The NBAQ'S Membership**

NBAQ is a member of the Gulf Network for Accreditation & Quality Assurance Agencies in Higher Education, the Arab Network for Quality Assurance in Higher Education (ANQAHE), and the International Network for Quality Assurance Agencies in Higher Education (INQAAHE).

## 6. The NBAQ'S Core Standards for Institutional Accreditation

### • Core Standards

The NBAQ Standards intend to assess apprehensively the educational quality and effectiveness of post-secondary institutions. The NBAQ's core standards are:

- I. Institutional General Frame of Reference
- II. Administration and Leadership
- III. Faculty
- IV. Student Affairs and Support Services
- V. Degree Programs
- VI. Teaching Strategies and Methods & Student Learning Assessment
- VII. Scientific Research and Knowledge Generation
- VIII. Facilities, Infrastructure, and Technology Systems
- IX. Finance and Budget
- X. Human Resources
- XI. Outreach and Community Service
- XII. Ethics
- XIII. Quality Assurance and Improvement

### • Document Structure

This document sets out the requirements for achieving institutional accreditation by the National Bureau for Academic Accreditation and Education Quality Assurance (NBAQ) for post-secondary educational institutions.

First, a list of definitions of commonly used terms in these Standards is given. Then, each Standard Requirement is presented, followed by a list of Quality Indicators. A Standard Requirement is a statement that identifies the necessary criteria which an institution must fulfill to achieve compliance. Each Standard has several associated Quality Indicators. These indicators represent best practices that the institution must demonstrate in order to show that it is in compliance with the associated Standard Requirement.



**Interpreting Key Terminology  
in the NBAQ's Standards**



## Key Definitions

The NBAQ standards use a set of specific terms. To ensure common understanding of the language that NBAQ uses in its core standards, it is important to clarify the definition of the following key terms:

**Academic/training staff:** teaching assistants with appropriate qualifications and assist faculty members; may be responsible for secondary teaching duties and/or other administrative functions; including full-time and part-time persons.

**Bylaws:** documented rules that regulate the functioning of the institution. These may be rules, regulations, laws, policies, or similarly named.

**Central Unit for Academic Accreditation (CUAA):** the Institutional top unit which is dedicated to the achievement and follow-up processes pertaining to institutional and programmatic accreditations.

**Constituencies:** internal and external groups who are affected by the institution, its degree programs, services, and its overall operations. Relevant internal constituency groups include students, faculty, academic/training staff, administrators, employees and personnel. External constituency groups include potential employment sectors, governmental bodies, prospective applicants, parents of students, professional associations, and alumni.

**Core Program in General Education:** includes a spectrum of courses in humanities, literature, arts, social and behavioral sciences that all students should take. This program does not include specialized courses or professional training.

**Degree Program:** the term refers to a prescribed curriculum composed of a sequence of credit courses that mandate contact hours and whose successful completion terminates in the awarding of a degree. Degree programs can be academic, professional, occupational, and/or technical.

**Developmental Plan:** a document that prescribes a focused course of tactical action that targets the improvement and enhancement of a specific sector or unit in accomplishing its intended operational goals. Typically, developmental plans are short-term or medium-term.

**Effectiveness:** the term refers to the systematic and documented process that measures the performance of the institution with regard to three aspects: (1) how well the institutional units/sectors are achieving their set targets and objectives without draining their resources; (2) how well they are using their data and feedback from stakeholders/constituency groups to improve the efficiency and

productivity of their operations; (3) how successful they are in delivering a student-centered and employability-oriented education.

**Executive Authority:** a term that designates the president, vice-president(s), dean(s), departmental chair(s), and director(s) of administrative/service sector(s).

**Faculty members:** the term refers to all those an institution assigns to teach and instruct students in academic and occupational/technical degree programs, this includes full-time and part-time persons. Each faculty member is associated with at least one educational unit, or its equivalent. Faculty members may also be responsible for administrative functions in various support sectors of the institution.

**General Frame of Reference (GFR):** an umbrella term that comprises the institution's vision, mission, goals, and values.

**Governing Body:** the highest administrative entity (such as a board of trustees), vested with executive and legislative authority, and whose members constitute a competent body of professionals, possessing widely diversified specializations and expertise. The governing body is accountable for the accomplishment of the institution's mission and goals, as specified in the institutional General Frame of Reference (GFR). Moreover, it is accountable for overseeing the quality and efficiency of the institution.

**Integrated campus:** the institution's various campus sites (if applicable) are connected through an efficient bus/shuttle system.

**Institution:** a degree-granting post-secondary educational entity that is licensed by the Ministry of Higher Education in the State of Kuwait. For the purposes of this Standard, the institution is considered to be composed of: (1) academic units (colleges, academic departments or similarly named), and (2) support sectors (includes administrative and service functions).

**Learning Outcomes:** statements that define a set of desired abilities, skills, knowledge literacy, and the application of knowledge and skills that existing students from a degree program must achieve. Measurable and tangible, learning outcomes provide directions for the sequencing of courses comprising a curriculum, the development of curriculum content and students services, and the alignment of teaching strategies with assessment methods. Each program aims at a well-defined set of learning outcomes as indicator of the extent and quality of student knowledge literacy and acquisition of expected skills, character traits, and competencies. Occupational/technical programs identify the advanced tools and equipments with which students must demonstrate competency.

**Quality Assurance System (QAS):** the internal quality monitoring processes that the institution implements to ascertain its quality and effectiveness. While the QAS is internal, namely based on self-assessment and self-monitoring, the Academic Accreditation System (AAS) involves external quality monitoring processes conducted by/through the NBAQ.

**Stakeholders:** closely linked with the term “constituencies” it designates groups that have a vested interest in the effective operation of the institution and its achievement of its mission and goals.

**Strategic Plan:** a document that sets forth a holistic, developmental, long-range directing plan whose set of actions are based on advancing the institutional mission and accomplishing future envisioned goals and objectives. Emphasizing a broad vision, it re-evaluates the performance and management patterns of all sectors and units of the institution, the institutional operational mechanisms, and the development and optimization of all resources.

**Support personnel:** persons working in the institution that are neither faculty nor academic/training staff. These are divided into: (1) managerial cadres (executives and administrators) who manage the various support sectors of the institution, and (2) non-academic manpower that staff academic units and support sectors. Persons working for entities with service level agreements with the institution are considered to be Support Personnel and are similarly bound by the requirements of this Standard.



# **The NBAQ'S Core Standards for Institutional Accreditation**



## Standard I.

### *Institutional General Frame of Reference*

#### **A. Standard Requirements**

The institution's vision, mission, goals, and values are clearly defined, and they are explicitly stated and publicly announced as guiding principles to conduct the processes of planning, implementation, governance and administration, as well as to oversee the functionality of all sectors within the institutional set-up.

#### **B. Quality Indicators**

- 1.1 The institution has a General Frame of Reference (GFR), or similarly named document, that represents the institution's vision, mission, and goals on the local, regional, and international levels. (Note: When a local institution is associated with an international or "parent" institution, its GFR is expected to be aligned with the "parent" institution, and also reflective of local characteristics and priorities).
- 1.2 The GFR is formally approved, maintained, and periodically reviewed by the institution.
- 1.3 The GFR is based on guiding principles expressed by well-articulated vision, mission, and goal statements that are in keeping with its nature (academic, polytechnic, etc.), and appropriate for a degree-granting post-secondary institution.
- 1.4 The GFR guides the institution and is reflected clearly in its policies, practices, and degree programs.
- 1.5 The institution's commitment to the process of quality assurance and continuous improvement is clearly articulated in the GFR.
- 1.6 The GFR is published, readily accessible, and available to the public.

## C. Key Components of the Quality Indicators of Standard I

1.1 *The institution has a General Frame of Reference (GFR), or similarly named document, that represents the institution's vision, mission, and goals on the local, regional, and international levels. (Note: When a local institution is associated with an international or "parent" institution, its GFR is expected to be aligned with the "parent" institution, and also reflective of local characteristics and priorities).*

Components of the Quality Indicator	
1.1.1	The GFR is available and accurately expresses the institution's vision, mission, goals, and values.
1.1.2	The GFR articulates the institution's mission and goals at local and regional levels and serve both national, regional, and/or international developmental needs.
1.1.3	Where applicable, the local institution's GFR aligns itself with the "parent" institution and demonstrates local characteristics and priorities.

1.2 *The GFR is formally approved, maintained, and periodically reviewed by the institution.*

Components of the Quality Indicator	
1.2.1	The institutional GFR was developed in consultation with relevant constituents.
1.2.2	The GFR is formally approved by the governing body.
1.2.3	The institution follows a procedure for periodically reviewing the GFR, aligning it with developmental changes on local and regional levels.
1.2.4	The GFR is recent and up-to-date.
1.2.5	The institution has records showing action by its governing body to review the GFR.

*1.3 The GFR is based on guiding principles expressed by well-articulated vision, mission, and goal statements that are in keeping with its nature (academic, polytechnic, etc) and appropriate for a degree-granting post-secondary institution.*

#### **Components of the Quality Indicator**

1.3.1	The institutional vision is clear, comprehensive, and connected to the mission, goals and objectives that the institution seeks to achieve in the future at local, regional, and international levels.
1.3.2	The mission and goals of the institution are consistent and in keeping with its nature.
1.3.3	The mission and goals of the institution are accomplishable within the limits of its available resources.
1.3.4	The institutional mission and goals are centered on academic teaching, student learning, research, and community service.

*1.4 The GFR guides the institution and is reflected clearly in its policies, practices, and academic programs.*

#### **Components of the Quality Indicator**

1.4.1	The GFR sets the overall direction towards effective planning, administrative and budgetary strategies, and internal decision-making.
1.4.2	On-going activities and practices associated with the academic, administrative, budgetary, and service sectors, are consistent with the institutional GFR.
1.4.3	The institutional GFR specifies the institutional philosophy of education.
1.4.4	The qualifications and competencies of the institution's graduates are consistent with its mission and goals.
1.4.5	The institutional GFR includes a section on its future developmental plans as regards degree programs, research, physical resources and infrastructure.

*1.5 The institution's commitment to the process of quality assurance and continuous improvement is clearly articulated in the GFR.*

#### **Components of the Quality Indicator**

1.5.1	The institutional GFR comprises a section on key performance indicators and evidentiary instruments by which the institution assesses the scope and extent of accomplishing its mission and goals.
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*1.6 The GFR is published, readily accessible, and publically available.*

#### **Components of the Quality Indicator**

1.6.1	The institutional vision, mission, goals and values are displayed on the institutional website, widely broadcast, published in print, and released in informational publications.
1.6.2	Members of the institutional community (board of trustees/top governing council, administrators, faculty, and student population) are well aware of the institution's mission, goals and values.

## Standard II.

### *Administration and leadership*

#### **A. Standard Requirements**

The institution is headed by an administrative entity, such as a governing body or a board of trustees, whose members constitute a competent body of professionals. These members have widely diversified specializations and expertise, are vested with executive and legislative authority, and are accountable for the accomplishment of the mission and goals of the institution, as specified in the institutional general frame of reference. The governing body develops and implements the institutional quality improvement plan, as well as financial resource adequacy for the effective functioning of the institution's administrative, academic, and service sectors. In addition, the institution's daily operations are in the hands of a full-time chief executive (or president), a qualified professional with high-level academic qualifications and advanced expertise, who does not preside over the governing body. All sectors and units of the institution are managed by qualified administrators.

#### **B. Quality Indicators**

- 2.1 The institution has bylaws that set the composition and the responsibilities of the members of the governing body (or a similarly named highest authority) to reflect the mission and goals of the institution. This body sets plans for the overall development of the institution and regularly monitors the progress in the implementation of these plans.
- 2.2 The institution has a full-time chief executive, or similarly named person, whose main responsibility is to the institution. Moreover, it appoints a sufficient number of qualified executives and administrators to provide effective leadership and management of its academic units and support sectors.
- 2.3 Members of the institution holding executive authority are responsible for overseeing and monitoring the effective operation of the institution in order to ensure its integrity and the continuity of its degree programs.
- 2.4 The institution's members holding executive authority adhere to the ethics and practices of good governance and professional excellence.

2.5 Members holding executive authority demonstrate commitment to the processes of quality assurance and continuous improvement by implementing the institutional quality improvement plan(s).

### C. Key Components of the Quality Indicators of Standard II

*2.1 The institution has bylaws that set the composition and responsibilities of the members of the governing body (or similarly named highest authority) to reflect the mission and goals of the institution. This body sets plans for the overall development of the institution and regularly monitors progress in the implementation of these plans.*

#### Components of the Quality Indicator

2.1.1	The institution develops policies, modifies bylaws, and lays the framework of developmental plans through effective consultations held by the governing council with the faculty and staff.
2.1.2	The institution has clear regulations concerning budgetary expenditure, and this expenditure bolsters and enhances advances in the institution's quality improvement plans.

*2.2 The institution has a full-time chief executive, or similarly named person, whose main responsibility is to the institution. Moreover, it appoints a sufficient number of qualified executives and administrators to provide effective leadership and management of its academic units and support sectors.*

#### Components of the Quality Indicator

2.2.1	The institution has a legislative framework and bylaws for governing all administrative positions.
2.2.2	The institution has a legislative framework and bylaws for governing all academic positions.
2.2.3	The institution has clear job descriptions for administrative and executive positions.

2.2.4	The institution's organizational structure lists and outlines the responsibilities and powers vested in each unit and sector. The institution's organizational structure is posted on the institution's website.
2.2.5	The institution's administrative structure lists all job descriptions and responsibilities, duties, prerogatives, and appointment requisites of each job/position.
2.2.6	The institution's chief executive, on assuming his/her leadership position, presents an operational developmental agenda, explains its key components to the faculty and student community as well as to employees.
2.2.7	The institution assesses the extent to which the chief executive achieves the operational developmental agenda.

*2.3 Members of the institution holding executive authority are responsible for overseeing and monitoring the effective operation of the institution in order to ensure its integrity and the continuity of its academic programs.*

<b>Components of the Quality Indicator</b>	
2.3.1	The executive authority effectively utilizes available human and fiscal resources, and is dedicated to their development.
2.3.2	In its administrative practices and operations, the institution adheres to clear governance and follows an organizational structure that has clear job descriptions, and clearly outlines responsibilities and procedures, thereby ensuring its efficient and smooth operations as well as information flow throughout the institution's constituent sectors.
2.3.3	The institution has a manual that defines and explains its policies and procedures.
2.3.4	The institution maintains an enabling and conducive environment that encourages motivation, enhances accomplishments, leads to job satisfaction, and invigorates participation in the implementation of quality improvement plans.

2.3.5	The effectiveness of members holding executive authority is periodically evaluated and timely corrective action is taken to rectify any deficiencies.
2.3.6	The institution has an updated comprehensive manual, documenting the regulations, bylaws, policies, and administrative, financial, and legal procedures concerning the faculty and staff. This manual is available in both electronic and print formats.

*2.4 The institution's members holding executive authority adhere to the ethics and practices of good governance and professional excellence.*

<b>Components of the Quality Indicator</b>	
2.4.1	The institution adheres to the principle of administrative accountability, self-assessment and continuous evaluation.
2.4.2	The institution adheres to the norms of objectivity and transparency in the preparation of its self-assessment reports.
2.4.3	The institution has a system of accountability that ensures the effective implementation of duties and responsibilities by its executive cadres, staff and faculty, within the set time limits, and in accordance with the norms of integrity, impartiality, honesty, and the values outlined in the institutional General Frame of Reference.
2.4.4	The institution has in place well-defined regulations, ensuring that matters concerning student admissions, appointments of faculty and staff, application of disciplinary measures, dismissals and terminations, are fair and non-discriminatory in nature, and make no judgments on grounds of gender, religion, ethnic/national origin, creed, political belief, or physical impairment.

*2.5 Members holding executive authority show commitment to the processes of quality assurance and continuous improvement by implementing the institution's quality improvement plan(s).*

### Components of the Quality Indicator

2.5.1	The units and sectors of the institution undertake developmental and quality improvement initiatives.
2.5.2	The institution develops a mechanism for follow-up, assessment, and quality assurance, as well as development of leadership modalities.
2.5.3	The institution has a strategic plan for quality improvement, which is comprehensive, based on expert studies, publically announced, and systematically implemented, and is consistent with the institution's General Frame of Reference.
2.5.4	The institution has a mechanism for quality assessment and review of policies, degree programs, and performance of units and sectors at all levels. In addition, the institution has an assessment mechanism for evaluating the performance of executives in key leadership positions.
2.5.5	The institution has an academic accreditation and quality assurance unit, with a liaison officer, responsible for communicating with the NBAQ.
2.5.6	The institution generates comprehensive, analytical Annual Reports that (a) analyze in precise and accurate terms the status of the institution and the execution of its developmental strategic plan, (b) record strengths and weaknesses, and (c) list institutional overall performance, inclusive of its units and sectors. The Annual Reports are published and available in both print and electronic formats.
2.5.7	The institution has clear regulations and policies for rewarding excellent and distinguished campus community members.
2.5.8	The institutional statistics and self-studies provide empirical evidence of the participation of various sectors in the implementation of quality improvement plans.

