



Institutional Accreditation Manual

Bhutan Accreditation Council

Institutional Accreditation Manual



Bhutan Accreditation Council

Published by:

Bhutan Accreditation Council

Royal Government of Bhutan

Tel: +975-2-332068/334101

Email: qaad@moe.gov.bt

Website: www.dahe.gov.bt

Copyright © 2020 Bhutan Accreditation Council

All rights reserved. No part of this publication may be reproduced in any form without prior permission from the Bhutan Accreditation Council.

Printed @: Q-Repro Graphics, Thimphu

First Edition: 2014

Second Edition: 2020

Table of Contents

Preface.....	(iv)
Abbreviations	(v)
Acknowledgement.....	(vii)
1. Introduction.....	1
1.1 Bhutan Accreditation Council.....	1
1.2 Accreditation.....	1
1.3 Pre-requisites for Accreditation	2
1.4 Core Values.....	4
1.5 Purpose of Accreditation.....	4
1.6 Benefits of Accreditation.....	5
1.7 Conflict of Interest.....	5
1.8 Confidentiality.....	5
2. Roles & Responsibilities	6
2.1 Bhutan Accreditation Council.....	6
2.2 Quality Assurance & Accreditation Division.....	6
2.3 Higher Education Institutions.....	7
2.4 Assessors.....	7
2.5 Chairperson of the team of Assessors.....	8
3. Accreditation Process	9
3.1 Application.....	9
3.2 Institutional Self-Assessment Report.....	9
3.3 Accreditation Site Visit.....	11
3.4 Assessors' Report and Grading.....	11
3.5 Endorsement by the Council.....	11
3.6 Appeal	11
3.7 Reassessment	12
3.8 Reaccreditation	12

4. Standards for Accreditation.....	13
4.1 Governance, Leadership, & Management.....	13
4.2 Curriculum Design and Review	15
4.3 Teaching, Learning, and Assessment	16
4.4 Human Resources and Services	17
4.5 Research, Publications, and Linkages	18
4.6 Infrastructure and Learning Resources	19
4.7 Student Services	21
4.8 Internal Quality Assurance & Enhancement System...23	
5. Grading System.....	24
5.1 Introduction.....	24
5.2 Categories of HEIs and Weightings	24
5.3 Process of Grading	26
6. Post Accreditation.....	29
6.1 Certification.....	29
6.2 Withdrawal or Suspension.....	30
6.3 Publicity.....	30
6.4 Quality Enhancement.....	31
7. Annexure	
Annexure I: Self-Preparatory Report	32
Annexure II: Assessment outcome of Pre-requisites for Accreditation.....	37
Annexure III: No Conflict of Interest Statement.....	39
Annexure IV: BAC report on Appeals	42
Annexure V: Institutional Self-Assessment Report	44
Annexure VI: Format for Annual Quality Assurance Report	63
Annexure VII: Contract Agreement for Assessors	67
Annexure VIII: Application form for Accreditation	70
Annexure IX: Fee related to Accreditation	73
Annexure X: Terms of Reference for Assessors.....	74
Annexure XI: Assessors' Report Format.....	78

Annexure XII: Grading Sheet	85
Annexure XIII: Institutional Accreditation Certificate.....	89
Annexure XIV: Application for Appeal	90
References	92
Glossary	93

Preface

The Bhutan Accreditation Council was established upon endorsement of the *Tertiary Education Policy of the Kingdom of Bhutan 2010*, which provides an overarching policy framework for tertiary education in Bhutan as approved by the Lhengye Zhungtshog. The Quality Assurance and Accreditation Division (QAAD) under the Department of Adult and Higher Education, Ministry of Education, serves as the secretariat to the Council. An important mandate of the Council is to oversee the quality of tertiary education in the country through accreditation and recognition of qualifications.

In addition to policy oversight, the accreditation process is the main tool to ensure the quality of tertiary education in the country which is being highlighted in this Institutional Accreditation Manual.

Accreditation is a collective professional approach towards achieving and maintaining the standards required for providing quality tertiary education. In short it is a professional proof of quality of the Higher Education Institutions (HEIs).

This manual serves as an effective tool for creating a vibrant professional ambience in our HEIs through institutional accreditation. It is intended to be used by all players involved in the accreditation process. It gives an overview of the accreditation, the roles and responsibilities of different stakeholders, the accreditation process, the Standards and the Key Aspects under each Standard, assessment processes, the fee structure, and the accreditation status of the HEIs. It is anticipated that the manual will be used as a reference document by all stakeholders to ensure a credible system of accreditation.

Abbreviations

1. **AP:** Accreditation Principles
2. **AQAR:** Annual Quality Assurance Report
3. **BAC:** Bhutan Accreditation Council
4. **BCSE:** Bhutan Civil Service Examination
5. **BCSEA:** Bhutan Council for School Examinations and Assessment
6. **BMHC:** Bhutan Medical and Health Council
7. **BQF:** Bhutan Qualifications Framework
8. **CID:** Citizenship Identity Card
9. **CPD:** Continuous Professional Development
10. **DAHE:** Department of Adult and Higher Education
11. **EID:** Employee Identity
12. **FoNPH:** Faculty of Nursing and Public Health
13. **GCBS:** Gedu College of Business Studies
14. **GNH:** Gross National Happiness
15. **HEI:** Higher Education Institution
16. **HEPD:** Higher Education Planning Division
17. **HR:** Human Resources
18. **HRD:** Human Resources Division
19. **ICT:** Information and Communication Technology
20. **IQA:** Internal Quality Assurance
21. **ISAR:** Institutional Self-Assessment Report
22. **JDWNRH:** Jigme Dorji Wangchuck National Referral Hospital
23. **JNEC:** Jigme Namgyel Engineering College
24. **JSW Law:** Jigme Singye Wangchuck School of Law
25. **KGUMSB:** Khesar Gyalpo University of Medical Sciences of Bhutan
26. **MoA:** Memorandum of Agreement
27. **MoC:** Memorandum of Cooperation
28. **MoE:** Ministry of Education
29. **MoF:** Ministry of Finance
30. **MoLHR:** Ministry of Labour and Human Resources
31. **MoU:** Memorandum of Understanding
32. **NAAC:** National Assessment and Accreditation Council
33. **NFCED:** Non-Formal and Continuing Education Division
34. **OPAC:** Online Public Access Catalog