## Standard III.

### *Faculty*

Note: The term “faculty” refers to all those an institution assigns to teach and instruct students in academic and occupational/technical degree programs.

#### **A Standard Requirements**

The institution recruits a competent faculty with high-level credentials, in specific disciplines, for teaching and instructional purposes, on a full-time basis (in the main), and the faculty observes academia’s professional ethics.

#### **B. Quality Indicators**

- 3.1 The institution has a clear strategic plan regarding the recruitment of qualified faculty. The institution employs a competent faculty and ensures the professional development of the existing faculty and its continued employment.
- 3.2 The institution implements bylaws that set the required professional qualifications of its faculty members, by discipline and degree level, as appropriate for the type and level of degree program.
- 3.3 The number of faculty members and academic/training staff is sufficient to meet the operational demands of each of the degree programs.
- 3.4 The institution implements its bylaws regarding faculty’s responsibilities, rights, and reward policies. These bylaws are compatible with international norms.
- 3.5 The institution ensures that faculty members and academic/training staff are committed to the processes of quality assurance and continuous improvement.

#### **C. Key Components of the Quality Indicators of Standard III**

*3.1 The institution has a clear strategic plan regarding the recruitment of qualified faculty. The institution employs a competent faculty and ensures the professional development of the existing faculty and its continued employment.*

### Components of the Quality Indicator

3.1.1	The institution applies clear and firm criteria in the recruitment of prospective faculty members, whether appointed on full-time, part-time or secondment basis, in accordance with established guidelines.
3.1.2	The institution ensures that full-time instructors form a substantial percentage of its faculty composition; and reliance on temporary and part-time instructors occurs only when absolutely necessary.
3.1.3	The institution encourages the faculty to participate in professional development programs and workshops (concerning teaching strategies, research methodologies, application of new technologies, and quality enhancement issues, in general).
3.1.4	The institution observes international measures regarding the job security of its component faculty and academic/training staff.

*3.2 The institution implements bylaws that set the required professional qualifications of its faculty members, by discipline and degree level, as appropriate for the type and level of degree programs.*

### Components of the Quality Indicator

3.2.1	Faculty members hold high-level qualifications, with advanced degrees from recognized universities and educational institutions, in specific fields of specialization.
3.2.2	The faculty's expertise in each program is wide-ranging and diversified.
3.2.3	The faculty distribution in various academic ranks, positions and categories is appropriate and reflective of the levels of expertise and professional accomplishments.
3.2.4	The faculty holds positions, on full-time (in the main), part-time, and visiting and secondment bases, within each program, as per the employment system.

3.3 *The number of faculty members and academic/training staff is sufficient to meet the operational demands of each of the academic programs.*

#### Components of the Quality Indicator

3.3.1	The students-faculty ratio in each academic/professional occupational program is consistent with international norms and standards.
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3.4 *The institution implements its bylaws regarding faculty's responsibilities, rights, and reward policies. These bylaws are compatible with international norms.*

#### Components of the Quality Indicator

3.4.1	The institution has a manual for job descriptions, specifying the qualifications and responsibilities, salary and financial benefits associated with each academic rank, position and category, whether full-time, part-time, visiting, or on secondment.
3.4.2	The faculty participates in preparing, developing, and revising the curricula of degree programs.
3.4.3	The faculty is committed in its teaching practices, adhering to the philosophy of education that is centered on student learning outcomes.
3.4.4	The faculty actively pursues scholarly and scientific research, generating new knowledge, and the faculty demonstrates academic/scientific / occupationally-related merit.
3.4.5	The faculty's work hours cover the core responsibilities of teaching and research, and service to the institution and society at large.
3.4.6	The institution implements a policy of granting sabbatical leave to faculty.
3.4.7	The institution ensures that the work climate is conducive to productivity, and encourages professional development and retention of faculty.

3.4.8	The institution is committed to provide employment security to its competent faculty through tenure and long-term contracts.
3.4.9	The institution bestows recognition and rewards on faculty that excels in teaching, research, and service to the institution and society at large.
3.4.10	The institution promptly investigates faculty grievances and complaints, and maintains transparency in its dealings with such.
3.4.11	The institution guarantees through explicit laws faculty's academic and intellectual freedom as well as freedom of expression.

*3.5 The institution ensures that faculty members and academic/training staff are committed to the processes of quality assurance and continuous improvement.*

	Components of the Quality Indicator
3.5.1	The institution assigns equitable workload to faculty, encompassing teaching, research, service to the institution and society, student advisement, and participation in institutional development.
3.5.2	Faculty members are committed to and competent in performing their duties and responsibilities.
3.5.3	Faculty's classroom performance indicates teaching competence and expertise in instructional methods that bolster student learning outcomes.
3.5.4	The institution periodically assesses the faculty's performance in terms of teaching, research, professional and community service, according to established and clear procedures.
3.5.5	The institution provides the faculty with adequate opportunities for the enhancement of competencies and professional advancement through the provision of sabbatical leaves, academic missions, and allocation of resources and financial support to attend and participate in conferences, and collaborate with professional and professionally-specialized organizations and societies.

3.5.6

Faculty's entitlement to academic positions is determined on the basis of their academic qualifications, scientific publications, patents achieved (if applicable), teaching competency, and professional experience.

## Standard IV.

### *Student Affairs and Support Services*

#### **A. Standard Requirements**

The institution sets and implements admission requirements, determining the level of preparedness of students to be admitted. The institution, moreover, implements a system of student support services that ensures their rights and provides venues for self-improvement.

#### **B. Quality Indicators**

- 4.1 The institution sets and implements bylaws and/or procedures that specify the admission requirements to its degree programs. These bylaws and/or procedures are uniformly applied.
- 4.2 The institution implements its bylaws and/or procedures regarding conditional admission (if permissible), credit-transfer policies, and course equivalence policies.
- 4.3 The institution implements a system of student support services that ensure student rights.
- 4.4 The institution provides diverse venues for student self-improvement.
- 4.5 The institution implements an efficient system that integrates the diverse matters of student affairs.

#### **C. Key Components of the Quality Indicators of Standard IV**

*4.1 The institution sets and implements bylaws and/or procedures that specify the admission requirements to its degree programs. These bylaws and/or procedures are uniformly applied.*

##### **Components of the Quality Indicator**

4.1.1	The institution has in place a specialized unit that oversees student admissions.
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4.1.2	The institution sets and implements admission policies based on the principles of equality and integrity.
4.1.3	The institution adheres to admission criteria that are well-defined and publically announced. The institution uniformly applies admission requirements on students seeking admission.
4.1.4	The institution ensures that the number of students admitted is within the capacity of the degree programs and the limits of available physical facilities.
4.1.5	The institution has specific criteria for admission to select programs. These criteria are consistently applied.
4.1.6	Admission criteria to graduate programs normally include a bachelor's degree in an appropriate field.

*4.2 The institution implements its bylaws and/or procedures regarding conditional admission (if permissible), credit-transfer policies, and course equivalence policies.*

#### **Components of the Quality Indicator**

4.2.1	The institution adheres to its policies of conditional admission (if permissible).
4.2.2	The institution adheres to its credit-transfer policies.
4.2.3	The institution strictly observes its policy of course equivalence.

*4.3 The institution implements a system of student support services that ensure students rights.*

#### **Components of the Quality Indicator**

4.3.1	The institution has a unit that oversees student guidance and orientation, organizes a range of services, extra and co-curricular activities, as well as student field exposure. The institution promptly responds to students queries and addresses their problems as a fundamental principle of professional ethics and work protocol.
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4.3.2	The institution documents and publishes explicit and readily-available bylaws and guidelines on the rights, responsibilities, on-campus ethics and proper conduct of students.
4.3.3	The admission conditions and graduation requirements (as per curriculum taught) are publically available and readily accessible to all potential applicants well before the application deadline.
4.3.4	The institution ensures that course offerings allow for a timely progress and graduation of students.
4.3.5	The institution consistently observes its policies governing course registration and withdrawal.
4.3.6	The institution, through an efficient on-line registration system and qualified faculty and staff, renders effective student academic guidance.
4.3.7	The institution's technology concerning student affairs and course registration is user friendly, and readily accessible.
4.3.8	The institution ensures that students are informed the periodically regarding their academic progress, and the necessary requirements for graduation, via the registration system, and/or emails, and other means.
4.3.9	The institution maintains an efficient and secure system for the safety, confidentiality and protection of student records.
4.3.10	The institution systematically and accurately updates student files.
4.3.11	The institution has provision for ensuring the availability of first aid and primary healthcare services.
4.3.12	The institution renders effective psychological and social counseling through specialized units and qualified staff.
4.3.13	The institution has specific procedures concerning the submission of complaints and grievances, and for investigating such within set time lines. The institutional bylaws do not permit unwarranted disciplinary or punitive measures against students who file complaints or grievances.
4.3.14	The institution adopts an unbiased and fair approach in dealing with student grievances and matters concerning disciplinary action.

*4.4 The institution provides diverse venues for student self-improvement.*

**Components of the Quality Indicator**

4.4.1	The institution ensures the efficiency of the center for student training, internship, and career guidance.
4.4.2	The institution ensures the efficiency of the center for graduating students' employment.
4.4.3	The institution organizes self-improvement activities for its students.

*4.5. The institution implements an efficient system that integrates the diverse matters of student affairs.*

**Components of the Quality Indicator**

4.5.1	The institution has a comprehensive and up-to-date catalog, both in electronic and print formats, providing first-hand information and guidelines on course registration procedures and requirements, graduation requirements, and student bylaws. The catalog also includes a descriptive account of all programs and courses offered as well as information concerning the affiliated faculty programs.
4.5.2	The institution publishes its academic calendar, making it readily accessible.
4.5.3	The institution announces on its website, and through other media channels, the dates that are important for student affairs.
4.5.4	At the beginning of each semester, the institution organizes an orientation program for newly-admitted students.
4.5.5	The institution has an efficient electronic system in place that networks offices and provides online student support services as well as access to archived data and information.

4.5.6	The institution utilizes diverse means and channels to keep its integral offices and constituencies informed and updated on changes in student bylaws and degree programs, policies, and courses offered.
4.5.7	The institution effectively utilizes students records and data-files for generating analytical and statistical studies to help the top governing body/administration and units to bolster operational efficiency and the effectiveness of planning and developmental processes.
4.5.8	The administration oversees the implementation of bylaws governing students on-campus ethical conduct, and takes necessary disciplinary measures against any student violating the bylaws. Punitive measures are taken against any student who resorts to cheating and plagiarism.
4.5.9	The institution allocates a percentage of its budget for organizing and supporting the cultural, artistic, and athletic activities of students.

## Standard V.

### *Degree Programs*

Note: The term “a degree program” refers to a prescribed curriculum composed of a sequence of credit courses that mandate contact-hours and whose successful completion terminates in the awarding of a degree. Degree programs can be academic, professional, occupational and technical.

#### **A. Standard Requirements**

The institution’s degree programs are aimed at achieving its vision, mission, objectives, and values that are specified in its General Frame of Reference (GFR). The institution develops and implements its degree programs in accordance with legislative frameworks and mechanisms that assure adherence and compatibility of curricular content, teaching methods and practices to globally acceptable quality standards.

#### **B. Quality Indicators**

- 5.1 Each degree program has a clear vision, mission, and a set of objectives and values, which are consistent with the institution’s General Frame of Reference. Moreover, the curricula of the programs are established within internationally recognized frameworks.
- 5.2 The management of each degree program is in the hands of an effective administration that is responsible for overseeing the implementation of the program’s quality development.
- 5.3 Qualified faculty and staff, and the necessary resources for effective implementation and quality assurance are available for degree program.
- 5.4 Each program targets the accomplishment of a set of key learning outcomes and competencies, which prepare graduates for employment and good citizenship.
- 5.5 The institution offers graduate programs that are consistent with international standards (if applicable).
- 5.6 The institution has a specialized unit for assessing and improving the quality of degree programs, as well as maintaining cooperation with programmatic accreditation agencies/societies.

## C. Key Components of the Quality Indicators of Standard V

*5.1 Each academic program has a clear vision, mission, and a set of objectives and values, which are consistent with the institution General Frame of Reference. Moreover, the curricula of the programs are established within internationally recognized frameworks.*

Components of the Quality Indicator	
5.1.1	Each program is guided by a clear vision, mission, and objectives and values, reflected in their compatibility with the program's curriculum.
5.1.2	The General Education component carries about one third of the credits for programs in humanities and social sciences.
5.1.3	The Core Program in General Education includes courses in the humanities, literature, arts, and social and behavioral sciences. This program does not include specialized courses or professional training. The General Education of occupational/technical programs contains applied courses that are occupationally-related.
5.1.4	As mandatory requirements the institution offers an English language competency program, an Arabic language competency program, and course(s) in the history of Kuwait.
5.1.5	The institution conducts English language competency tests—a prerequisite for students opting for enrolment in programs that use English as the medium of instruction.
5.1.6	The institution has a comprehensive and updated manual on programs and curricula, together with a brief description of the courses offered, the nature and objectives of each program, the enrollment prerequisites, and the faculty's credentials in-brief. The manual is available both in print and electronic formats.

*5.2 The management of each degree program is in the hands of an effective administration that is responsible for overseeing the implementation of the program's quality development.*

### Components of the Quality Indicator

5.2.1	The institution designs its academic programs according to a sound framework and in keeping with the requirements of developing multiple skills and sufficient knowledge literacy levels, in accordance with the needs of courses in various disciplines.
5.2.2	Each program adheres to well publicized, clearly-defined policies on student admission, graduation requirements, and instructional methodologies, as well as acquirement of requisite skills and learning experiences.
5.2.3	<p>In matters of the overall distribution of credits, the institution adheres to clearly defined policies:</p> <ul style="list-style-type: none"><li>• A diploma program carries a minimum of 60 credits, based on semester system; the requirements of other educational systems must be compatible with this indicator.</li><li>• A bachelor's program carries a minimum of 120 credits, based on a semester system; the requirements of other educational systems must be compatible with this indicator.</li><li>• The minimum credits requirement for a Master's degree programs is 30 credits for the semester system. Programs that follow other systems are required to demonstrate compatibility with this indicator of performance credibility.</li></ul>
5.2.4	The institution follows clear policies in the implementation, award, equivalence, and transfer of credits. The maximum number of credits allowed to transfer from other institutions is 30 for diploma, and 60 for bachelor's degree program.
5.2.5	A central unit is responsible for the supervision, effectiveness, and quality development of the Core Program in General Education.
5.2.6	The degree program periodically offers to students all courses enlisted in the curriculum.
5.2.7	The institution deploys standardized assessment tools for the evaluation, review, and quality enhancement and update of degree programs.

5.2.8	The institution has in place clear and simple procedures for curricular revision, improvement, and change.
5.2.9	Each degree program implements a system of student orientation and advisement.
5.2.10	An annual review of the student orientation plan is carried out by the degree program's administration, based on feedback from academic counselors, and electronic surveys of students satisfaction.
5.2.11	The continuing education program falls within the institutional General Frame of Reference, and is consistent with the functionality of degree programs.
5.2.12	The institution consults with concerned faculty before offering new programs.
5.2.13	The institution has well defined and simple mechanism(s) for initiating new programs, in keeping with development of knowledge, as well as professional fields.

*5.3 Qualified faculty and staff, and the necessary resources for effective implementation and quality assurance, are available for degree programs.*

#### **Components of the Quality Indicator**

5.3.1	The faculty and staff associated with each degree program hold appropriate qualifications.
5.3.2	The faculty actively participates in developing, approving, and updating degree programs.
5.3.3	The institution makes available necessary support services and facilities for the effective operation of each degree program, and ensures efficient management of the programs offered.
5.3.4	The institution complies with the principle that each program receives sufficient funds and support to maintain its good quality.

*5.4 Each program targets the accomplishment of a set of key learning outcomes and competencies, which prepare graduates for employment and good citizenship.*

#### **Components of the Quality Indicator**

5.4.1	Each program aims at a well-defined set of learning outcomes, as indicators of the extent and quality of student knowledge literacy, and acquisition of expected skills, character traits, and competencies. Occupational/technical programs identify the advanced tools and equipments with which students must demonstrate competency.
5.4.2	The learning outcomes and competencies of the graduates of each program are compatible with the requirements of final degrees as well as the target/plausible profession(s).
5.4.3	The institution verifies that its graduates have attained requisite competencies, knowledge literacy, skills and training in their field of specialization, as well as reasonably meet the employability requirements.

*5.5 The institution offers graduate programs that are consistent with international standards (if applicable).*

#### **Components of the Quality Indicator**

5.5.1	For the sustentation of each graduate program, the institution provides support, including financial funds, information resources, instructional technologies, research resources, equipment, laboratories and consumables (where applicable), etc.
5.5.2	The institution has clearly-specified guidelines for identifying and selecting qualified and competent prospective students to join graduate programs.
5.5.3	The graduate degree programs are aimed at the development of self-learning skills, advancing scientific research competencies, developing critical thinking, and promoting creative abilities and innovation skills in students.

5.5.4	The essential components of each graduate degree program include specialized and/or interdisciplinary courses, and research. The professional program, apart from providing professional training, also includes practical and/or research exposure, as an essential component.
5.5.5	A committed and specialized faculty, invariably working on full-time basis, teaches graduate courses. This faculty is active in research and knowledge production.
5.5.6	The institution's permissible limit for transfer of credits from other institutions, for graduate degree programs does not exceed 20 percent of the total credits earned.
5.5.7	The graduate degree programs rely on a system of periodic self-evaluation of performance in a bid to identify their strengths, weaknesses, opportunities, threats, and paths to improvement. The programs refine their quality by acting on the findings of their self-evaluations.

*5.6 The institution has a specialized unit for assessing and improving the quality of degree programs, as well as maintaining cooperation with programmatic accreditation agencies/societies.*

#### **Components of the Quality Indicator**

5.6.1	The institution periodically measures the level of skills and competencies acquired by students in regard to the General Education Program and in regard to the language of instruction, research writing and training.
5.6.2	The faculty effectively deploys measures and mechanisms for quality assurance, and effectiveness of teaching methods and instructional processes used in degree programs.
5.6.3	The institution assesses the effectiveness of student training programs and the quality and merit of student graduation projects.
5.6.4	Degree programs benefit from the feedback received from students on improving teaching methods and updating curricula.

5.6.5	Each degree program has a system for outreach and follow-up with alumni.
5.6.6	Each program has a committee that oversees the program's accreditation and quality assurance.
5.6.7	The institution has secured, or has plans to secure, the accreditation of its degree programs by programmatic accreditation agencies that are approved by the NBAQ.

## Standard VI.

### *Teaching Strategies and Methods & Student Learning Assessment*

#### **A. Standard Requirements**

The institution relies on effective methods and teaching strategies as its fundament, and it offers students the opportunities to acquire needed competencies, aimed at enhancing their skills and creative abilities. The institution also deploys instructional technologies that, in a way compatible with the demands and nature of the degree programs, strengthen the acquisition of knowledge and skills by students. The institution applies clear and varied techniques for assessing and analyzing the extent and depth of acquisition of learning outcomes by students.

#### **B. Quality Indicators**

- 6.1 The institutional academic/educational facilities (libraries, laboratories, etc.) are well-equipped with information, instructional, scientific, and reference resources, which are continuously developed and upgraded.
- 6.2 The faculty uses effective teaching methods and strategies in classrooms, laboratories, and training facilities. Moreover, the faculty observes the standard protocols of effective teaching.
- 6.3 The students are provided with an educational environment that challenges their minds and develops their potential and capabilities.
- 6.4 The institution ensures that assessment methods are effective, and indicative of the extent and various levels of students' academic achievements and/or occupationally-related knowledge and skills.
- 6.5 The institution has a system for periodic review and quality improvement of methods and strategies deployed in the teaching-learning cycle. This system relies on the feedback of students, faculty and the stakeholders, as well as assessment outcomes.

## C. Key Components of the Quality Indicators of Standard VI

*6.1 The institutional academic/educational facilities (libraries, laboratories, etc.) are well-equipped with information, instructional, scientific, and reference resources, which are continuously developed and upgraded.*

Components of the Quality Indicator	
6.1.1	An efficient system oversees the management of the academic/educational facilities in terms of daily operations and the rendering of services.
6.1.2	The institution has efficient computer/technology systems which provide robust support for the delivery of effective teaching as well as student learning.
6.1.3	Educational course material, including textbooks, is available for students at the beginning of the semester.
6.1.4	The institution provides students with disabilities with necessary instructional material, with the aim of facilitating their learning needs and supporting their academic progress.
6.1.5	The institution has a system that facilitates electronic communication between the faculty and students.

*6.2 The faculty uses effective teaching methods and strategies in classrooms, laboratories, and training facilities. Moreover, the faculty observes the standard protocols of effective teaching.*

Components of the Quality Indicator	
6.2.1	The institution trains its faculty in new instructional technologies; the faculty implements these technologies in classrooms and training premises. The faculty avoids instructional methods that encourage reliance on memorization.
6.2.2	The faculty uses appropriate instructional technologies and knowledge delivery systems in its educational venues.

6.2.3	The institution extends assistance to faculty in teaching and training, facilitating the grading of student assignments, conducting tutorials and skill development workshops, and organizing co-curricular activities.
6.2.4	The curricula of programs ensure that students utilize a variety of learning resources, and acquire a firm grasp in using instructional and library technologies, as well as research databases.
6.2.5	The institution encourages the faculty to pursue research that enhances the quality of teaching methods and instructional processes.
6.2.6	The faculty maintains sufficient and periodic office hours.
6.2.7	The ratio of student to faculty in each course is consistent with international norms and is in line with established quality standards.
6.2.8	Students receive a detailed course description at the beginning of the semester.
6.2.9	Senior students are trained in gathering and analyzing data, applying various up-to-date methodological and analytical tools as per the concerned discipline's requirements.
6.2.10	Senior capstone and graduation research projects constitute an essential component of degree programs. They are characterized by diversity, are geared towards proposing solutions to societal problems and issues, and are demonstrative of the acquisition of holistic skills and competencies.
6.2.11	The institution has in place a system for monitoring students' class attendance, and conducts periodic studies to maintain statistical records of their attendance and absence.

*6.3 The potentials students are provided with an educational environment that challenges their minds and develops their potentials and capabilities.*

#### **Components of the Quality Indicator**

6.3.1	The institution ensures that instructor-student interaction, class discussion, inquiry, and exchange of ideas, are essential strategies in the teaching of courses.
6.3.2	The teaching of soft skills is an integral part of curricula, including teamwork competencies, time management, presentations, reporting skills, as well as professional and behavioral ethics.
6.3.3	The institution offers workshops and extracurricular activities that provide students with necessary learning experiences, refining their written, oral, communication, and practical skills.
6.3.4	The institution utilizes up-to-date technologies to motivate students to engage in self-education. Teaching methods include a practical component aimed at developing student skills for self-learning.
6.3.5	The institution encourages students to participate in research activities, forums and conferences. The institution has in place a system to reward students endowed with innovative abilities and research competencies.
6.3.6	Students acquire sufficient knowledge of the principles of research, application of research methodologies, and ethical considerations in research (if relevant).
6.3.7	The institution has channels to disseminate students' intellectual, creative achievements as well as scholarly research.
6.3.8	The institution applies varied and explicit assessment tools for evaluating and analyzing the extent of students' acquisition of learning outcomes as well as their satisfaction with the institution's pedagogical learning environment.

*6.4 The institution ensures that assessment methods are effective, and indicative of the extent and various levels of students' academic achievements and/or occupationally-related knowledge and skills.*

### Components of the Quality Indicator

6.4.1	Each program relies on a mechanism that ensures that course assessment methods are compatible with the targeted learning outcomes.
6.4.2	The institution periodically analyzes assessment results and gauges their compatibility with targeted learning outcomes.
6.4.3	The institution verifies that applied assessment scales are reflective of student performance, distinguishing different levels.
6.4.4	The institution periodically analyzes statistical data (a) in order to determine the frequency of students' course withdrawals, (b) to investigate the reasons for irregular rates of student success or failure.

*6.5 The institution has a system for periodic review and quality improvement of methods and strategies deployed in the teaching-learning cycle. This system relies on the feedback of students, faculty and stakeholders, as well as assessment outcomes.*

### Components of the Quality Indicator

6.5.1	Degree programs ensure that the scope, breadth, and depth of the course curricular content and student performance indicators are compatible in all sections within the same course.
6.5.2	The institution develops its curricula and instructional methods within the framework of the recommendations and empirical findings of the latest studies.
6.5.3	Students periodically evaluate the effectiveness of course content and instructional methods. The faculty periodically analyzes student feedback concerning course-evaluation, and uses the information for improving pedagogy as well as faculty class performance.
6.5.4	The institution uses the results of student assessment as feedback to improve the efficiency of courses offered.

6.5.5	The institution holds counseling sessions for students, advising them on ways to improve their academic performance levels.
6.5.6	Students are alerted well in advance regarding a decline in their academic record.

## Standard VII.

### *Scientific Research and Knowledge Generation*

#### **A. Standard Requirements**

The educational institution has in place an ongoing and up-to-date plan for the development of scientific research and/or knowledge generation and/or creative productivity. The actual output of this plan provides a means of calibrating the quantity and quality of institutional research activities.

#### **B. Quality Indicators**

- 7.1 The institution has clear bylaws and a strategic plan for developing and sponsoring scientific research and intellectual and/or creative productivity; the plan integrates well in the institution's overall developmental plans.
- 7.2 The institution possesses up-to-date physical assets, a well-equipped infrastructure, laboratories and theatres, all consistent with the size of its faculty. These physical resources are used to support the research and creative output of faculty and students.
- 7.3 The institution has an administrative unit that specializes in the planning, facilitating, and monitoring of faculty members' research, and intellectual and/or creative productivity.
- 7.4 The institution uses research and knowledge generation as a vital measure of its standing, locally, regionally, and internationally.
- 7.5 The institution upholds ethical standards that safeguard intellectual property rights, encourage freedom of expression, and permit the legal and moral usage of research outputs.

#### **C. Key Components of the Quality Indicators of Standard VII**

*7.1 The institution has clear bylaws and a strategic plan for developing and sponsoring scientific research and intellectual and/or creative productivity; the plan integrates well in the institution's overall developmental plans.*

### Components of the Quality Indicator

7.1.1	The institution has well defined bylaws and policies governing the funding and quality assessment of research productivity, generation of new knowledge, and innovative output of faculty.
7.1.2	The institution provides opportunities to faculty members for effective contribution to scientific research and productivity, in keeping with universally applied practices. These practices include, assigning an appropriate teaching workload as well as providing financial support and incentives.
7.1.3	Scientific research and intellectual and/or creative productivity are affirmed as goals of the institution and criteria for assessing faculty's academic performance. They are also used to evaluate the institution's community outreach and services.
7.1.4	The faculty's research activity, generation of new knowledge, and/or creative output correlate with the curricula of graduate and undergraduate programs.
7.1.5	The institution assigns credits for courses that train students in research methodologies. Students participate in research projects and related activities, including scientific seminars and conferences.
7.1.6	The institution has a clearly-specified, and widely-publicized mechanism in place for motivating and rewarding its distinguished researchers.
7.1.7	The institution invests a part of its research efforts in the development of instructional, academic, and administrative processes.
7.1.8	The institution reviews and develops the curricular content of programs, effectively utilizing the findings of relevant applied research/studies.

*7.2 The institution possesses up-to-date physical assets, a well-equipped infrastructure, laboratories and theatres, consistent with the size of its faculty. These physical resources are used to support research and creative outputs of faculty and students.*

### Components of the Quality Indicator

7.2.1	The institution ensures the availability of physical resources, including libraries, periodicals, research and information databases to assist faculty and students in pursuing research activities.
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*7.3 The institution has an administrative unit that specializes in the planning, facilitating, and monitoring of faculty members' research, and intellectual and/or creative productivity.*

### Components of the Quality Indicator

7.3.1	The institution has a unit, dedicated to overseeing the planning, supervision and enhancement of the quality of research and intellectual and/or creative output of faculty.
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7.3.2	The institution allocates a portion of its budget for rendering sufficient financial support to faculty research projects, and the pursuit of creative enterprises. The institution also extends technical support to facilitate the generation of new knowledge, and creative endeavors of faculty and graduate students.
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7.3.3	The institution encourages the investment of scientific research in industrial, commercial, and services areas. The faculty undertakes research and creative pursuits with the public and private sectors on contractual basis.
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7.3.4	The institution seeks to form consortia, and enter into partnership agreements and memoranda of understanding with institutions sharing similar interests, within Kuwait, the region, and at a global level, for scientific cooperation in diverse areas of research as well as exchange of services such as library inter-loans and the utilization of resources and equipments.
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7.3.5	The institution periodically arranges training programs on new research methodologies for the faculty.
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7.3.6	The institution publishes abstracts of faculty's completed research, as well as intellectual and/or creative works.
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7.3.7	The institution periodically assesses each faculty member's research performance and/or creative output. The faculty relies on the assessment feedback for improving its research and creative/intellectual performance.
7.3.8	The institution periodically publishes statistics on faculty's and graduate students' research productivity and creative accomplishments.
7.3.9	The unit measures the impact of research and creative activities on the academic performance of the faculty.

*7.4 The institution uses research and knowledge generation as a vital measure of its standing, locally, regionally, and internationally.*

#### **Components of the Quality Indicator**

7.4.1	The faculty's research productivity and intellectual and/or creative output demonstrate quality and conformity with internationally established principles of sound scholarship.
7.4.2	The research and knowledge generation of the institution correlate with opportunities and challenges of development within Kuwait and the region.
7.4.3	The faculty succeeds in publishing its research and new knowledge output, both regionally and internationally.
7.4.4	The institution has a mechanism for assessing and documenting the scientific impact of faculty's research output and knowledge generation.
7.4.5	The institution has a mechanism for assessing and documenting the impact of faculty's creative output in specialist circles and professional domains.
7.4.6	The institution has in place an explicitly defined mechanism for comparing its research output and newly generated knowledge with comparable regional educational institutions.

*7.5 The institution upholds ethical standards that safeguard intellectual property rights, encourage freedom of expression, and permit the legal and moral usage of research outputs.*

#### **Components of the Quality Indicator**

7.5.1	The institution has a clearly defined regulatory framework governing the ethics of research, intellectual property rights, observing freedom of expression, and adherence to copyright laws, etc.
7.5.2	The institution has well-defined disciplinary measures for faculty and students who violate the ethics of research.

## Standard VIII.

### *Facilities, Infrastructure, and Technology Systems*

#### **A. Standard Requirements**

The institution has appropriate, well developed facilities and infrastructure equipped with high quality technology systems. The facilities, infrastructure and technology resources, adequately meet the needs of students, faculty, administrative and technical staff, as well as the requirements of degree programs. The institution oversees compliance with safety measures in the operation and maintenance of facilities, infrastructure, and technology systems.

#### **B. Quality Indicators**

- 8.1 The wide-ranging facilities of the institution's campus are well equipped to meet the needs of its beneficiaries.
- 8.2 The institution operates and maintains efficient facilities, infrastructures, and functional technology systems that meet the needs of its beneficiaries.
- 8.3 The Institution ensures the principles of safety, cleanliness and hygiene in the management of all its facilities and infrastructures.

#### **C. Key Components of the Quality Indicators of Standard VIII**

*8.1 The wide-ranging facilities of the institution's campus are well equipped to meet the needs of its beneficiaries.*

##### **Components of the Quality Indicator**

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| 8.1.1 | The institution has an integrated campus that houses classrooms, laboratories, library/libraries, faculty and staff offices, storage and parking facilities, areas earmarked as green belts, dormitories (where applicable). |
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8.1.2	The campus has service facilities for its constituents, such as clinic(s), sports field(s), designated prayer area(s), hall(s) for cultural activities and faculty-students recreation, and bookshops and stationery-shop(s).
8.1.3	The campus ensures a congenial environment for students with disabilities.
8.1.4	The outdoor environment surrounding the buildings and physical facilities is pleasant and features green belts and safe pedestrian pathways.
8.1.5	The institution observes architectural principles regarding the ratio of available space in a single facility to the number of its users. The availability of designated areas earmarked for teaching, research, administrative and service activities is in conformity with the architectural/spatial needs of these activities.
8.1.6	The number and capacity of classrooms, laboratories, sporting areas, cafeterias, and recreation areas are in conformity with the number of enrolled students.
8.1.7	The instructional space allocated for the delivery of lectures, simultaneously accommodates 50 percent of the student population.
8.1.8	The campus has an adequate number of halls/rooms earmarked for specific purposes, including faculty meetings, public lectures, student and faculty rest areas, and study rooms for students. The study rooms can accommodate a minimum of 25 percent of students enrolled in post-graduate programs.