- 35. **OVC:** Office of Vice Chancellor
- 36. **PCE:** Paro College of Education
- 37. **QAAD:** Quality Assurance and Accreditation Division
- 38. **RCSC:** Royal Civil Service Commission
- 39. **RIM:** Royal Institute of Management
- 40. **RTC:** Royal Thimphu College
- 41. **RUB:** Royal University of Bhutan
- 42. **SCE:** Samtse College of Education
- 43. **SOP:** Standard Operating Procedure
- 44. **SPR:** Self-Preparatory Report
- 45. **SSSD:** Scholarship and Student Support Division
- 46. **TEP:** Tertiary Education Policy of the Kingdom of Bhutan
- 47. **ToR:** Terms of Reference
- 48. **VLE:** Virtual Learning Environment

Acknowledgement

Our sincere thanks go to the members of the Bhutan Accreditation Council for guiding and supporting the Quality Assurance and Accreditation Division (QAAD) consistently. We would also like to thank the Ministry of Education for supporting and grooming the QAAD in its entire endeavour. Our special thanks go to the drafting team who put in their time and effort to formulate the revised Institutional Accreditation Manual. Our special thanks go to Dr. Dorji Thinley for taking time to proof-read. Without the support and cooperation of the team, QAAD would not be able to come up with this manual.

Thank you all for your support and valuable advice and making this a truly collegial experience.

Members of Bhutan Accreditation Council

1. Dasho Karma Yeshey, Chairperson, Secretary, MoE
2. Aum Kesang Deki, Commissioner, RCSC
3. Dasho Dhanapati Mishra, Commissioner, RCSC
4. Mr. Sonam Dorji, Registrar General, BMHC
5. Ms. Jamyang Choeden, Director, BCSEA
6. Ms. Dorji Yangki, Private sector representative
7. Ms. Kesang C. Dorji, Member Secretary, DAHE

Consultation group

1. Dr. Dorji Thinley, PCE, RUB
2. Dr. Jaganath Patil, NAAC
3. Dr. Vishnukant Chatpalli, NAAC
4. Dr. Janet Schoefield, RTC
5. Dr. Singye Namgyel, Thuksey Consultancy
6. Dr. Douglas Schoefield, RTC
7. Dr. Ganeshman Gurung, SCE, RUB
8. Dr. Phup Rinchen Dukpa, Private Consultant
9. Dr. Sonam Rinchen, SCE, RUB
10. Dr. Sonam Choiden, GCBS, RUB
11. Dr. Chenchu Dorji, FoNPH, KGUMSB
12. Dr. Shiva Raj Bhattarai, RTC

13. Mr. Samten Lhendup, JNEC, RUB
14. Mr. Kinley Rinchen, OVC, RUB
15. Mr. Sangay Tenzin, KGUMSB
16. Ms. Gaga Dukpa, BMHC
17. Mr. Nima Sangay, BMHC
18. Ms. Jigme Choden, JDWNRH
19. Mr. Ugyen Norbu, KGUMSB
20. Mr. Baburam Sherpa, SSSD, DAHE
21. Mr. Norbu Gyeltshen, NFCED, DAHE
22. Ms. Rinzin Wangmo, HEPD, DAHE
23. All the staff of HEIs who attended the consultation meetings at their institutes during October and November 2019.

Working group

1. Mr. N. B. Raika, DAHE
2. Ms. Sangye Choden, QAAD, DAHE
3. Mr. Rinchen Thongdrel, QAAD, DAHE
4. Ms. Nima Lham, QAAD, DAHE
5. Ms. Tshering Pelden, QAAD, DAHE

1. Introduction

1.1 Bhutan Accreditation Council

The Bhutan Accreditation Council (BAC) was established in 2011 as envisaged by the Tertiary Education Policy (TEP) of the Kingdom of Bhutan 2010. The Council is the overall authority on accreditation and quality assurance in higher education. It is also responsible for interpretation and recognition of qualifications. The Quality Assurance & Accreditation Division (QAAD) under the Department of Adult and Higher Education, Ministry of Education, serves as the Secretariat to the Council. Section 11.1 of the TEP envisions BAC to progress into an autonomous body in the future.

1.2 Accreditation

Accreditation is one of the most important tools used globally for quality assurance of higher education systems. There are two types of accreditation: institutional accreditation and programme accreditation. The Council shall undertake institutional accreditation, and depending on the need, it shall initiate programme accreditation in the future as deemed appropriate. The accreditation procedures outlined in this manual are primarily related to institutional accreditation. The procedures will guide the assessors, Higher Education Institutions (HEIs) and QAAD in carrying out the accreditation exercise. The accreditation process is based on a thorough and independent evaluation carried out by a team of assessors. HEIs shall be evaluated against eight standards outlined in this manual.

Institutional accreditation is mandatory for all HEIs in Bhutan. It is aimed to enhance the quality of higher education in the country, promote accountability, and encourage a sustained culture of excellence in higher education. It is a continuous process that supports HEIs to examine their institutional vision and standards, performances, and identify strategies to improve educational effectiveness. Accreditation is thus a mechanism to create awareness, gain public trust and confidence in the quality, and standards of higher education.

The funding and operation of all HEIs shall be determined by the accreditation status. In case an HEI consistently fails to show progress as evident in the assessors' report, the Council may take necessary action and may recommend the Tertiary Education Board (TEB) for appropriate action.

A branch campus that is part of a larger HEI but is based in a location independent of the main campus, offers programmes leading to a university award, has its own faculty and administrative structure, human resource (HR) and budgetary autonomy shall be accredited independently.