8.1.9	<p>The spatial distribution of the institution's buildings and facilities is in keeping with the criteria specified below:</p> <ul style="list-style-type: none"> <li>(a) The institution allocates a minimum of 7.5 square meters as office area per faculty member.</li> <li>(b) Should the enrolled student population exceed 4000, the institution allocates a minimum space of 2000 square meters for indoor athletics.</li> <li>(c) The number of parking spaces assigned for faculty members simultaneously accommodates at least 75% of the faculty.</li> <li>(d) Parking spaces are available for all full-time staff.</li> <li>(e) The institution makes available a minimum of one parking space for each one of four enrolled students.</li> <li>(f) The institution designates a minimum of 25 percent of campus space as green belt.</li> <li>(g) The institution has fully operational lavatories, depending upon the campus community size, with a minimum of one lavatory earmarked for 50 students, and a minimum of one lavatory for 20 faculty/staff members.</li> </ul>
8.1.10	<p>The institution has campus maps, and signboards displaying the direction and location of all buildings and facilities. The campus map is accessible online.</p>
8.1.11	<p>The institution's campus is connected to a public transport system. The institution designates fixed areas for campus transport.</p>
8.1.12	<p>The institution consults its constituent community in the formulation of its developmental plan, and for oversight of the implementation of needed changes in on-campus facility operations.</p>

*8.2 The institution operates and maintains efficient facilities, infrastructures, and functional technology systems that meet the needs of its beneficiaries.*

### **Components of the Quality Indicator**

8.2.1	The institution has a unit(s) that oversees the daily operation of all facilities and infrastructure as well as campus maintenance and safety matters.
8.2.2	The institution has well defined and published bylaws and policies providing the legislative framework for regulating the use of facilities, physical resources, technology and infrastructure.
8.2.3	The institution has bylaws regulating the activities and responsibilities of personnel in charge of facilities and infrastructure maintenance.
8.2.4	The institution has in place a strategic plan aimed at resource conservation and the optimal use of facilities and infrastructures; the institution exhibits expertise in spatial utilization to accomplish its activities, and meet its needs.
8.2.5	The institutional strategic plan includes provision for meeting the institution's future developmental needs concerning facilities and infrastructure construction, and has an effective system in place for the acquisition of needed financial resources for plan implementation.
8.2.6	The institution has in place an effective system to oversee operation and maintenance of its facilities and infrastructure.
8.2.7	The institution has a highly efficient technical support unit(s).
8.2.8	The institutional assets and resources are focused on invigorating the teaching and learning processes, enhancing knowledge, and encouraging scholarly research, in a congenial climate that stimulates creativity and leads to productivity.
8.2.9	The institution's facilities, infrastructure, and technology systems create an enabling environment for achieving the objectives that are expressed in the General Frame of Reference.

8.2.10	The institution's buildings and infrastructures conform to technical (i.e., engineering and architectural) specifications and requirements, and the buildings' indoor atmosphere is characterized by effective air circulation, temperature control, adequate lighting systems, soundproof walls, spatial distribution adequacy and occupancy, protective environment from external weather exigencies, effective and safe lifts, stairs and emergency exits.
8.2.11	The institution has efficient and well-maintained telephone and communication systems.
8.2.12	The institution provides each faculty member and each employee with a computer, and makes computer facilities available for student use.
8.2.13	The institution's computer laboratories are well equipped, with one computer allocated per 20 students, and one printer per 50 students.
8.2.14	The institution develops databases and informational archives pertinent to its administrative and service units and their activities. The databases and archives are comprehensive and are updated regularly.
8.2.15	The institution periodically assesses the adequacy of its technical infrastructure, as well as keeping track of the efficiency of the information system.
8.2.16	The institution ensures efficient operation and regular maintenance of its facilities and infrastructures, and takes appropriate measures when efficiency declines.
8.2.17	In the operation and maintenance of its facilities, the institution observes the terms that are stated in its contracts.
8.2.18	The institution promptly uses feedback received from its constituent community for improving and maintaining its facilities, physical resources and infrastructure.

*8.3 The Institution ensures the principles of safety, cleanliness and hygiene in the management of all its facilities and infrastructures.*

#### **Components of the Quality Indicator**

8.3.1	The construction of the campus facilities, resources, and infrastructure guarantees the safety of campus constituencies. Safety measures in all campus buildings include fire extinguishers, alarm and sprinkler systems, and an access route for fire trucks and ambulances. These measures are functional and well maintained.
8.3.2	The institution observes and adheres to the principles of safety, hygiene and cleanliness in management of its facilities'. The institution has an efficient system that oversees chemical refuse and odor dispersal in laboratories and workshops.
8.3.3	The institution follows safety principles in its facilities' daily operations, and it has an effective evacuation system in place for emergencies.
8.3.4	The institution periodically tests the functionality and efficiency of its safety devices and evacuation systems, keeping them in a state of preparedness, for possible emergencies and disasters.
8.3.5	The institution periodically provides training to its constituent communities on safety and precautionary measures to be followed in the event of an emergency.
8.3.6	The institution has in place procedures and plans aimed at the effective use of emergency shelters.

## Standard IX.

### *Finance and Budget*

#### **A. Standard Requirements**

The institution has steady sources of funding and a budget that facilitates the accomplishment of its objectives and meets the outstanding needs of its degree programs as well as the requirements of effective governance. The institution has an effective system for budgetary expenditure and the monitoring of expenses, in addition, it has short and long-term fiscal strategies aimed at ensuring financial stability and risk reduction. The institution upholds the values of integrity and honesty, and it refrains from wastage of funds, as the fundamental basis of its fiscal policy and practices.

#### **B. Quality Indicators**

- 9.1 The institution has a standard document that defines the fundamentals of its financial operations and budgetary expenditures. Moreover, it implements an operational fiscal plan, which is feasible, precise, guided by disciplinary norms, and ensures maximum effectiveness.
- 9.2 The institution ensures that in budgetary expenditures on degree programs, facilities, and infrastructures are sufficient for maintaining their quality.
- 9.3 The institution aligns its spending practices with quality assurance operations, and with the implementation of developmental projects.
- 9.4 The institution avoids fiscal deficit and problems resulting from borrowing and endeavors to ensure a secure, stable, and healthy financial status through the effective deployment of professional methods and modalities.
- 9.5 The institution adheres to a comprehensive financial audit system, and contracts an external, experienced and professional bureau to oversee its financial audit.

#### **C. Key Components of the Quality Indicators of Standard IX**

*9.1 The institution has a standard document that defines the fundamentals of its financial operations and budgetary expenditures. Moreover, it implements an operational fiscal plan, that is feasible and precise, is guided by disciplinary norms, and ensures maximum effectiveness.*

### Components of the Quality Indicator

9.1.1	The institution has in place a specialized unit that oversees financial management, including funding sources, the budget, and expenditures. The unit also monitors institutional financial practices and transactions, and submits periodic reports and financial data to the governing body.
9.1.2	The institution prepares its financial budget in consultation with the administrative staff and faculty representatives, and the top governing body approves the budget.
9.1.3	The institution strengthens its budget and financial resources through research and service contracts with external agencies (local and/or global).
9.1.4	The institution manages its budget and financial resources independently from external funding agencies and uncommon sources of revenue.
9.1.5	The institution relies on full or partial self-financing for supporting some of its activities and services.
9.1.6	The institution maintains comprehensive documentation of its financial practices and transactions, in both electronic and print formats.
9.1.7	The institution is systematic and regular in disbursing salaries to all faculty, staff, and personnel.
9.1.8	The institution has in place clear fiscal bylaws and policies specifying ethical guidelines concerning the financial practices and accountability of staff members who are responsible for financial resources.
9.1.9	The institution examines and investigates all acts of financial mismanagement and takes prompt and appropriate disciplinary action(s).

*9.2 The institution ensures that in budgetary expenditures on degree programs, facilities and infrastructures are sufficient for maintaining their quality.*

#### **Components of the Quality Indicator**

9.2.1	The institution has financial resource sufficiency and stability, covering its operational expenses. The resource adequacy enables the institution to maintain the quality of instructional processes and programs, pay faculty and staff salaries, operate and maintain infrastructural and physical facilities, support student activities, and implement plans for development and quality enhancement.
9.2.2	The budget covers the salaries of faculty, staff, and personnel.
9.2.3	The budget of the institution provides for essential funding of degree programs and operational expenses of institutional facilities.
9.2.4	The institution's expenditure on degree programs and their sustained improvement claims a significant percentage of the operational budget.
9.2.5	The institution's expenditure on enhancing the quality of all degree programs is adequate.
9.2.6	The institution budgets in a professional manner for the cost and expenditure involved in establishing new programs.
9.2.7	The institution's expenditure on supporting students and their activities claims a sizeable proportion of the operational budget.
9.2.8	The Institution has in place realistic plans and procedures for optimizing investment and judiciously using financial resources. The institution takes corrective measures to avoid any unnecessary expenditure, preventable cost, and financial vulnerability.

*9.3 The institution aligns its spending practices with quality assurance operations, and with the implementation of developmental projects.*

### Components of the Quality Indicator

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|-------|---|
| 9.3.1 | The institution periodically reviews its plan for allocating and dispensing the budget, ensuring best management practices and effective financial performance. |
|-------|---|

*9.4 The institution avoids fiscal deficit and problems resulting from borrowing and endeavors to ensure a secure, stable, and healthy financial status through the effective deployment of professional methods and modalities.*

### Components of the Quality Indicator

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|-------|--|
| 9.4.1 | The value of loans, as a percentage of the total budget must not exceed 30 percent. The loans are taken for the funding of regular operational processes, or developing degree programs in the long run. |
| 9.4.2 | The institution has an effective mechanism for monitoring debt as a percentage of the total budget, guaranteeing funding availability, and assessing financial risks and ensuring their curtailment.     |
| 9.4.3 | The institution takes instant measure(s) against budgetary deficit or funding shortfall for the sustenance of specific activities or processes.  |

*9.5 The institution adheres to a comprehensive financial audit system, and contracts an external, experienced and professional bureau to oversee its financial audit.*

### Components of the Quality Indicator

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|-------|--|
| 9.5.1 | The institution uses standard and professional system(s) for the auditing of its budgetary practices.              |
| 9.5.2 | The institution documents and reviews its operational budgetary expenditure prior to the close of the fiscal year. |

9.5.3	The institution regularly assesses its financial performance, expenditure practices, general financial status, imminent obstacles and forthcoming challenges both more immediately ahead and over the long term.
9.5.4	The institution has in place realistic plans and procedures for optimizing investment and judiciously using financial resources. The institution takes corrective measures to avoid any unnecessary expenditure, uncalled-for cost, and financial vulnerability.
9.5.5	The institution relies on an external auditor (or a certified financial bureau, or a governmental regulatory/monitoring agency) to review and assess its financial expenditure and transactions. The auditing bureau's directors/administrators are not associated with the institution in any capacity.

## Standard X.

### *Human Resources*

Note: In this standard, human resources are divided into two categories. First, the managerial cadre, which is exclusive and synonymous with experienced administrators holding high-level qualifications. Second, personnel, which is inclusive of all the non-academic workforce.

#### **A. Standard Requirements**

The institution appoints qualified and competent human resources to fulfill effectively the needs of all programs and units. The resources comprise (1) managerial cadres (executives and administrators) who manage the various support sectors of the institution, and (2) personnel that staff the academic units and support sectors. The institution judiciously implements explicitly stated bylaws that regulate the institution's human resources in terms of its (1) selection and hiring, (2) duties and responsibilities, (3) rights, (4) professional growth and development, and (5) grievances.

#### **B. Quality Indicators**

- 10.1 The institution has a specialized unit that deals with matters concerning human resource affairs. The unit is headed by a person who is well-versed in the institution's bylaws and the relevant legislative regulations of Kuwait.
- 10.2 The institution employs qualified human resources (managerial cadres and personnel) sufficient in number to fulfill the demands of its degree programs and support services.
- 10.3 The institution consistently applies its bylaws concerning human resource matters in terms of (1) recruitment policies, (2) employees duties and responsibilities, (3) rights, (4) performance evaluation mechanisms, (5) promotion processes and requirements, (6) vacation periods, (7) contract renewal and termination, and (8) health insurance (if applicable). These bylaws are publically available in both print and electronic formats.
- 10.4 In dealing with its human resources, the institution adheres to fundamental ethical principles, including proper treatment, fairness, non-discriminatory employment, and professional development opportunities.

10.5 Managerial cadres and personnel are committed to the processes of quality assurance and continuous improvement; they contribute to the development and/or implementation of the institutional quality improvement plans.

### C. Key Components of the Quality Indicators of Standard X

*10.1 The institution has a specialized unit that deals with matters concerning human resource affairs. The unit is headed by a person who is well-versed in the institution's bylaws and the relevant legislative regulations of Kuwait.*

#### Components of the Quality Indicator

10.1.1	The institution has a unit responsible for human resource affairs.
10.1.2	The head of the human resource affairs unit is well versed in the bylaws of the institution as well as the relevant regulations of Kuwait.
10.1.3	The institution has in place a plan that specifies recruitment/appointment of needed human resources.

*10.2 The institution employs qualified human resources (managerial cadres and personnel) sufficient in number to fulfill the demands of its degree programs and support services.*

#### Components of the Quality Indicator

10.2.1	Most of the institution's human resource (cadres and personnel) is appointed on a full-time basis.
10.2.2	The managerial cadres are competent and demonstrate good managerial practices.
10.2.3	The institution's human resources hold requisite qualifications and appropriate certificates, and possess specialized and technical skills that are appropriate for the professional requirements of positions.
10.2.4	The institution's managerial cadres are aware of the institutional General Frame of Reference, and are familiar with the institution's strategic plans.

10.2.5	The human resources of all programs and units are professional, having specialized skills that ensure the effective fulfillment of positions' responsibilities and duties.
10.2.6	The personnel ratio is compatible to the requirements of each degree program's student enrollment and faculty size.
10.2.7	The human resources soft skills are exhibited in teamwork, communication efficiency with institution's constituent communities, a sense of alertness towards follow-up and coordination in business-related matters, including effective time-management concerning office hours.
10.2.8	The staff and secretarial personnel are well aware of the procedures that regulate the functions and responsibilities of their units/office; they are also versed in the completion of transactions and the processing of forms.
10.2.9	The secretarial personnel are responsible for digitizing and maintaining records of correspondence, including the accurate and efficient archiving of files and documents, and promptly respond to all types of communication in a professional manner.
10.2.10	The institution's human resources are trained in new and relevant technologies.

*10.3 The institution consistently applies its bylaws concerning human resource matters in terms of (1) recruitment policies, (2) employees duties and responsibilities, (3) rights, (4) performance evaluation mechanisms, (5) promotion processes and requirements, (6) vacation periods, (7) contract renewal and termination, and (8) health insurance (if applicable). These bylaws are publically available in both print and electronic formats.*

#### **Components of the Quality Indicator**

10.3.1	The institution has a comprehensive manual, specifying job titles of all positions within the institution. The manual, available both in print and electronic formats, outlines the functions of each position within the institutional structural frame, the qualifications required for each job title, associated responsibilities, and the authority or power vested in the appointee in a designated position.
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10.3.2	The institution provides a comprehensive manual in both electronic and print form on bylaws concerning the duties, responsibilities, and rights of its human resources, including official work-hours, holidays, financial rights, benefits, and health insurance (if applicable), etc.
10.3.3	The institution consults concerned degree programs and units in matters of the employment of new human resources.
10.3.4	The institution clearly defines the terms and requirements for promotion, and oversees with fairness and integrity all applications for promotion.
10.3.5	The institution extends contractual security to its committed and responsible human resource.
10.3.6	The institution's laws are binding in matters of human resource presence in designated work area(s)/office(s) during the official work hours (where applicable).
10.3.7	The institutional human resource is effective and diligent.
10.3.8	The institution implements its bylaws regarding the breach of responsibility and/or abuse of power.

*10.4 In dealing with its human resources, the institution adheres to fundamental ethical principles, including proper treatment, fairness, non-discriminatory employment and professional development opportunities.*

#### **Components of the Quality Indicator**

10.4.1	The institution has in place an official document that outlines the work ethics binding on human resources. This document is available in both electronic and print formats.
10.4.2	The institution's bylaws are fair in dealing with human resources, including their grievances, allegations, and the resolution of them.
10.4.3	The interaction between faculty and human resources is characterized by fairness and integrity, and institutional bylaws forbid all forms of discrimination.

10.4.4	The institution ensures a congenial environment, attracting and facilitating the retention of qualified and competent human resources.
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*10.5 Managerial cadres and personnel are committed to the processes of quality assurance and continuous improvement; they contribute to the development and/ or implementation of the institutional quality improvement plans.*

#### **Components of the Quality Indicator**

10.5.1	The institution periodically assesses the performance of its human resources, in accordance with well-defined measures that are consistently applied. The assessment outcome is communicated to the concerned employee, who has the right to respond to his/her assessment report, registering grievances, if any.
10.5.2	Representatives of the institution's governing body assess periodically the efficiency and performance of the managerial cadres.
10.5.3	The managerial cadres periodically assess the efficiency and performance of their immediate subordinates.
10.5.4	The institution rewards those employees whose performance earns excellent rating.
10.5.5	The institution invites human resource feedback regarding needs, skills development and professional exposure.
10.5.6	Human resources participate in enhancing and developing the quality of institutional administrative/managerial practices.

## Standard XI.

### *Outreach and Community Services*

#### **A. Standard Requirements**

The institution accords priority to its effective contribution to the service of the local community, and considers it as one of its prime responsibilities. The institution implements constructive and sustained interactions with the local community. In addition, it cooperates with regional and global communities, taking advantage of development opportunities to enhance its services.

#### **B. Quality Indicators**

- 11.1 The institution has a Public Relations unit, which is responsible for developing strong relationships with the local, regional and international communities.
- 11.2 The institution implements a well-defined and widely publicized plan on programs and services, aimed at serving society at large.
- 11.3 The institution develops partnerships with local, regional, and international institutions in diverse domains, including scientific research and sources of knowledge, sharing experience, enrichment of degree programs, facilitation of both student activities and consultations, etc.
- 11.4 The institution periodically evaluates its outreach programs and community services in order to improve their quality.

#### **C. Key Components of the Quality Indicators of Standard XI**

*11.1 The institution has a Public Relations unit, which is responsible for developing strong relationships with the local, regional and international communities.*

##### **Components of the Quality Indicator**

- | Components of the Quality Indicator |  |
|-------------------------------------|--|
| 11.1.1                              | The institution has an active unit dedicated to outreach and community services. |

11.1.2	The institution relies on diverse media channels to register its presence and familiarize the public and society (parents, secondary school graduates, etc) with its vision, mission and goals, bylaws, requirements of offered programs, faculty's curriculum vitae, achievements of select faculty and students, bylaws, tuition fees, etc.
11.1.3	The institution publicizes the expertise of its faculty as well as their capabilities in serving the local community.
11.1.4	The institution publicizes services that can be rendered to society at large.
11.1.5	The institution publicizes information on the number of students admitted, the percentage of student retention, graduation rates within a specified period, as well as related information of concern to students and parents.
11.1.6	The institution electronically receives the community inquiries, and promptly responds to relevant inquiries.
11.1.7	The institution utilizes diverse media channels to announce its accreditation status, publicizes the accreditation status of programs offered, each program's student enrollment capacity, and employment prospects of the qualifying degrees/specialization.
11.1.8	The institution maintains communication with its alumni and invites them to contribute to the institution's development and advancement.
11.1.9	The institution coordinates with secondary schools (and pre-tertiary institutions), to extend the benefits of its educational and cultural activities.

*11.2 The institution implements a well-defined and widely publicized plan on programs and services, aimed at serving society at large.*

#### **Components of the Quality Indicator**

11.2.1	The institution encourages active involvement of the faculty in serving the community, and provides the needed assistance.
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11.2.2	The institution offers useful services (research, consultancy, training, cultural, and other activities), to serve the community's needs. The nature of the services offered is consistent with the terms and outlook defined in the institutional General Frame of Reference.
11.2.3	The institution offers continuing education programs on demand (disciplinary, occupational, technical, etc. for various sectors of society.
11.2.4	The institution cooperates with civil society's organizations and associations, and contributes towards resolving public affair issues.
11.2.5	Faculty members cooperate with social institutions in meeting the various needs of society.

*11.3 The institution develops partnerships with local, regional, and international institutions in diverse domains, including scientific research and sources of knowledge, sharing experience, enrichment of degree programs, facilitation of both student activities and consultations, etc.*

#### **Components of the Quality Indicator**

11.3.1	The institution draws from local, regional and/or global expertise for its self development, and for continuous improvement of its practices.
11.3.2	<p>Degree programs maintain strong and enduring ties with the private, public and employment sectors in order to:</p> <ul style="list-style-type: none"> <li>• establish student internships and training activities,</li> <li>• facilitate practical exposure of students to employment opportunities,</li> <li>• facilitate the implementation of empirical or applied studies and investigative field projects.</li> </ul>
11.3.3	Degree programs seek a locally available professional expertise to enriching the activities or forums intended for the institutional student community.

11.3.4	The institution offers professional and consultative services to the public and private sectors, including services aimed at quality enhancement, development, research, etc.
11.3.5	The institution invites representatives of different sectors and experts with relevant experiences to join its advisory committees.
11.3.6	The institution establishes effective partnerships with select regional and international institutions for joint studies and research, publications, exchange of expertise, shared experiences, and organization of joint student activities.
11.3.7	The institution invites local, regional, and international experts to cooperate with it, including the delivery of lectures, and participation in institutional scientific/specialized conferences and forums.

*11.4 The institution periodically evaluates its outreach programs and community services in order to improve their quality.*

#### **Components of the Quality Indicator**

11.4.1	The institution undertakes effective measures to maintain a good reputation locally, regionally, and globally through constructive outreach activities.
11.4.2	The institution actively seeks the opinions of its constituencies and involves them in the decision-making process regarding outreach activities and community services.
11.4.3	The institution assesses its connections with the outside world and attempts to enhance their quality and effectiveness.

## Standard XII.

### *Ethics*

#### **A. Standard Requirements**

The institution and its constituents uphold and conform to the value of integrity as the fundamental basis of operations. In all its dealings, the institution diligently adheres to fulfilling its responsibilities and sustaining esprit de corps among sectors of its constituent community. Moreover, select additional values guide the institution.

#### **B. Quality Indicators**

- 12.1 The institution adheres to the principles of integrity, transparency, fairness, and the application of the values of diligence and impartiality in all its internal and external dealings.
- 12.2 The institution respects the values of civil society.
- 12.3 The institution adheres to the dual principles of responsibility and esprit de corps in its operations; the institutional community accordingly diligently fulfils its responsibilities, and the administration exhibits esprit de corps, creating an enabling, positive, and forward-looking environment

#### **C. Key Components of the Quality Indicators of Standard XII**

- 12.1 *The institution adheres to the principles of integrity, transparency, fairness, and the application of the values of diligence and impartiality in all its internal and external dealings.*

#### **Components of the Quality Indicator**

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|--------|---|
| 12.1.1 | The institution establishes a code of ethical conduct, or a similarly named document, that is approved by the governing body. This document ensures that the institution's actions are guided by integrity, impartiality, and accountability. |
|--------|---|

12.1.2	All members of the institutional community are bound by the same ethical standards, including the top governing body, faculty members, academic/training staff, support personnel, students, and contracted personnel.
12.1.3	The constituent community of the institution adheres to the principle of integrity in its professional life.
12.1.4	The institution acts appropriately against violations of the principle of integrity committed by any member of its constituent community.
12.1.5	The institution is committed to the norms of transparency, including the publication of survey results based on beneficiaries' opinion, publication of the method(s) deployed in the selection of administrative officers, and promotion processes.
12.1.6	The institution adheres to the laws governing copyrights and intellectual property rights.
12.1.7	The institution practices the principle of transparency by announcing its bylaws, policies, and latest decisions to its constituent community (in electronic and print formats).
12.1.8	The institution practices the principle of fairness and impartiality in selecting highly qualified faculty and human resources for its administrative and key positions.
12.1.9	The institution observes the norms of fairness and impartiality in all its dealings and practices, including student admission, faculty and human resource appointments, and in employee performance assessments.
12.1.10	The institution adheres to the norms of integrity, fairness, and impartiality in the redressal of the grievances of faculty, students, and human resource.
12.1.11	The institution's administration exerts diligent efforts to accomplish its mission and goals, as well as the core objectives of the offered degree programs.
12.1.12	The institution's degree programs exhibit adherence to professional ethics as per the nature of programs.

12.1.13	The institution takes appropriate preventive measures in matters involving conflict of interest, as regards decisions concerning formation of committees responsible for faculty appointments, and other administrative practices.
12.1.14	The institution honors and adheres to the terms of its agreements, commitments, and declarations.
12.1.15	The institution evaluates its internal conformity to the principle of integrity by assessing its policies and the extent and righteousness of their implementation.
12.1.16	The institution follows the norms of honesty and transparency in all its dealings with The National Bureau for Accreditation and Education Quality Assurance.

12.2 *The institution respects the values of civil society.*

#### Components of the Quality Indicator

12.2.1	The institution maintains rights of privacy and confidentiality regarding the personal information of its constituents.
12.2.2	The institution respects academic freedom, as well as freedom of thought and speech, in consonance with civil society's values.
12.2.3	The institution prohibits the discourse of hate and prejudice and all types of discriminatory behaviors/acts.

12.3 *The institution adheres to the dual principles of responsibility and esprit de corps in its operations; the institutional community accordingly diligently fulfils its responsibilities, and the administration exhibits esprit de corps, creating an enabling, positive, and forward-looking environment.*

#### Components of the Quality Indicator

12.3.1	The institution assigns high value to the fulfillment of assigned responsibilities.
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12.3.2	The governing board exhibits firm resolve and commitment in ensuring the institution's quality enhancement and development.
12.3.3	In keeping with the dual principles of responsibility and <i>esprit de corps</i> , (a) the institution's constituent community diligently fulfills its assigned responsibilities; (b) the institution exhibits solidarity in the fostering a congenial environment that transpires into job satisfaction and the realization of career aspirations.
12.3.4	The institution rigorously induces an enabling proactive environment that promotes the inclination towards fulfilling responsibilities, and: <ul style="list-style-type: none"> <li>(a) results in motivating the faculty, students, and employees;</li> <li>(b) assists degree programs in accomplishing the desired learning outcomes;</li> <li>(c) induces the spirit of cooperation among members of its constituent community;</li> <li>(d) promotes an attitude of mutual respect among students, and their receptivity to intellectual, cultural, and religious differences;</li> <li>(e) encourages a spirit of reciprocity and cooperation among faculty members</li> </ul>
12.3.5	The institution applies the principle of accountability in a forthright and earnest manner.
12.3.6	The institution evaluates the extent and level of implementation of the dual principles of responsibility and <i>esprit de corps</i> by examining the effectiveness of its practices in creating an enabling and encouraging environment among the members of its constituent community.

## Standard XIII.

### *Quality Assurance and Improvement*

#### **A. Standard Requirements**

The institution ascertains its quality and effectiveness through the application of: *first*, a Quality Assurance System (i.e., internal quality monitoring processes), and *second*, an Academic Accreditation System (i.e., external quality monitoring processes)

#### **B. Quality Indicators**

##### *Quality Assurance System*

- 13A.1 The institution has in place a specialized unit earmarked for Quality Assurance matters.
- 13A.2 The unit responsible for quality assurance matters promotes among its constituent community the culture of (a) assessment, (b) self-monitoring, and (c) continuous quality improvement.
- 13A.3 The institution executes its Quality Assurance Plans that ensure the implementation of evidence-based assessment processes and prepare the institution for the achievement and maintenance of accreditation.

##### *Academic Accreditation System*

- 13B.1 The institution has a specialized unit(s) earmarked for institutional and programmatic accreditation.
- 13B.2 The institution seeks and maintains: (a) institutional accreditation that is granted by the National Bureau for Academic Accreditation and Education Quality Assurance (NBAQ), and (b) programmatic accreditation that is granted by specialized and independent scientific agencies.
- 13B.3 To improve its performance and efficiency, the institution utilizes and benefits from its self-assessment reports (both institutional and programmatic), as well as the peer evaluation teams' recommendations.

## C. Key Components of the Quality Indicators of Standard XIII

### *First: Quality Assurance System*

*13A.1 The institution has in place a specialized unit earmarked for Quality Assurance matters.*

#### Components of the Quality Indicator

- |         |  |
|---------|--|
| 13A.1.1 | <p>The unit, earmarked for quality assurance, fulfils its responsibilities concerning internal quality assurance, in the following manner:</p> <ul style="list-style-type: none"><li>(a) Gathers evidence, demonstrating that the institution is efficiently achieving its mission and objectives. The unit presents the evidence to the institutional community as well as to society at large.</li><li>(b) Oversees “SWOT” analysis (or its equivalent) of all degree programs and units with the purpose of identifying individual and exclusive strengths, weaknesses, opportunities and threats.</li><li>(c) Provides periodic analytical reports to the top governing body/ administration with the aim of improving institutional programs and units.</li><li>(d) Ascertain that the performance of the members of its constituent community attains desired levels.</li><li>(e) Ascertain that members of its constituent community effectively perform their duties in a professional manner.</li><li>(f) Ascertain that the faculty members design the curricula and teach their courses in accordance with specified requirements.</li><li>(g) Ascertain that the graduates are: (1) qualified in their fields, (2) employable, and (3) capable of serving the community and society at large.</li><li>(h) Ascertain that the principles of integrity, responsibility, and esprit de corps, as well as the values of transparency, fairness, and honesty, prevail throughout the institutional academic, administrative, and financial practices.</li></ul> |
|---------|--|

	<ul style="list-style-type: none"> <li>(i) Ascertains that scientific research and productivity of faculty members and graduate students is adequate on quantity and quality counts.</li> <li>(j) Ascertains that the institution's contributions to community services and its outreach programs are adequate, helpful, and relevant to the community's needs.</li> <li>(k) Ascertains that the institution's action-plan is put into effect and that it enhances the continuous development of the performance of the constituents.</li> <li>(l) Ascertains that infrastructures and technology systems are sufficient and that they are efficiently managed.</li> <li>(m) Ensures that the student to faculty ratio is comparable to international standards. Moreover, faculty holding Ph.Ds. from accredited universities teach a minimum of 50 percent of credits required for graduation in each diploma program, a minimum of 90 percent of credits required for graduation in each bachelor's degree program, and 100 percent credits required for graduation in each Master's and Ph.D. program.</li> </ul>
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*13A.2 The unit responsible for quality assurance matters promotes among its constituent community the culture of (a) assessment, (b) self-monitoring, and (c) continuous quality improvement.*

<b>Components of the Quality Indicator</b>	
13A.2.1	The unit periodically organizes activities that aim at disseminating the culture of assessment and self-monitoring.
13A.2.2	The unit gauges the level of faculty's involvement with processes related to quality assurance matters.

*13A.3 The institution executes its Quality Assurance Plans that ensure the implementation of evidence-based assessment processes and prepare the institution for the achievement and maintenance of accreditation.*

### Components of the Quality Indicator

13A.3.1	The institutional “quality assurance system” includes measurable benchmarks as well as general assessment elements, uniformly applicable to all degree programs, and units. The system also includes special standardized benchmarks concerning specific requirements of certain degree programs and units.
13A.3.2	The institution holds consultations with its beneficiaries (and experts in the fields taught), regarding the establishment of a quality assurance system for continuous self-assessment, and quality control of its practices.
13A.3.3	Each program has a unit/office that oversees its quality assurance.
13A.3.4	The unit(s) responsible for quality assurance and accreditation solicits the faculty’s opinion through surveys concerning the quality of programs they are affiliated with.
13A.3.5	The unit(s) responsible for quality assurance and accreditation solicits the employment sectors’ opinion concerning the competencies and aptitudes of graduates for practicing their profession as per degrees earned.
13A.3.6	The unit(s) responsible for quality assurance and accreditation solicits the opinion of alumni on the benefits and adequacy of the competencies and skills they acquired during the course of their study at the institution.
13A.3.7	The unit(s) responsible for quality assurance and accreditation generates statistics on the faculty’s research quality (quantitative and qualitative), as well as the faculty’s contribution in the generation of new knowledge.
13A.3.8	The unit(s) responsible for quality assurance and accreditation assesses the scope, quality, and impact of the services offered by the institution to the community.
13A.3.9	The unit(s) responsible for quality assurance and accreditation assesses the efficiency and quality of the institutional infrastructure and operational system.

13A.3.10	The unit(s) responsible for quality assurance and accreditation generates analytical reports on the success and benefits of internal assessment and self-regulatory processes concerning quality assurance.
13A.3.11	Assesses the administrative officer of programs' and units' submit periodic reports, documenting the strengths, weaknesses, opportunities, threats, and challenges confronting the programs and units.
13A.3.12	The educational institution's top governing body/administration periodically assesses the performance and effectiveness of its quality assurance unit(s), and the extent of success of the mechanism of continuous self-assessment and quality control.