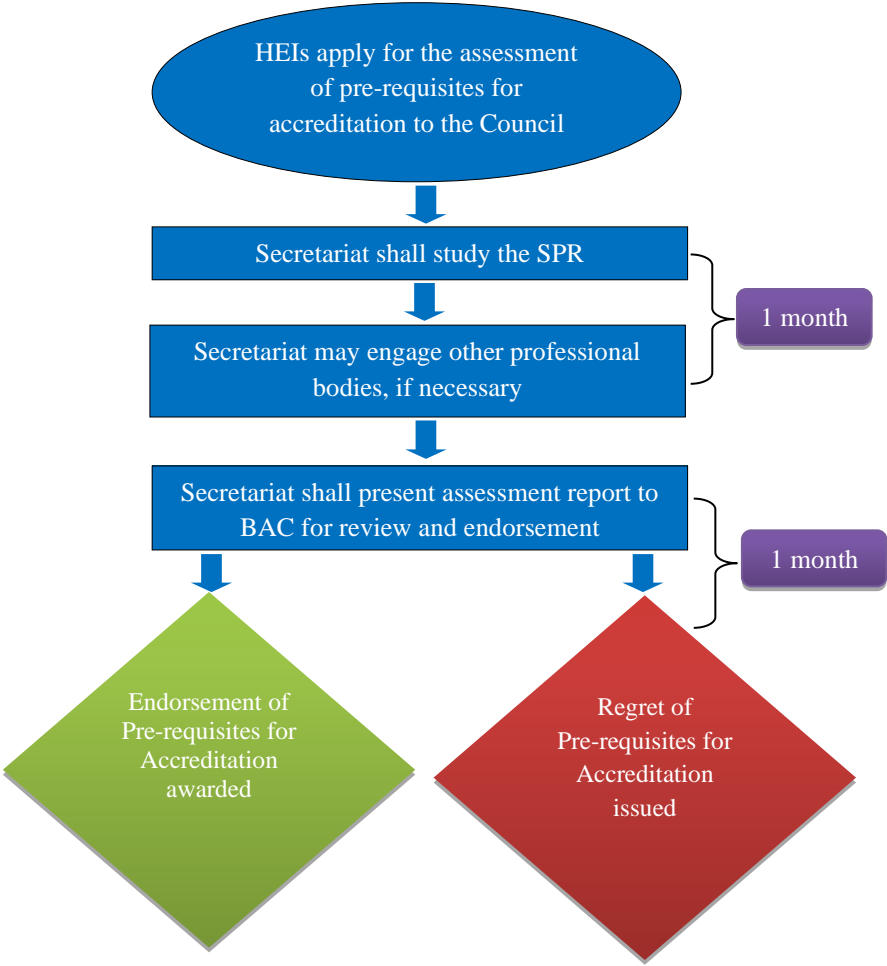
1.3 Pre-requisites for Accreditation

A new HEI shall demonstrate the potential to develop and achieve the standards outlined in this manual. Upon fulfilling the pre-requisites for accreditation, the HEI shall commence the operation of the programmes. The validity of this status shall be for a minimum of five years from the year of its establishment or one year after the graduation of its first batch, whichever is later. However, this status does not guarantee any subsequent automatic accreditation status.

Procedure for Pre-requisites for Accreditation

The proposed HEI shall apply for assessment of pre-requisites for accreditation to the Council along with the Self-Preparatory Report (SPR) as per the *Annexure I*. The HEI shall apply for the assessment after its infrastructure is in place and upon receiving affiliation from a recognized university or authority to establish itself as an autonomous institute. The Council directs the Secretariat to study the SPR. The Secretariat shall seek the professional support of the relevant professional bodies, wherever relevant, to study the SPR. The Secretariat shall then prepare an assessment report and present to the Council for review and endorsement. The Council shall issue a letter of endorsement or regret with reasons (*Annexure II*) prior to its commencement. The entire procedure shall be completed within 2 months from the receipt of the application and SPR. The Council reserves the right to withdraw or withhold the pre-requisites for accreditation status at any point of time.

The assessment of the pre-requisites for accreditation entails the following steps:



1.4 Core Values

The Council believes that the quality of higher education in the country is dependent on the education system's ability to support as well as set high standards and expectation for HEIs. The process of accrediting HEIs is underpinned by a set of core values that the Council is committed to.

Quality

The Council is committed to ensuring quality of higher education through sustained efforts to achieve excellence, efficiency, competence and high standards. It believes that HEIs are dynamic, forward thinking, positive, proactive, and responsive to the realities of an ever-changing world.

Integrity

The Council believes that HEIs uphold and practice the Bhutanese values of *tha-dham-tshig ley ju-drey (tha dam tshig las rgyu 'bras)*. HEIs shall demonstrate the high ideals of loyalty, duty, respect, fairness, honesty, and transparency.

Professionalism

The Council believes that HEIs uphold and practice high levels of professionalism and continuously seek to improve the quality of the services.

Inclusiveness

The Council believes in ensuring inclusiveness and diversity by involving stakeholders in developing policies, procedures and processes that cater to diverse needs.

Collaboration

The Council believes that HEIs continuously work collaboratively with relevant stakeholders and reputed HEIs both within and outside Bhutan to strengthen the quality of higher education.

1.5 Purpose of Accreditation

The main purposes of accreditation are to:

1. ensure that set standards are met by all HEIs.

2. ensure accountability and gain public trust and confidence in the quality and standards of higher education.
3. encourage and support HEIs to strive for continuous quality enhancement.
4. provide assurance of quality to the government and stakeholders.

1.6 Benefits of Accreditation

1.6.1 For Students

- help students to make informed decisions about choice of HEIs/ programmes within the country.
- enable quality learning.
- enhance student/staff mobility.
- facilitate credit transfer.

1.6.2 For the Higher Education Institutions

- gain public confidence and trust.
- promote professionalism and seeks continuous quality enhancement.
- earn international recognition of the awards.

1.6.3 For the Government

- provide information to the government for informed decisions on funding and the overall health of higher education system in the country.

1.6.4 For stakeholders

- facilitate in deciding on the choice of HEI for their education.
- help in identifying quality graduates for employment.

1.7 Conflict of Interest

The assessors and HEIs shall declare conflict of interest before carrying out accreditation as per *Annexure III*.

1.8 Confidentiality

Any information on accreditation that is considered confidential in nature shall be protected.

2. Roles and Responsibilities

2.1 The Bhutan Accreditation Council as the national agency for accreditation, shall:

- 2.1.1 provide overall direction related to quality assurance and accreditation.
- 2.1.2 institute mechanisms to ensure credible accreditation of HEIs in the country with the aim to provide quality higher education.
- 2.1.3 direct the Secretariat to carry out review exercise to affirm that HEIs have followed up on the recommendation of the assessors.
- 2.1.4 endorse the pre-requisite for accreditation.
- 2.1.5 endorse the appointment of assessors based on the recommendations of the Secretariat.
- 2.1.6 review or endorse the accreditation result based on the assessors' reports.
- 2.1.7 grant, withhold or withdraw accreditation status based on accreditation reports and procedures.
- 2.1.8 interpret the provisions outlined in the manual.
- 2.1.9 direct the Secretariat to assess any substantive changes initiated by HEIs.
- 2.1.10 act as arbitrator for addressing appeals related to accreditation as per *Annexure IV*.
- 2.1.11 approve review of the accreditation related documents.