### C. Key Components of the Quality Indicators of Standard XIII

#### *Second: Academic Accreditation System*

*13B.1 The institution has a specialized unit(s) earmarked for institutional and programmatic accreditation.*

Components of the Quality Indicator	
13B.1.1	The institution has a Central Unit for Academic Accreditation (CUAA) which is dedicated to the achievement of accreditation(s).
13B.1.2	The CUAA promotes awareness among faculty of the benefits of accreditation, as well as the requirements for its successful accomplishment.
13B.1.3	The CUAA takes necessary steps towards ensuring that a team of faculty members possesses the needed expertise as regards self-evaluation processes, and the preparation of professional reports on self-assessment regarding accreditation.
13B.1.4	Each program has a unit, office or a committee, responsible for overseeing academic accreditation.
13B.1.5	All service units and degree programs of the institution closely cooperate with the CUAA in the implementation of academic accreditation processes.

13B.1.6	The degree programs maintain liaison and communication, as well as develop interactive relations, with internationally recognized accreditation organizations and agencies.
13B.1.7	Most programs/departments are successful in achieving accreditation of their respective programs.
13B.1.8	The institution maintains a website that keeps the faculty and staff updated on the academic accreditation of the institution as well as ongoing and prospective plans concerning accreditation of programs. The website relays vital information, data and statistics, spanning the previous four years; it also provides access to assessment forms, as well as miscellaneous documents, facilitating the preparation of analytical and assessment studies concerning accreditation.
13B.1.9	The CUAA deals with The National Bureau for Accreditation and Education Quality Assurance as a key partner for the continuous improvement of the institution's performance, and promptly responds to the Bureau's recommendations.
13B.1.10	The institution's top governing body/administration periodically assesses the performance and effectiveness of the CUAA, gauging the extent of its success.

*13B.2 The institution seeks and maintains: (a) institutional accreditation that is granted by the National Bureau for Academic Accreditation and Education Quality Assurance (NBAQ), and (b) programmatic accreditation that is granted by specialized and independent scientific agencies.*

#### **Components of the Quality Indicator**

13B.2.1	The institution's governing body/administration consistently supports and gives impetus to the implementation of the academic accreditation assessment processes.
13B.2.2	The CUAA has in place a plan that facilitates completion of the institutional self-assessment accreditation reports. A number of faculty and administrative staff review the final drafts of the reports.

13.B.2.3	The institution has a comprehensive guide, outlining standard processes, procedures and steps towards achieving academic accreditation. The guide addresses issues pertaining to the preparation of self-assessment reports, etc.
13B.2.4	The CUAA takes necessary measures in the preparation of an accurate, comprehensive, and focused report on institutional self-assessment, duly taking account of the standards of the the NBAQ.
13B.2.5	Each degree program of the institution has in place a plan for accomplishing the program's self-assessment report, the final draft of which is verified by a number of faculty members from the department.
13B.2.6	All units and programs of the institution participate in the preparation of the institutional self-assessment report.
13B.2.7	The CUAA organizes site visits for peer evaluation teams for the purpose of consultation.
13B.2.8	The institutional self-assessment report measures key requirements of the Standards of the NBAQ and it follows the NBAQ's instructions on the writing and formatting of the aforementioned report.
13B.2.9	Self-assessment reports for programmatic accreditation are characterized by the following features: <ul style="list-style-type: none"> <li>(a) The self-assessment report is analytical and duly supported by relevant statistics.</li> <li>(b) The self-assessment report takes due account of multiple quality indicators and it is based on the comprehensive analysis of accumulated data, demonstrating the continuity of quality improvement concerning instructional methods, student learning outcomes, and the effectiveness of administrative and planning practices, spanning the previous four years.</li> <li>(c) The self-assessment report is based among other factors on opinion surveys of beneficiaries i.e. faculty, students, staff, alumni, and others.</li> <li>(d) The self-assessment report includes applicable recommendations that are significant in creating an enabling and congenial climate.</li> </ul>

13B.2.10 The findings of institutional and programmatic self-assessment reports are correct, substantiated, and explicit.

*13B.3 To improve its performance and efficiency, the institution utilizes and benefits from its self-assessment reports (both institutional and programmatic), as well as the recommendations of peer evaluation teams.*

#### **Components of the Quality Indicator**

13B.3.1 The CAAA undertakes corrective measures in light of self-assessment reports and peer evaluations.

13B.3.2 Degree programs rectify curricula, instructional methods, etc, in light of self-assessment reports and feedback from peer evaluation teams.



# **Basics of the Peer Evaluation Process**

v.4.

## **7. Basics of the Peer Evaluation Process: Mechanism & Procedures**

An Institutions that applies for accreditation undergoes a thorough and multi-stage evaluation process.

### **I. Contacting the Institution**

The NBAQ organizes meeting(s) with the directors and/or president of the post-secondary institution for the purpose of explaining the following matters:

1. The nature and elements constituting the NBAQ's thirteen institutional accreditation standards.
2. Essential steps to prepare the institution for attaining institutional accreditation.
3. Procedures for meeting the requirements and conditions that qualify the institution for receiving the accreditation assessment.
4. Institutional accreditation procedures.
5. The NBAQ's measures to assist the institution in effective planning for the institutional accreditation process.
6. Benefits of compliance with the NBAQ's thirteen institutional accreditation standards, and the consequences of non-compliance.

### **II. Knowledge of Self-Assessment Reporting**

The NBAQ extends opportunities for administrators, faculty, and staff to acquire basic understanding and knowledge of the key elements and format for preparing an effective self-assessment report.

1. The NBAQ organizes workshops and training programs, conducted by experts, for training administrators, faculty and staff in preparing, organizing, and completing the institution's self assessment report.
2. Based on instructions and guidelines, outlined by experts during the workshops and training programs, the institution prepares its initial self-assessment report, within a maximum period of twelve months.

### **III. Pre-accreditation Audit.**

Upon the request of the institution, the NBAQ conducts a "Pre-accreditation Audit" (i.e., a pilot accreditation activity) whose purpose is to highlight areas

that need further enhancement, quality improvement, and appropriate documentation.

#### **IV. Initiating the Official Institutional Accreditation Process**

1. The institution submits a request, indicating its readiness to initiate the official institutional accreditation process, and works out a feasible schedule in coordination with the NBAQ, for the submission of the final self-assessment report, thus putting into operation the formal accreditation assessment process, provided that the final self-assessment report has received the top governing board's approval.
2. In case the institution does not submit a request for initiating the official accreditation process, due to inadequacy or lack of coordination between the institution and the NBAQ, it is The NBAQ's prerogative to take the initiative, and set the timeline for commencing the accreditation process.

#### **V. Revision of the Institutional Final Self-Assessment Report**

Within three months of receiving the institution's final self-assessment report, the NBAQ reviews the document, in terms of the following criteria:

1. Identifying any missing information or documentation, and requesting its inclusion.
2. Verifying that the self-assessment report is written with clarity, and structured according to the established format.
3. Validating that the self-assessment report's content is consistent and compatible with the NBAQ's thirteen institutional accreditation standards.
4. Granting the institution a month's time (from the date of the NBAQ's notification) for incorporating necessary amendments, requested by the NBAQ, if any, to the self-assessment report, and resubmitting the completed and revised report.

#### **VI. Implementing the Institutional Accreditation Assessment Process**

1. The NBAQ's Director forms a team of external peer evaluators, and forwards to them the institutional self-assessment report.

2. The evaluation team studies the self-assessment report, and submits a written report of its observations, remarks and queries, including any of the following procedural options:
  - (a) A site visit within three months
  - (b) A site visit after twelve months.
- c) Rejection of the request for an accreditation site visit, and request for resubmission of a self assessment report following a satisfactory response to the evaluators' remarks and queries.
3. Prior to the team's actual site visit, the NBAQ sends the evaluation team's report to the institution for appropriate response to the remarks and queries raised.
4. In coordination with the institution, and within three months of sending the team's report, the NBAQ sets the date and time of site visit to the institution seeking accreditation.

## **VII. Evaluation Team's Site Visit to the Institution**

1. The site visit's duration is for 3-5 days.
2. During the site visit, the evaluation team meets the institution's:
  - (a) Top administrators
  - (b) Unit Directors
  - (c) Faculty member groups
  - (d) Student groups
3. During the site visit, the evaluation team inspects:
  - (a) Classrooms
  - (b) Laboratories
  - (c) Institutional facilities and buildings
4. The site visit's purpose is to:
  - (a) Conduct an empirical assessment of the accreditation's viability vis-a-vis the contents and statements of the institution's self-assessment report.

- (b) Verify the institution's successful compliance with the requirements and indicators of the NBAQ's thirteen institutional accreditation standards.
- (c) Recommend the granting, or withholding of academic accreditation to the institution.
- (d) Estimate the level of the institution's capacity and compliance with the NBAQ's accreditation standards, and rate its actual accreditation status, as per the rating scale specified below (Table):
- (e) Meet the NBAQ's administration to relay information on the outcomes of the site visit, and explain all aspects of the accreditation assessment of the institution.

### **VIII. The Institution's Review of the Initial Draft of the Evaluation Report**

The initial draft of the evaluation team's report is sent through the NBAQ to the institution in order to verify that the report does not contain factual errors, does not overlook significant favorable information, and does not contain information irrelevant to the NBAQ's standards and requirements. The institution must send its reply within two weeks of receipt of the evaluation team's report.

### **IX. Submitting the Final Report of the Accreditation Assessment**

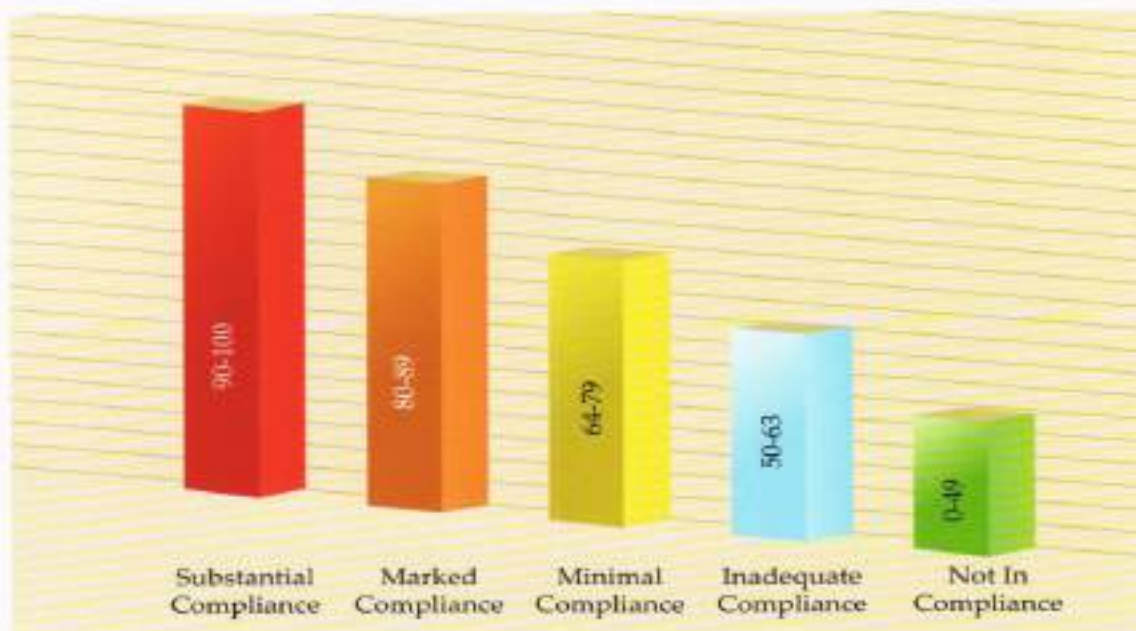
1. The head of the evaluation team sends the final report of the institutional accreditation assessment to the NBAQ's Director within six weeks of the site visit.
2. The NBAQ administration reviews the report for inclusiveness.

### **X. Decision of the NBAQ's Directing Council**

1. The institution must demonstrate that it is in compliance with all of the NBAQ's Standards. Based on the Accreditation Rating Index, outlined in the Table below, the NBAQ's Directing Council formalizes the institution's accreditation status; action with regard to the accreditational status of the institution takes one of the following forms:

### Accreditation Rating Index

Level of Compliance with institutional Accreditation Standards	Accreditational Assessment Points Range	The NBAQ's Decision
<b>Substantial compliance</b> with accreditation standards.	<b>90-100</b>	Accreditation granted for <i>five</i> years.
<b>Marked compliance</b> with accreditation standards	<b>80-89</b>	Accreditation granted for <i>four</i> years.
<b>Minimal compliance</b> with accreditation standards	<b>64-79</b>	Accreditation granted for <i>three</i> years.
<b>Indaequate compliance</b> with accreditation standards	<b>50-63</b>	Accreditation withheld and institution entitled to reapply after a lapse of <i>minimum one year</i> .
<b>Not in compliance</b> with accreditation standards	<b>0-49</b>	Accreditation withheld and institution entitled to reapply after a period of minimum two years, but not exceeding <i>four years maximum</i> .



2. The NBAQ's Director forwards the final report of the accreditation assessment to the NBAQ's Directing Council, along with a recommendation to grant one of the following (1) accreditation to the institution for a specified duration, or (2) grant a focused re-evaluation, or (3) withhold accreditation.
3. The NBAQ publicly announces the Directing Council's decision on the accreditation status of the institution.

## **XI. Granting a Focused Re-Evaluation**

1. Action on an institution's accreditation status will be deferred when the Team Evaluation Report determines that *not all* of the NBAQ's thirteen standards are met to a satisfactory degree. In the case that a maximum of two standards are judged as below the score of minimal compliance, the NBAQ defers the accreditation decision.
2. The NBAQ provides the institution with a report that explains the grounds of deferment, and it grants the institution the opportunity of a 6-12 months period in order to rectify specific deficiencies and "inadequate compliance" or "not in compliance" aspects, and to present an evidence-based and focused "in-compliance" report.
3. Upon receiving the in-compliance report, the NBAQ takes appropriate actions to re-assess the areas that were not in compliance. Then, the NBAQ makes its final recommendation to the Directing Council to either grant accreditation to the institution for a specified duration, or withhold it.
4. The NBAQ's Directing Council formalizes the institution's accreditation status.
5. The NBAQ publicly announces the Directing Council's decision on the institution's accreditation status.

## **XII. Placing an Institution on Probation**

1. Institutions that fail Focused Re-Evaluations, and those that are not in compliance with three or more of the NBAQ's standards, are placed on probation.
2. The NBAQ grants institutions that are on probation, a period of two years to achieve compliance and to re-apply for accreditation.
3. The NBAQ coordinates with related government agencies to take adverse action against institutions on probation which fail to re-apply and submit the Self-Assessment Report for accreditation within a period of four years.



# **Overview of the NBAQ's Assessment and Rating System**



## 8. Overview of the NBAQ's Assessment and Rating System

Peer evaluators assess all the components of the quality indicators of the NBAQ's thirteen standards. Each Component is rated on a scale of 0 to 4. A rating of 0 signifies that the institution is *"Not in Compliance"* with the component of the indicator; a rating of 1 signifies that the institution exhibits *"Inadequate Compliance"* with the component; a rating of 2 signifies that the institution exhibits *"Minimal Compliance"* with the component; a rating of 3 signifies that the institution exhibits *"Marked Compliance"* with the component; a rating of 4 signifies that the institution exhibits *"Substantial Compliance"* with the component. The ratings of the components of the quality indicators of each of the thirteen standards are totaled. The total sum of standard 1 is labeled "total of 1", the total sum of standard 2 is labeled "total of 2", etc...

Below is a chart indicating the assigned weight of each of the thirteen standards. Note that the number of components of the quality indicators of each standard appears in parentheses.

Standard(s)	Quality Indicator	%
Standard 1	Institutional General Frame of Reference (20 Components)	5%
Standard 2	Administration and Leadership (27 Components)	5%
Standard 3	Faculty (26 Components)	10%
Standard 4	Student Affairs and Support Services (35 Components)	10%
Standard 5	Degree Programs (40 Components)	15%
Standard 6*	Teaching Strategies and Methods & Student Learning Assessment (34 Components)	5%
Standard 7*	Scientific Research and Knowledge Generation (26 Components)	15%
Standard 8	Facilities, Infrastructure, and Technology Systems (36 Components)	5%
Standard 9	Finance and Budget (25 Components)	5%

Standard 10	Human Resources (31 Components)	5%
Standard 11	Outreach and Community Services (24 Components)	5%
Standard 12	Ethics (25 Components)	5%
Standard 13	Quality Assurance and Improvement	
	• Quality Assurance System (16 Components)	5%
	• Academic Accreditation System (22 Components)	5%

\* It is worth noting that for institutions of occupational/technical education, the percentage weight that the NBAQ allocates to Standard 6 (Teaching strategies, and Methods and Students Learning Assessment) is 15%, and the percentage weight to standard 7 ( Scientific Research and knowledge Generation ) is 5%.