2.2 The Quality Assurance and Accreditation Division, as Secretariat to the Council, shall:

- 2.2.1 coordinate and carry out the assessment to confirm that pre-requisite for accreditation is fulfilled.
- 2.2.2 coordinate and facilitate accreditation of HEIs.
- 2.2.3 build a pool of trained assessors.
- 2.2.4 recommend the appointment of assessors to the Council.
- 2.2.5 facilitate to address appeals from HEIs on accreditation outcome.
- 2.2.6 publish accreditation reports.
- 2.2.7 carry out monitoring to affirm that HEIs have followed up on the recommendations from an accreditation exercise.

- 2.2.8 communicate the decision of the Council to relevant stakeholders.
- 2.2.9 carry out studies on any substantive changes initiated by the HEI.
- 2.2.10 establish linkages with external quality assurance agencies.
- 2.2.11 seek approval to review accreditation related documents.

2.3 The Higher Education Institutions shall:

- 2.3.1 be committed to provide quality higher education.
- 2.3.2 comply with all existing Acts, policies, guidelines, and other relevant directives.
- 2.3.3 maintain required standards as outlined in this manual.
- 2.3.4 diversify programmes that cater to national HR requirements and are responsive to global employment demands.
- 2.3.5 prepare Institutional Self-Assessment Report (ISAR) for submission to the Secretariat as per *Annexure V*.
- 2.3.6 submit documents required by assessors or the Secretariat.
- 2.3.7 declare conflict of interest.
- 2.3.8 collaborate and render support to the assessors during accreditation site visits.
- 2.3.9 apply for accreditation and re-accreditation six months prior to expiry of validity.
- 2.3.10 ensure timely payment of accreditation fees.
- 2.3.11 inform the Secretariat of any substantive changes in the HEI along with supporting documents.
- 2.3.12 institute an internal quality assurance (IQA) mechanism.
- 2.3.13 submit Annual Quality Assurance Reports (AQAR) to the Council as per *Annexure VI*.
- 2.3.14 implement the recommendations for correcting elements of non-conformance as identified in the accreditation report within the agreed timeframe.

2.4 The Assessor shall:

- 2.4.1 declare conflict of interest.
- 2.4.2 evaluate the ISAR submitted by HEIs through detailed examination, prepare tentative assessors' report, grade and list the required evidences before the site visit.

- 2.4.3 assist in developing plan of action for the accreditation site visit (5 days) and share with the Secretariat.
- 2.4.4 validate the evidence during the site visit.
- 2.4.5 ensure comprehensive and diligent evaluation of the institution against standards outlined in this manual.
- 2.4.6 ensure integrity of practice and submit undisputed recommendation on accreditation to the Council without making biased judgment.
- 2.4.7 finalize and present assessors' report at the exit meeting, and submit to the Secretariat in both hard and soft copy.
- 2.4.8 complete assigned tasks as per the agreement (*Annexure VII*) including appeal, if any.
- 2.4.9 conduct other appropriate actions as deemed necessary to ensure professionalism.

2.5 The Chairperson of team of Assessors

Besides the roles and responsibilities of the assessors outlined in section 2.4, the Chairperson shall:

- 2.5.1 lead the team of assessors during the entire accreditation exercise.
- 2.5.2 chair all meetings during accreditation site visit.
- 2.5.3 present the assessors' report to the Council.

3. Accreditation Process

Accreditation is a systematic process of supporting and enabling HEIs to provide quality higher education to students. It is facilitated by the Secretariat of the Council. The key stages of the accreditation process include the Secretariat notifying the HEI to apply for accreditation, preparing the ISAR, and submitting the ISAR to the Secretariat. However, for reaccreditation, the HEI shall apply six months prior to the expiry of validity of the accreditation certificate. The Secretariat shall then dispatch the ISAR to the recruited team of assessors who shall study the document. The Secretariat shall train the team and subsequently visit the HEI for evaluation and validation of the ISAR. Upon successfully completing the accreditation exercise at the HEI, the team of assessors shall submit the assessors' report to the Secretariat. The Chair of the team shall present the report to the Council for review and endorsement. Finally, the Secretariat shall arrange for the award of the accreditation certificate to the HEI by the Council. The accreditation process is depicted on page 10.

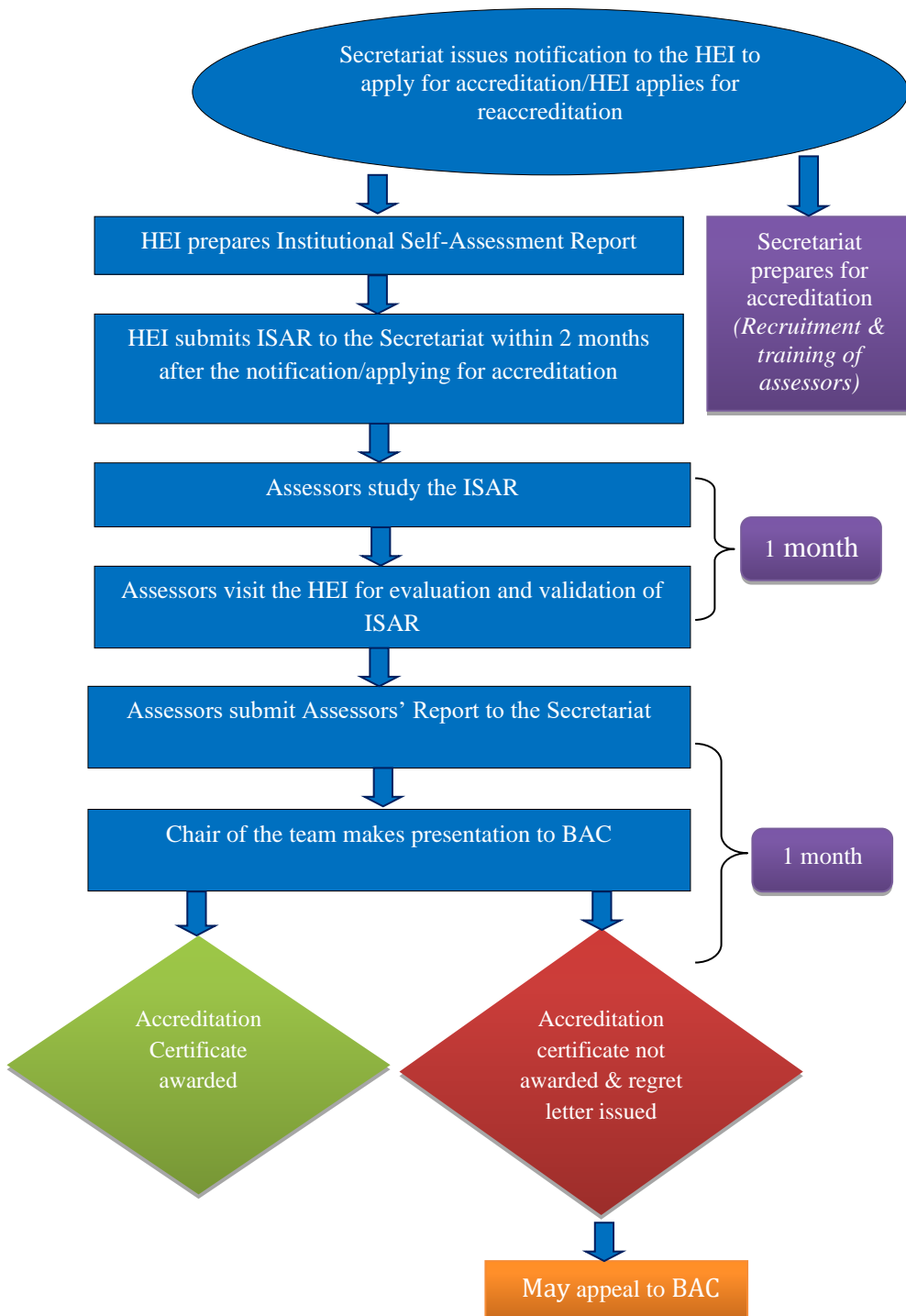
3.1 Application

HEI is required to submit an application for accreditation six months prior to the expiry of the validity of the previous accreditation certificate. In case of a newly established HEI, the Secretariat shall issue a notification reminding the HEI to apply for accreditation. The HEI shall apply for accreditation to the Secretariat using the prescribed application form (*Annexure VIII*) along with the accreditation fee approved by Ministry of Finance (MoF) as per the *Annexure IX*.

3.2 Institutional Self-Assessment Report

The HEI prepares and submits ISAR to the Secretariat within two months from the application or notification date as per *Annexure V*. A late penalty shall be levied as approved by the MoF.

The accreditation process entails the following steps:



3.3 Accreditation site visit

The Council grants approval to the assessors to assess HEIs based on the Terms of Reference (ToR) as per *Annexure X*. Upon appointment by the Council, the assessors study the ISAR and subsequently visit the HEI for evaluation and validation of the ISAR. The assessors shall confirm or contest the ISAR through detailed examination, evaluation and site visit. The detailed assessment and site visit shall be made within one month after receipt of ISAR.

3.4 Assessors' report and grading

The assessors shall compile the assessors' report and grading as per *Annexure XI* and *Annexure XII* respectively based on the evaluation and site visit. The draft report shall be presented to the management before the exit meeting. The report shall be finalized and signed during the exit meeting by the assessors and head of the institution. The assessors' report along with grading shall be submitted to the Secretariat.

3.5 Endorsement by the Council

Within two months after the receipt of the assessors' report, the Secretariat shall organise a meeting of the Council for review and endorsement of the report. The Chair of the assessors will present the report to the Council on behalf of the team for endorsement. Upon endorsement, the Council may award or not award the accreditation certificate (*Annexure XIII*) to the HEI as per the decision.

3.6 Appeal

The right to appeal is granted to HEIs as an opportunity to question either the process or outcome of the assessment or decision of the Council on the accreditation report. HEIs may appeal under the following circumstances:

- a. not satisfied with the accreditation outcome.
- b. observed major deviation in the accreditation process from those outlined in this manual.
- c. not satisfied with the Council's decision to invalidate a previously awarded accreditation certificate.

The HEI intending to appeal may apply to the Council using the prescribed form (*Annexure XIV*) within ten working days from the receipt of the accreditation certificate/letter of regret along with adequate justification. The application must be submitted along with receipt of non-refundable appeal fee. The Council may direct the Secretariat to study the appeal or take appropriate course of action. The appeal shall be immediately addressed and the HEI concerned shall be updated on the status of progress.

3.7 Reassessment

Reassessment shall be made in the following situations:

- a. Where a HEI fails to get the minimum required grade, it shall apply for reassessment within twelve months. If it fails to obtain accreditation certificate even after the reassessment, the Council may take appropriate action.
- b. Where the HEI intends to improve its grade, it may apply for reassessment after completing at least a year from the date of previous accreditation.

All expenses related to reassessment, including honorarium, accommodation, daily allowance, and travel, shall be borne by the HEI. The HEI concerned shall make the payment based on the cost estimate worked out by the Secretariat prior to the reassessment exercise.

3.8 Reaccreditation

Reaccreditation shall mean subsequent cycle of accreditation that happens after the expiry of validity of the previous accreditation. The HEI shall apply for reaccreditation six months prior to the expiry of the validity of the previous accreditation certificate. The fee structure of the reaccreditation will be as per the MoF approval and the procedure shall be as per the existing Institutional Accreditation Manual.

4. Standards for Accreditation

Accreditation is a systematic and thorough process of assessing the performance of HEI and enabling it to provide quality higher education. It looks at critical areas of institutional development and performance that can be assessed objectively. The accreditation process as outlined in this manual will assess HEI based on a set of eight Standards which are formulated through wide stakeholder consultations, research and international best practice. Each Standard has Key Aspects and Indicators that are significant, relevant, measurable and achievable. The eight Standards are:

1. Governance, Leadership, and Management
2. Curriculum Design and Review
3. Teaching, Learning, and Assessment
4. Human Resources and Services
5. Research, Publications, and Linkages
6. Infrastructure and Learning Resources
7. Student Services
8. Internal Quality Assurance and Enhancement System

Each Standard is identified by a number and name (e.g. *Standard 1: Governance, Leadership, and Management*). The Key Aspect of each Standard is numbered (e.g. *1.1, 1.2, 1.3, 1.4, and 1.5*) for five Key Aspects under Standard 1. Each Key Aspect has a set of Indicators (e.g. *Key Aspect 1.1: Vision, Mission, and Objectives*) numbered as 1.1.1, 1.1.2, and 1.1.3. Each Indicator has a set of questions that are to be used by HEIs for preparing the ISAR (e.g. *Question 1.1.1.1 is the first question under Indicator 1.1.1 of Key Aspect 1.1 of Standard 1*).