Table 1 summarizes the assigned weight of each of the NBAQ's thirteen standards as well as the maximum rating that can be obtained by the academic institution for each standard. The maximum rating for each standard is obtained by multiplying the number of components of the quality indicators of the standard by the maximum rating of each component (i.e., maximum rating is four). Also, note that the maximum rating of standard 1 is labeled "max1," the maximum rating of standard 2 is labeled "max2", etc...

Table 1: The assigned weights and the maximum rating of the NBAQ's Standards

Standard(s)	Assigned Weights	Maximum Rating of the Standards
Standard 1	5 %	max1 = 80
Standard 2	5 %	max2 = 108
Standard 3	10%	max3 = 104
Standard 4	10%	max4 = 140
Standard 5	15%	max5 = 160
Standard 6	5 %	max6 = 136
Standard 7	15%	max7 = 104

Standard 8	5 %	max8 =144
Standard 9	5 %	max9 =100
Standard 10	5 %	max10 =124
Standard 11	5 %	max11 = 96
Standard 12	5 %	max12 = 100
Standard 13 A	5 %	max13A = 64
Standard 13 B	5 %	max13B = 88

The accreditation score of the institution can be computed using the following formula.

$$\begin{aligned} \text{Score} = & (\text{total of 1} \div \text{max1}) \times 5 + (\text{total of 2} \div \text{max2}) \times 5 + (\text{total of 3} \div \text{max3}) \times 10 \\ & + (\text{total of 4} \div \text{max4}) \times 10 + (\text{total of 5} \div \text{max5}) \times 15 + (\text{total of 6} \div \text{max6}) \times 5 \\ & + (\text{total of 7} \div \text{max7}) \times 15 + (\text{total of 8} \div \text{max8}) \times 5 + (\text{total of 9} \div \text{max9}) \times 5 \\ & + (\text{total of 10} \div \text{max10}) \times 5 + (\text{total of 11} \div \text{max11}) \times 5 + (\text{total of 12} \div \text{max12}) \times 5 \\ & + (\text{total of 13A} \div \text{max13A}) \times 5 + (\text{total of 13B} \div \text{max13B}) \times 5 \end{aligned}$$

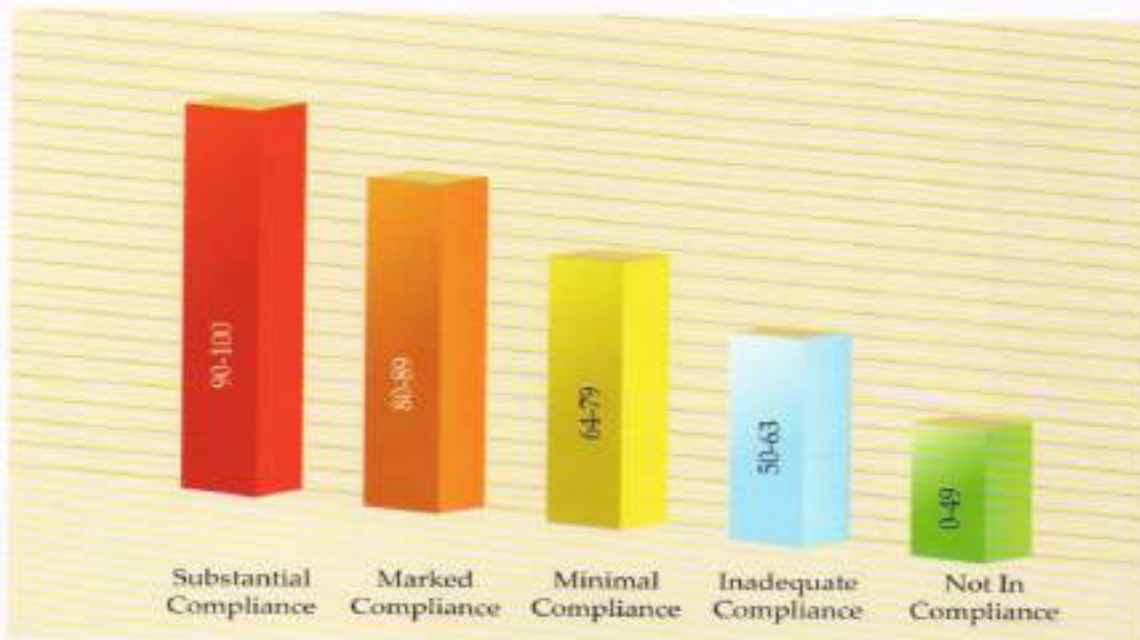
The value of the score is interpreted using Table 2.

Table 2: Accreditation Score Interpretation

Score from 90 to 100	Score from 80 to 89	Score from 64 to 79	Score from 50 to 63	Score from 0 to 49
Substantial compliance with the NBAQ's accreditation standards	Marked compliance with the NBAQ's accreditation standards.	Minimal compliance with the NBAQ's accreditation standards	Inadequate compliance with the NBAQ's accreditation standards	Not in compliance with the NBAQ's accreditation standards

### A accreditation Rating Index

Level of Compliance with institutional Accreditation Standards	Accreditational Assessment Point Range	NBAQ's Decision
Substantial compliance with accreditation standards.	90-100	Accreditation granted for <i>five</i> years.
Marked compliance with accreditation standards	80-89	Accreditation granted for <i>four</i> years.
Minimal compliance with accreditation standards	64-79	Accreditation granted for <i>three</i> years.
Inadequate compliance with accreditation standards	50-63	Accreditation withheld and institution entitled to reapply after a lapse of <i>minimum one year</i> .
Not in compliance with accreditation standards	0-49	Accreditation withheld and institution entitled to reapply after a period of minimum two years, but not exceeding <i>four years maximum</i> .



# Appendix



## **Appendix A**

### **Suggested Documentation Illustrating Compliance with the NABQ's Standards**

#### **Suggested Documentation Illustrating Compliance with Standard I**

##### ***Institutional General Frame of Reference.***

1. The decree and other related documents concerning the establishment of the institution.
2. Citation from archival data and other documents and publications.
3. Samples of curricula, exams, and other instructional material used in teaching and training.
4. Documents demonstrating the input of the institutional constituencies (internal stakeholders) in developing the institutional General Frame of Reference.
5. Empirical data on student learning outcomes and institutional quality.
6. A copy of the evaluation mechanism that measures the effectiveness of the institution and the programs offered.
7. Copies of internal and external reviews of the institution (if any).
8. Copies of minutes of meetings of the board of trustees/top governing council, administrators, and faculty committees.
9. A copy of the institutional long-term Master Plan.
10. Evidence of review of institutional vision and/or mission and goals.
11. A copy of institutional SWOT (or comparable) analysis.

#### **Suggested Documentation Illustrating Compliance with Standard II:**

##### ***Administration and Leadership***

1. A copy of the institutional organizational structure.
2. A copy of institutional regulations, policies, administrative and legal procedures.

3. A copy of institutional regulations and bylaws governing leadership positions.
4. A copy of institutional regulations and bylaws governing administrative and academic positions.
5. A copy of the job descriptions of executive and administrative cadres.
6. A copy of the mechanism of quality assessment, review of policies, assessment of degree programs, and performance of units and sectors.
7. A copy of the assessment mechanism of the performance of leading officers.
8. A copy of institutional regulations and policies concerning rewarding excellent campus community members .
9. A copy of institutional legislations, regulating appointments, disciplinary actions, dismissals, and terminations.
10. A document, demonstrating that the institution has a unit for academic accreditation and quality assurance.
11. Copies of annual reports, presenting analytical account of the extent to which the institution accomplishes its strategic goals and developmental plans, and records strengths and weaknesses of the performance of institutional units and sectors.
12. Evidence that the institution adheres to the principles of accountability.
13. A questionnaire that gauges job satisfaction and career development.

### **Suggested Documentation Illustrating Compliance with Standard III:**

#### ***Faculty***

1. A record documenting faculty's credentials.
2. A record documenting faculty's areas of expertise, within each degree program offered.
3. Statistical data on appointment status of faculty (i.e. whether full-time, part-time, visiting) within each degree program offered.
4. Statistics on faculty-student ratio within each degree program offered.

5. Statistical data classifying each faculty member by rank designation, and specifying ranks' percentage vis-à-vis total faculty size within each degree program offered.
6. Statistics documenting distribution of faculty workload (by hours assigned) in terms of teaching and research responsibilities, as well as services rendered to the institution and wider society.
7. Statistics documenting faculty's research productivity and new knowledge generation in each of the degree programs offered.
8. Statistics enlisting faculty's participation in activities, aimed at serving the institution and wider society, in each of the degree programs offered.
9. Evidence demonstrating faculty's awareness of the institutional general frame of reference, and understanding of its elements.
10. Evidence demonstrating departmental faculty's participation in the appraisal and development of departmental curricula.
11. Evidence demonstrating that each degree faculty adheres to the philosophy of education, based on student learning outcomes.
12. Evidence demonstrating faculty's participation in human resource recruitment, secondment, and contract renewal processes.
13. Evidence illustrating periodic assessment of the faculty's competency by the institution in teaching and research performance, as well as in services rendered to the institution and wider society.
14. Statistics listing the duration of faculty's contract period.
15. Evidence exhibiting that the institution has in place promotion bylaws.
16. Evidence demonstrating institutional fairness and transparency in the application of faculty promotion bylaws.
17. A record listing distinguished faculty members who have achieved excellence in teaching, research, and community service, over the previous four years.
18. Samples of faculty grievances and institutional decisions on their redressal.
19. Evidence demonstrating institutional efforts in encouraging faculty's participation in professional development programs and training workshops.

20. A copy of institution's policy on the system of faculty sabbatical leave.
21. Statistical data recording the percentage of faculty granted sabbatical leave over the previous four years.
22. A copy of the institutional strategic plan to attract new faculty and develop and retain existing faculty.
23. A copy of the opinion survey on faculty's job satisfaction and professional development.
24. Evidence illustrating the availability of an institutional manual, documenting rules, regulations and bylaws governing faculty affairs, both in electronic and print formats.

### **Suggested Documentation Illustrating Compliance with Standard IV:**

#### ***Student Affairs and Support Services***

1. A copy of the institution's advertisement announcing admission requirements, and dates for application submission to join the institution.
2. A copy of the organizational structure of the unit responsible for student admissions.
3. A copy of the institution's bylaws and regulations governing admission policies and requirements.
4. Evidence demonstrating the academic institution's adherence to strict implementation of advertised admission requirements.
5. A copy of additional requirements (if applicable) for admission to degree programs; in addition, evidence demonstrating the academic institution's adherence to these admission requirements.
6. Evidence demonstrating the academic institution's adherence to implementation of requirements governing conditional admission, if any.
7. Evidence demonstrating the academic institution's adherence to implementation of policies and procedures governing student transfers.
8. Evidence demonstrating the academic institution's adherence to implementation of policies and procedures concerning course equivalence.

9. Evidence demonstrating the academic institution's adherence to implementation of rules concerning enrolment in and withdrawal from courses.
10. Evidence demonstrating the academic institution's organization of an orientation program(s) for new students at the beginning of the academic year.
11. Evidence demonstrating the academic institution's reliance on multiple channels to keep the students informed on latest development in bylaws, regulations, and degree programs.
12. A copy of Students Handbook (or Guide). Also, a copy of requirements for course registration, graduation, and student bylaws.
13. Copies of forms for course registration.
14. A copy of bylaws and regulations concerning student rights and responsibilities, and rules pertaining to good conduct while on campus.
15. A copy of the organizational structure of the student academic guidance unit and the student affairs and activities unit in the academic institution.
16. Evidence demonstrating the academic institution's continuous guidance to students.
17. Evidence demonstrating that the academic institution keeps the students periodically informed about their academic progress and the requirements that remain for graduation.
18. Samples of students' records.
19. Information illustrating the academic institution's mechanism for maintaining confidentiality of student information and records.
20. Evidence demonstrating the academic institution resorting to disciplinary action against students for non-compliance with rules of good conduct.
21. Evidence demonstrating the academic institution resorting to disciplinary action against students who engage in cheating, plagiarism, and/or scientific fraud.
22. Survey of beneficiaries' opinions on the effectiveness of student training and recruitment center.
23. Survey of beneficiaries' opinions on the effectiveness of graduate recruitment center.

24. A copy of the institution's academic calendar.
25. A copy of procedures used for (a) filing students' complaints, and (b) investigating such complaints.
26. A copy of the budgetary allocation for student services and activities (cultural, artistic, and athletic).
27. Samples of students' complaints, and the decisions taken regarding them.
28. Samples of warning notification and statement of termination sent to students with poor academic performance.
29. Statistics on the academic institution's outstanding students, and procedure for honoring them.
30. Data on the academic institution's computer system and software.
31. Evidence demonstrating the provision of primary health care and ambulatory services in the academic institution.

### **Suggested Documentation Illustrating Compliance with Standard V:**

#### ***Degree Programs***

1. A copy of the advertisement announcing the institution's vision, mission, objectives and values for each of the degree programs offered.
2. A document with a description of each of the degree programs offered by the institution, providing information on the program's (a) nature, (b) developmental strategies, (c) applied quality assurance and performance measurements, and (d) the targeted learning outcomes the program aims to achieve.
3. A document outlining additional requirements for admission to the degree programs (where applicable).
4. Statistics on faculty-student ratio vis-à-vis each of the degree programs that the institution offers.
5. Statistics on faculty-teaching assistant ratio for each of the degree programs that the institution offers.
6. Statistics on faculty-administrative staff ratio for each of the degree programs that the institution offers.

7. Information on spatial logistics concerning classrooms, laboratories and workshops vis-à-vis students registered in each of the degree programs that the institution offers.
8. A document exhibiting resource adequacy, both in terms of quantity and quality, concerning experiment instruments, and equipment in laboratories and workshops (where applicable) for each of the degree programs that the institution offers.
9. A document testifying to the adequacy, efficiency, quality, and modernity of technology and equipment in laboratories, and workshops (where applicable) for each of the degree programs that the institution offers.
10. A document outlining the availability and adequacy of audiovisual devices in classrooms and lecture halls.
11. A document demonstrating the adequacy of well trained technicians working in the institution's laboratories and workshops.
12. Documents outlining the requirements for graduation concerning each of the degree programs that the institution offers.
13. Copies of students' study-plans for each of the degree programs that the institution offers.
14. Documents outlining course descriptions and the sequential arrangement of courses for each of the degree programs that the institution offers.
15. A document providing a descriptive account of the policies and mechanisms for updating degree programs and courses.
16. A document demonstrating the provision of an active academic guidance program in place for each of the degree programs that the institution offers.
17. A document outlining the policies and procedures overseeing the transfer process between different degree programs that the institution offers.
18. A document demonstrating students' exposure to field training in various degree programs.
19. A document outlining diverse methods deployed by faculty members in evaluating students' performance and allocating grades.
20. Statistics on the distribution of final course grades for each degree program.

21. Statistics on outstanding students vis-à-vis total number of students enrolled in each degree program.
22. Statistics on students receiving warnings and those on probation versus the total number of students enrolled in each degree program.
23. Statistics on students opting for a change of major versus the total number of students enrolled in each degree program.
24. Statistics for the previous four years on the student drop-out rate vis-à-vis number of students admitted in each batch.
25. Statistics for the GPA (Grade Point Average) of graduates from each degree program.
26. Data on the teaching load of faculty members in each degree program.
27. Data on the academic ranks of faculty members in each degree program.
28. Statistics on the ratio of papers published in refereed scientific journals vis-à-vis the number of faculty members in each degree program.
29. Statistics on the average length of time elapsed prior to employment of graduates from each degree program.
30. A document outlining each degree program's strengths and weaknesses, and the local and regional challenges that it encounters.
31. A document demonstrating each degree program's periodic updating of its vision, mission, objectives and curricular contents, in view of its strengths, weaknesses, opportunities, and challenges.
32. A document demonstrating that each degree program has a monitoring and follow-up mechanism in place for quality assurance and continuous improvement.
33. Opinion surveys showing each degree program's director maintains effective communication channels with the program's students and, faculty, and the institution's administration.
34. A document demonstrating that each degree program's director endeavoring to (a) strengthen relations with various sectors of society, and (b) developing effective communication channels thereby, enabling the faculty to enter into contractual agreements that result in the initiation of various projects with the concerned sectors.