4.1 Governance, Leadership, and Management

Standard 1 considers the vision, mission, and objectives of the HEI. It also encompasses organizational structure, management practices, accountability and transparency. The standard will include HEIs' leadership culture and academic autonomy. The standard will enable the assessors to understand the process of strategic planning and implementation.

Key Aspects	Indicators
1.1 Vision, Mission, and Objectives	1.1.1 Vision, mission, and objectives are clearly stated and disseminated. 1.1.2 Vision, mission, and objectives are aligned with the university/institution goals and national aspirations. 1.1.3 Plans and activities are geared towards achieving the vision, mission, and objectives of the institution.
1.2 Organizational Structure and Management	1.2.1 Clear organizational structure and mandates in place. 1.2.2 Governance, administrative structure, and institutional practices that promote efficient, effective, and ethical leadership in place. 1.2.3 Participatory and collaborative engagement of staff and students in relevant decision-making processes in place. 1.2.4 Mechanism to enhance community vitality in place.
1.3 Accountability and Transparency	1.3.1 Has clear line of reporting and accountability system. 1.3.2 Promotes transparency, efficiency, and accountability. 1.3.3 Transparent and effective financial management system in place. 1.3.4 Proper documentation of financial statements including auditing system in place.
1.4 Leadership and Academic Autonomy	1.4.1 Has competent and qualified leadership to lead the organization. 1.4.2 Has high degree of autonomy in both management and academic matters. 1.4.3 Promotes and facilitates leadership grooming and succession planning.

1.5 Strategic Development, Planning, and Implementation	<p>1.5.1 Strategic planning to achieve organizational goals and objectives in place.</p> <p>1.5.2 Realistic and measurable objectives and action plans in place.</p> <p>1.5.3 Activities are coherently planned, implemented and monitored.</p> <p>1.5.4 Resource mobilization strategies in place.</p>
---	---

4.2 Curriculum Design and Review

Standard 2 considers the key features of academic programmes such as curriculum design, review processes, and their alignment with the vision of the HEI. It will look at the HEI’s efforts to diversify its programmes, catering to national development goals, and emerging global trends. It will also address inclusiveness and flexibility in the curriculum to suit different learning needs, career opportunities, and to facilitate credit transfer for student mobility.

Key Aspects	Indicators
2.1 Curriculum Design and Development	<p>2.1.1 Nationally rooted and globally relevant curriculum in place.</p> <p>2.1.2 Developed in consultation with relevant expertise and stakeholders, research, and local and international best practices.</p> <p>2.1.3 Research oriented curriculum developed.</p>
2.2 Curriculum Evaluation and Review	<p>2.2.1 Committee or other mechanism for curriculum evaluation and review in place.</p> <p>2.2.2 Curriculum revised based on study of development needs and emerging trends.</p>
2.3 Academic Flexibility and Programme	<p>2.3.1 Learners offered diverse choice of programmes.</p> <p>2.3.2 Elective options are available for</p>

Diversification	students. 2.3.3 Provision for credit transfer system in place.
-----------------	---

4.3 Teaching, Learning, and Assessment

Standard 3 considers the teaching, learning, and assessment approaches and practices in the HEI including policies and systems that ensure quality. This includes the overriding philosophy, methods, and strategies of teaching, learning, and assessment. It will look at pedagogical practices that engage students in higher order thinking and investigation, real world experience, field attachment and internships, and application of Information & Communication Technology (ICT) resources.

Key Aspects	Indicators
3.1 Teaching Learning Process	3.1.1 Academic planning in place. 3.1.2 Variety of teaching methodologies in use. 3.1.3 ICT enabled teaching-learning used. 3.1.4 Mechanism in place to evaluate teaching. 3.1.5 Students are prepared to study or work in a global context.
3.2 Assessment Process	3.2.1 Sound assessment policies and system in place. 3.2.2 Mechanism to improve fairness, transparency, and efficiency of assessment system in place. 3.2.3 Process of designing assignments, tracking progress, and providing feedback in place. 3.2.4 Innovative approaches and methods of assessing student learning outcomes in place.

3.3 Student Engagement	<p>3.3.1 Teaching approaches and methods are focused on interactive and engaged learning.</p> <p>3.3.2 Peer-self assessment is practised.</p> <p>3.3.3 Methods that enable continuous assessment of student learning are practised.</p> <p>3.3.4 Lifelong learning is promoted and practised.</p> <p>3.3.5 Innovative approaches and methods for student engagement in place.</p>
3.4 Teaching-Learning Materials	<p>3.4.1 Reading materials are made available.</p> <p>3.4.2 ICT learning materials are made available.</p> <p>3.4.3 Equipment and facilities for quality teaching and learning are used.</p>

4.4 Human Resources and Services

Standard 4 considers human resource management, including policies and procedures for recruitment, management and continuous professional development (CPD) of teaching faculty and administrative staff of the HEI. The standard also includes appropriate service conditions while in service as well as post-retirement as outlined in the HR service manual.

Key Aspects	Indicators
4.1 Human Resource Management System	<p>4.1.1 Comprehensive HR Policy in place.</p> <p>4.1.2 A well-developed HR management system in place.</p> <p>4.1.3 Policies and systems for succession planning instituted.</p>
4.2 Quality Human Resource	<p>4.2.1 Adequate academic staff with relevant qualification and experience employed.</p> <p>4.2.2 Faculty-Student ratio maintained as per the university norm.</p> <p>4.2.3 International academics engaged.</p> <p>4.2.4 Has quality support staff with relevant experience and competency.</p>

4.3 Human Resource Development	<p>4.3.1 A comprehensive HRD master plan in line with the strategic plan in place.</p> <p>4.3.2 Continuous professional development for faculty in place.</p> <p>4.3.3 Professional development for non-teaching staff in place.</p> <p>4.3.4 Annual operating budget for HRD instituted.</p> <p>4.3.5 Evidence that especially effective staff have been recognized or rewarded as appropriate</p>
4.4 Service Conditions	<p>4.4.1 Effective monitoring, evaluation and reward systems in place.</p> <p>4.4.2 Innovation and entrepreneurship in the process of teaching-learning practices rewarded.</p> <p>4.4.3 Internal service rules including staff welfare and post-retirement benefits in place.</p> <p>4.4.4 Mechanism to attract and retain quality faculty in place.</p>

4.5 Research, Publications, and Linkages

Standard 5 considers the policies, practices, and outcomes with regard to the HEI's research engagement, consultancy services, and extension activities. It focuses on the facilities provided and efforts made by the HEI to promote research culture. It also enables HEIs to encourage faculty and students to undertake research projects that are relevant and useful to society.

Key Aspects	Indicators
5.1 Research Culture	<p>5.1.1 Clear research policy in place.</p> <p>5.1.2 Research fund secured.</p> <p>5.1.3 Research capacity developed.</p>

	5.1.4 Research events organised. 5.1.5 Research activities have impacted policy.
5.2 Research and Publications	5.2.1 Faculty and students' research work published in peer reviewed journals. 5.2.2 Books and book chapters published. 5.2.3 Research outputs presented at conferences and published as conference proceedings. 5.2.4 Database for research papers maintained.
5.3 Consultancy and Extension Services	5.3.1 Consultancy policy document in place. 5.3.2 Database for consultancy services available. 5.3.3 Revenue from consultancy service generated. 5.3.4 Professional services to community and agencies at national and international levels provided.
5.4 Collaborations and Linkages	5.4.1 System of student/faculty exchange programmes in place. 5.4.2 Active collaborations with relevant organizations established. 5.4.3 Institutional/individual memberships or other close linkages to professional associations, HEIs and similar bodies attained.

4.6 Infrastructure & Learning Resources

Standard 6 considers the adequacy, quality and optimal use of academic and residential infrastructure, recreational facilities, learning resources and other service facilities. As part of learning resources, the standard will address the quality and use of library facilities, laboratories, and ICT services for teaching and learning. It also addresses hygiene, safety, and overall maintenance of infrastructure.

Key Aspects	Indicators
6.1 Academic Infrastructure	6.1.1 Development of facilities carried out based on HEI strategic planning. 6.1.2 Adequate & quality academic facilities ensured.
6.2 Residential Infrastructure	6.2.1 Hygienic and adequate accommodation facilities for students provided. 6.2.2 Basic amenities provided. 6.2.3 Accommodation facilities for relevant staff available.
6.3 Recreational and Other Facilities	6.3.1 Recreational facilities provided. 6.3.2 Other facilities are made available. 6.3.3 Inclusive facilities provided.
6.4 Library Services	6.4.1 Efficient library services in place. 6.4.2 Adequate space for reading available. 6.4.3 Provision of special services in place. 6.4.4 Growth and updating of library collection reflecting HEI's changing academic needs. 6.4.5 Optimum access and use of library ensured. 6.4.6 Tie-up with other libraries established.
6.5 ICT Services	6.5.1 ICT facilities for effective teaching learning, research and services are in place. 6.5.2 Professional support services for teaching & learning provided. 6.5.3 Strategies to upgrade ICT facilities in place.
6.6 Safety and Maintenance of Physical Infrastructure	6.6.1 Disaster resilient facilities in place. 6.6.2 Safety, disaster management and contingency plan, and Standard Operating Procedure (SOP) in place. 6.6.3 Sustainable and green campus promoted. 6.6.4 Effective mechanisms for maintenance of infrastructures in place. 6.6.5 Provision for developing physical facilities in place.

4.7 Student Services

Standard 7 considers the policy, procedures, and criteria for student admission. Hence, it focuses on the admission processes and decisions in terms of transparency, fairness, and inclusiveness. It also seeks information on records maintained by the HEI on the performance and progression of students during the course of study as well as those after graduation. Further, it looks at efforts put in by the HEI to enhance student performance and progression. It examines the administrative and financial support systems provided by the HEI to facilitate student engagement in activities that enhance employability skills and competencies. The Standard also sees how the HEI engages its alumni in the institution's social, cultural and developmental activities. A very important consideration is the quality of services for students with special needs.

Key Aspects	Indicators
7.1 Admission Process and Student Record	7.1.1 Admission criteria and procedures aligned with higher education policies. 7.1.2 Comprehensive and dynamic admission policy, procedure and processes in place. 7.1.3 Data-base of student profile maintained. 7.1.4 Admission policy for international students in place.
7.2 Student Progression	7.2.1 Student progression monitored and enhanced. 7.2.2 Mechanism to address student attrition in place. 7.2.3 Completion rate enhanced. 7.2.4 High achieving students recognized and rewarded.
7.3 Student Engagement Activities	7.3.1 Participation of students in curricular and co-curricular activities visible. 7.3.2 Funds for student engagement activities available. 7.3.3 Opportunities for developing entrepreneurial skills provided.

<p>7.4 Student Support Systems</p>	<p>7.4.1 Healthy dining facilities ensured. 7.4.2 Functional student bodies in place. 7.4.3 Student handbook available. 7.4.4 Personal/career guidance/counseling and life skills programmes provided. 7.4.5 Annual student happiness survey conducted. 7.4.6 Student grievance redressal system in place. 7.4.7 Financial support and welfare schemes in place. 7.4.8 Other student support services provided including health services.</p>
<p>7.5 Special Needs and Inclusive Services</p>	<p>7.5.1 Policies and programmes to support students with special needs in place. 7.5.2 Policies for promoting gender equity in place. 7.5.3 Academic guidance and mentoring services available. 7.5.4 Provision for differentiated teaching and assessment mechanism in place.</p>
<p>7.6 Graduate Employability</p>	<p>7.6.1 Strategies to enhance graduate's employability in place. 7.6.2 Graduate performances at work are evident.</p>
<p>7.7 Alumni Engagement</p>	<p>7.7.1 Alumni profile maintained. 7.7.2 Alumni engagement facilitated. 7.7.3 Networking among alumni encouraged. 7.7.4 Outstanding alumni recognised.</p>

4.8 Internal Quality Assurance and Enhancement System

Standard 8 considers internal quality assurance systems that support continuous institutional quality improvement in all other seven standards described above. It assures that there are mechanisms and strategies in place that ensure continuous improvement of all the other standards. Possible methods and tools for improving internal quality and institutional effectiveness include regular feedback from students, key stakeholders, and employers and the community, objective tracer/graduate destination studies, employer and institutional self-reflection. This standard also seeks information on innovative practices, institutional identity such as institutional brand, institutional distinctiveness, and institutional values.