35. The educational institution maintains a dedicated website incorporating substantial information on the degree programs that the institution offers. The institution assigns professional personnel to manage its website through periodic updates and content upgrades.
36. Documents demonstrating that the degree programs are supportive of community-based activities (activities serving the interests of community and society); these activities are carried out by both the students and the faculty.
37. Periodic surveys of the opinions of employees and beneficiaries on administrative and academic effectiveness concerning various programs that the institution offers.
38. Copies of the minutes of departmental council meetings, and samples of committee reports for each degree program.
39. Copies of self-assessment reports, and yearly internal audit(s), as issued by Quality Assurance and Improvement Unit(s) of degree programs.
40. Outcomes of surveys on the opinion of graduate as regards each of the degree programs that the institution offers.
41. Samples of the observations and suggestions of employers of graduates concerning the effectiveness of each of the degree programs.

### **Suggested Documentation Illustrating compliance with Standard VI:**

#### ***Teaching Strategies and Methods & Student Learning Assessment***

1. Data on spatial logistics concerning the number and capacity of classrooms, laboratories, workshops and field training areas available for the effective implementation of degree programs. Also, appropriateness of these areas vis-a-vis numbers of students/users, the adequacy of institutional facilities in terms of quantity and quality, including provision and availability of latest instruments, equipment and technology.
2. A report on library acquisitions and resources in terms of books, journals, etc., electronic databases and audio/video materials. Also, a report on the quality of services that the library extends to students and faculty members.
3. Data on the number of technicians who render assistance in education and training of students in each degree program.
4. Samples of methods applied in assessing students' performance and measuring each degree program's learning outcomes.

5. Samples of the standards applied in assessing students' assignments in various courses including the rating and distribution of final grades (samples of examination questions, samples of marking rubrics, written remarks of faculty on student assignments).
6. Statistics on the student-faculty ratio for each degree program.
7. The ratio of graduates obtaining their degree within the normal/specified time-span, to the total number of graduates in same batch in each degree program.
8. A report on assessment elements and relative weighting of each element for the evaluation and rating of student assignments for a number of courses offered within degree programs.
9. A copy of bylaws and regulations concerning incidents of cheating, plagiarism, and/or scientific fraud.
10. Samples of student portfolios, graduation project reports, and capstone research papers.
11. A report on scientific, technological, and cultural activities of students within and without the academic institution.
12. Data and documentation concerning student training programs and the mechanism for supervising training programs.
13. A study on the effectiveness of training and workshops in developing student skills, and their impact on achieving the degree program learning outcomes. Also, documentation on updating the field training system and use of the feedback to ensure the continuous improvement of courses.
14. Documents illustrating faculty's continuous assessment of student class performance during the course (home assignments, periodic and final exams, projects, etc.). Also, documents demonstrating that the faculty extends feedback to guide students (e.g. written remarks and commentaries on assignments, project reports and exams, etc.)
15. Samples of student responses to questionnaires concerning courses and faculty evaluation.
16. Assessment by employers of graduates from each degree program.

## **Suggested Documentation Illustrating Compliance with Standard VII:**

### ***Scientific Research and Knowledge Generation***

1. Copies of the institutional bylaws, regulations, and policies governing financial support for both sustaining and evaluating scientific research and the generation of new knowledge.
2. Statistics on projects funded by the institution during the previous four years.
3. Statistics on projects funded by external institutions during the previous four years.
4. A list of journals and research databases to which the institutional library/libraries subscribe.
5. A document outlining the institutional research priorities strategic to the needs of society in Kuwait.
6. A document demonstrating that the institution periodically organizes workshops aimed at developing student and faculty skills in scientific research methodologies.
7. Statistics on the total number of institutional papers published in refereed proceedings of scientific conferences versus the total number of faculty members.
8. Statistics on the total number of institutional papers published in refereed scientific journals versus the total number of faculty members.
9. Statistics on the total number of institutional papers published in high impact (Q1 or Q2) journals, vis-a-vis the total number of faculty publications in journals.
10. Statistics on citations of publications, authored by the institutional faculty.
11. Statistics on the number of publications that the institutional faculty authored in collaboration with authors from international institutions.
12. Statistics on the number of publications concerning the development of institutional educational processes, academic, and administrative practices.
13. Statistics on the number of patents developed by the institutional faculty or employees.

14. Statistics on the number of books authored by the institutional faculty.
15. A report on the academic institution's "Centers of Excellence."
16. A report on some of the involvement of institutional faculty members in editing and/or refereeing of local or international scientific journals.
17. A report on some of the institution's faculty members invited as keynote speakers at local or international conferences, seminars or workshops.
18. A report on some students' participation in research activities.
19. The academic institution maintains an up-to-date database on faculty members' research productivity, generation of new knowledge, and creative output; the database includes information on (a) faculty member publications, (b) research and creative projects, and (c) participation in scientific conferences, etc. The database is aimed at facilitating the formation of research and publication groups.
20. Samples of the academic institution's assessment reports concerning faculty members research performance.
21. A document outlining a clearly defined and announced policy on motivating and rewarding distinguished researchers.
22. A document soliciting faculty member responses concerning the institutional (a) quality of research services offered, and (b) ways to enhance research performance and discovery of new knowledge.
23. A document outlining research performance as a prerequisite for the appointment, contract renewal, and academic promotion of faculty members.
24. A list of collaborative programs and joint research activities with national, regional, and international institutions.
25. The academic institution's document that highlights the impact of faculty members' publications on society in Kuwait.
26. Examples demonstrating that the academic institution uses some outputs of applied research to (a) develop degree programs curricula, and (b) improve some academic and administrative procedures and practices.
27. A document outlining clearly defined policies and procedures concerning disciplinary action against faculty members who resort to plagiarism and scientific fraud.

28. Documents indicating that the institution has a dedicated website, and a printed manual outlining the bylaws, regulations, policies, governing financial support for the sustention and evaluation of scientific research, and discovery of new knowledge.

### **Suggested Documentation Illustrating Compliance with Standard VIII:**

#### ***Facilities, Infrastructure, and Technology Systems***

1. A copy of the institution's comprehensive Master Plan of the campus, facilities (including facilities for services and recreation), network of internal roads, and green belt areas.
2. A report on the (a) size (in square meters) of institutional facilities, (b) type of facilities, and (c) number of facility users. The report should also include the extent to which the facilities' actual size complies with the criteria of spatial distribution specified in section "C" above.
3. A copy of the institutional library's architectural plan. Also, a report on spatial distribution within the library, with delegated areas for books, periodicals, computers, reading rooms and halls for study.
4. A report on library resource acquisitions over the previous four years for educational and research purposes, such as books, periodicals, databases, computers, as well as furnishings and furniture.
5. A report on the size of classrooms, lecture halls, seminar rooms, etc., and the type (quantity and quality) of technology and equipment provided in teaching facilities.
6. A report on the size of offices of faculty members and administrative staff.
7. A report on the size of scientific, computer, and linguistic laboratories, etc., clearly specifying the space allocated to each user, and the type (with quantity and quality) of technology/equipment provided in these facilities.
8. A quantitative report on cafeterias, sports stadium(s), halls for cultural activities, restrooms for the academic community and for students, dormitories or hostel facility for students (where applicable), bookstore, places of worship, medical clinics, and size and capacity of parking areas.
9. A report on the size of institutional academic and administrative staff meeting rooms.

10. A report on the availability of computers in academic and administrative departments. The report should explicitly state the optimum quantity and quality of computers needed to accomplish departmental activities promptly and efficiently.
11. A report outlining the existence (in quantity and quality) of computer labs for meeting the learning and research needs of students.
12. A report illustrating that the institution upgrades its computer systems with the most advanced and up-to-date software.
13. Surveys aimed at soliciting the opinion of beneficiaries on the efficiency of infrastructure, and facilities (electricity, fiber optics, electronic network, phones, water, and sewage).
14. A report on the installation of safety, security, and hygiene systems in institutional buildings and facilities.
15. A report showing the congeniality of the institutional campus to people with special needs.
16. A report showing that the institution has contracted specialized companies and private offices for the maintenance of appliances and equipment used for educational and research purposes.
17. Evidence that the institution has a dedicated website (homepage), and that it is regularly upgraded and updated.
18. Evidence of the sustained efforts by the institution to developing its information systems, in keeping with the requirements of its activities.
19. A report demonstrating the existence of independent review and monitoring systems at the institution that are effectively used for reviewing and monitoring the use of facilities, infrastructure and technology systems.
20. A copy of the institutional bylaws and regulations outlining the responsibilities of personnel in charge of facility, infrastructure and technology management.
21. Evidence showing that the institution is endowed with adequate, well designed and equipped facilities and infrastructure. The facilities and infrastructure are compatible with the number of (a) students, (b) faculty and administrative staff, and the (c) programs. Also, evidence concerning the institution's adherence to safety measures in the operation of facilities and infrastructure.
22. A document illustrating that the institution periodically trains the beneficiaries on responding to emergency situations and exposure to danger.

## **Suggested Documentation Illustrating Compliance with Standard IX:**

### ***Finance and Budget***

1. A copy of the institution's operational budget.
2. A report on the institution's financial and funding status (the capital, loans, debt, financial liquidity, etc.).
3. Samples of the institution's financial audit and accounts review reports.
4. Statistics on expenditure, such as:
  - a) Ratio of expenditure on faculty member salaries to overall expenditure of the academic institution's.
  - b) Ratio of expenditure on administrative staff salaries to overall expenditure of the academic institution.
  - c) Ratio of expenditure on educational and knowledge sources (libraries, journals, research databases, etc.) to the overall expenditure of the academic institution.
  - d) Ratio of expenditure on technology (student admissions, accounting, archiving and record-keeping systems, etc.) to the overall expenditure of the institution.
  - e) Ratio of expenditure on research support to the overall expenditure of the institution.
  - f) Ratio of expenditure on student activities to the overall expenditure of the institution.
  - g) Ratio of expenditure on rendering support for faculty members' development (attending conferences, workshops and training sessions, etc.) to the overall expenditure of the institution.
5. Sample reports (periodic and/or annual) concerning annual budget of a number of degree programs/departments.
6. A report on self and external financing, donations, and non-fiscal assets.
7. Sample of correspondence and copies of contracts concerning (a) maintenance and restoration of buildings, campus improvement, etc., and (b) scientific, training, and quality assurance activities, etc.

8. A copy of the institution's bylaws and regulations concerning procurement, supply, disbursement, and distribution system.
9. A copy of the institution's short-and-long term strategic plans concerning the financial system.
10. A copy of the institution's bylaws and regulations stating the responsibilities of personnel in-charge of financial affairs.
11. A report comparing the funding allocated for degree programs in similar fields of knowledge.
12. A report on student(s) financial commitments concerning payment of fee(s) and any other amount(s) for each program that the academic institution offers.
13. A report on the cost that the institution incurs per student in each of the programs.

### **Suggested Documentation Illustrating compliance with Standard X:**

#### ***Human Resource***

1. A report on the institution's human resource size, enlisting their proportion in each degree program, unit, and facility, to the beneficiaries (students, faculty and administrative staff, and others).
2. Statistical data on the qualifications and professional experience of the human resource.
3. A copy of the institution's bylaws and regulations concerning (a) the mechanism for human resource appointment, (b) promotion requirements, (c) the mechanism for the evaluation/assessment of employees, (d) contract renewal and termination, (e) annual/periodic vacations, (f) end-of-service benefits, and (g) health insurance (if applicable).
4. A copy of the institution's job description for each position.
5. Sample of the institution's evaluation of some employees.
6. A copy of the human resource opinion survey concerning job satisfaction.
7. A copy of human resource opinion survey concerning training needs.
8. A report on human resource participation in training and workshop sessions during the previous four years.

9. A copy of the faculty assessment surveys of the performance of human resources in degree programs.
10. A copy of the students' assessment surveys as regards the performance of human resources in student affairs and service facilities.
11. A sample of the academic institution's human resource employment contract.
12. Data on human resource promotions during the previous four years.
13. A sample of promotion files concerning some of the human resource.

### **Suggested Documentation Illustrating compliance with Standard XI:**

#### ***Outreach and community Service***

1. The academic institution's website link dedicated to community service.
2. Evidence in support of the academic institution's periodic announcements to keep the community updated on its accreditation status as well as on various accredited programs offered.
3. A copy of the academic institution's policies and strategies concerning community service and the method of interaction with the community and society.
4. A report outlining various types of cooperation existing between the institution and public and private sectors.
5. A report documenting various types of institutional community activities over the previous four years.
6. A document on the institution's updated and centralized database on alumni information.
7. Examples of the institution's outreach activities for alumni.
8. Examples of the academic institution's news sent periodically to the alumni (e-newsletter).
9. A report on some institutional faculty members participating in community-based organizations (private, governmental, or voluntary organizations, etc.).
10. A list of experts from public and private sectors participating in some of the academic institution's advisory committees.

11. A copy of a survey soliciting alumni opinion of the academic institution's interaction with them.
12. A report on the institution's existing and prospective partnerships with local, regional and international institutions.
13. A report on the institution's programs and workshops held as continuing education over the previous four years.
14. A report on some enrichment activities that the educational institution offered to secondary schools in Kuwait over the previous four years.

### **Suggested Documentation Illustrating compliance with Standard XII :**

#### ***Ethics***

1. Evidence indicating that the institution's bylaws and regulations accord due significance to the principles of integrity, responsibility and *esprit de corps*.
2. A document indicating that the institution exhibits transparency in investigating issues and practices concerning the integrity of the institutional community.
3. Evidence demonstrating that the institution resorts to disciplinary action against those engaging in cheating, plagiarism and/or scientific fraud.
4. Evidence demonstrating the institution's assessment of the extent of job satisfaction and career aspirations among the institutional community.
5. A report on the sample of activities demonstrating students' openness to others, and their receptivity to others' differences.
6. A statement concerning cases of complaints as regards breach of confidentiality and privacy of personal information.
7. A statement concerning incidents of complaints and grievances as regards the random use, and abuse, of power.
8. A statement concerning cases of complaints from the institutional community (and others) regarding the institution's failure to honor its contractual obligations and guarantees towards its beneficiaries.
9. Evidence demonstrating the existence of cooperation between the institution's faculty members.

10. A report outlining the institution's mechanism for the selection of faculty and administrative staff for management positions. The report should include select samples of the appointment process.
11. Evidence demonstrating that the institution assesses in accordance with accepted standards of best practice, the principles of integrity, responsibility, *esprit de corps*, and other professional norms and values in its administrative and service units.

### **Suggested Documentation Illustrating Compliance with Standard XIII:**

#### ***Quality Assurance and Improvement***

1. A copy of the organizational structure of unit(s) dedicated to quality assurance, and academic accreditation. Also, a copy of the work/action mechanism that the unit(s) follow.
2. A statement concerning the unit(s) staff size for quality assurance and academic accreditation. Also, a statement on the staff's credentials.
3. A statement on fiscal allocations for the operations and activities of the quality assurance and academic accreditation unit(s).
4. A statement on the number of committees dedicated to overseeing the implementation and follow-up of the institution's internal "Teaching-Learning Quality Assurance System, or a similarly named document.
5. A copy of the institution's "Internal Quality Assurance System," including the benchmark systems for degree programs and units.
6. Samples of the institution's SWOT (or comparable) analysis reports, providing a measure of the strengths, weaknesses, opportunities, and threats of some of the degree programs and units.
7. Evidence demonstrating that the institution's top governing council/administration, faculty, and administrative staff held deliberations on the SWOT (or comparable) analysis reports, generated by various programs and units.
8. Evidence demonstrating that the quality assurance and academic accreditation unit provides requisite data to the committees responsible for preparing the institutional self-assessment report.

9. A copy of the institution's recent self-assessment report used for academic accreditation.
10. A statement on the participants assisting in preparing the self-assessment report, used for institutional academic accreditation. Also, information on the participants' job titles, and the degree programs and units they represent.
11. Evidence documenting the deliberations of the institution's top governing council/administration and beneficiaries on the self-assessment report used for the purpose of institutional academic accreditation.
12. Sample copies of self-assessment reports used for programmatic accreditation of some programs offered.
13. A report demonstrating the interaction/communication between some degree programs that the institution offers and relevant programmatic accreditation organizations/agencies.
14. Samples of external peer evaluator reports concerning a number of degree programs that were evaluated during the previous four years (if any).
15. A statement on the accreditation status of the degree programs that the educational institution offers.
16. A report on the meetings, seminars, workshops and training sessions held on quality assurance and academic accreditation by the institution for the benefit of teaching and administrative staff.
17. A study on the impact of SWOT (or comparable) analyses in improving the quality of the curriculum content and components of some degree programs, as well as methods of teaching and learning.
18. A study on the impact of external peer evaluator reports (if any) on the development of relevant degree programs and practices of the programs' teaching faculty.