Key Aspects	Indicators
8.1 Quality Assurance System	8.1.1 Internal quality assurance mechanisms in place. 8.1.2 Feedback mechanism in place.
8.2 Continuous Quality Enhancement	8.2.1 Culture of self-reflection/self-appraisal and improvement promoted.
8.3 Innovative Practices	8.3.1 Innovative practices by students, academic and support staff promoted. 8.3.2 Innovative practices demonstrated and sustained. 8.3.3 Innovative practices recognised.
8.4 Institutional Branding	8.4.1 Distinct institutional brand developed and promoted. 8.4.2 The values, principles, and practices of Gross National Happiness are evident in the HEI's institutional culture.

5. Grading System

5.1 Introduction

Institutional grading is the main outcome of the assessment and accreditation process. The *Certificate of Accreditation* carries a grade assigned to the HEI which is the status of accreditation. The grading system is based strictly on the principles of objectivity and accuracy in the accreditation process. Grading is expected to contribute to the continuous development of the HEI and the motivation and strategies it requires for sustained efforts to improve quality. The grading system has been designed based on a sound understanding of local contexts and international best practices.

The process of assessing and grading HEIs takes into account the weighted mean value of all grade scores obtained for each of the eight Standards and the Key Aspects considered in the accreditation exercise. The Key Aspects of each Standard have different weightings according to their relative importance.

5.2 Categories of HEIs and Weightings

HEIs are broadly categorized as follows:

1. University
2. Affiliated institute/college
3. Constituent institute/college
4. Autonomous institute

However, for the purpose of accreditation, the weightings for eight Standards for all HEIs are the same. Therefore, the same grading sheet (*Annexure XII*) shall be used for all HEIs. The maximum scores for each Key Aspect are as follows:

Standard	Key Aspects	Weighting
1. Governance, Leadership, and Management (100)	1.1 Vision, Mission, and Objectives	10
	1.2 Organizational structure and management	20
	1.3 Accountability and transparency	20
	1.4 Leadership and academic autonomy	20
	1.5 Strategic development, planning, and implementation	30
2. Curriculum Design and Review (100)	2.1 Curriculum design and development	40
	2.2 Curriculum evaluation and review	40
	2.3 Academic flexibility and programme diversification	20
3. Teaching, Learning, and Assessment (170)	3.1 Teaching-learning process	55
	3.2 Assessment process	45
	3.3 Student engagement	40
	3.4 Teaching-learning materials	30
4. Human Resources and Services (115)	4.1 Human resource management system	30
	4.2 Quality human resource	35
	4.3 Human resource development	35
	4.4 Service conditions	15
5 Research, Publications, and Linkages (150)	5.1 Research culture	45
	5.2 Research and publication	45
	5.3 Consultancy and extension services	25
	5.4 Collaborations & linkages	35
6 Infrastructure & Learning Resources (125)	6.1 Academic infrastructure	20
	6.2 Residential infrastructure	20
	6.3 Recreational and other facilities	15

	6.4 Library services	30
	6.5 Safety and maintenance of physical infrastructure	15
	6.6 ICT services	25
7 Student services (140)	7.1 Admission process and student record	15
	7.2 Student progression	25
	7.3 Student engagement activities	25
	7.4 Student support systems	30
	7.5 Special needs and Inclusive services	15
	7.6 Graduate employability	20
	7.7 Alumni engagement	10
8 Internal Quality Assurance and Enhancement System (100)	8.1 Quality assurance system	25
	8.2 Continuous quality Enhancement	30
	8.3 Innovative practices	30
	8.4 Institutional branding	15

5.3 Process of grading

Upon receipt of ISAR from HEI, the BAC Secretariat shall send the document to the team of assessors appointed for accreditation of the HEI concerned. The report shall be studied by the assessors individually and scores shall be awarded for each Key Aspect before the actual site visit. The team shall decide the final score at the time of site visit to the HEI for the accreditation. The scores shall be based on documentary evidence, discussions, consultations, observations and collective judgment of the team of assessors.

For ease of grading, five points shall be used to work out the weighted score. The five points are 4(*Excellent*), 3(*Very Good*), 2(*Good*), 1(*Satisfactory*), and 0(*Unsatisfactory*). An appropriate point shall be awarded for each Key Aspect using rubrics based on the HEI's ISAR, observations, and evidence from the site visit.

For example, under Standard 1 (*Governance, Leadership, and Management*), there are five Key Aspects with maximum score for each as given below. Points shall be awarded based on an assessor’s judgement of each Key Aspect (*e.g. Key Aspect 1.1 is awarded 3 points because this Key Aspect was found to be Very Good. Similarly Key Aspect 1.3 was awarded 0 as it was found to be Unsatisfactory*). The final point for each Key Aspect is awarded based on discussions and collective judgement of the team of assessors, not merely averaging the points. To get the weighted score for each Key Aspect, the maximum score is multiplied by the point awarded.

Standard 1: Governance, Leadership, and Management			
Key Aspect	Max. Score	Points (0-4) (example)	Weighted Score
1.1 Vision, Mission, and Objectives	10	3	30
1.2 Organizational structure and management	20	2	40
1.3 Accountability and transparency	20	0	0
1.4 Leadership and academic autonomy	20	1	20
1.5 Strategic development, planning, and implementation	30	3	90
Total for the standard	100		180

The total weighted score for this Standard is 180. To find the weighted average score, the total weighted score shall be divided by the maximum possible point i.e. 4, which gives the total score of 45 ($180 \div 4 = 45$) for that Standard. *Annexure XII* shall be used for grading.

The weighted average score for the rest of the Standards shall be obtained in the same way and added to get the final total score. The final

grade shall be awarded based on the range of scores obtained as shown in the table below:

Range of Total Weighted Average Score	Grade	Performance Descriptor
851 – 1000	A+	Excellent
751 – 850	A	Very Good
501 – 750	B	Good
376 – 500	C	Satisfactory
375 and below	D	Unsatisfactory/ Not accredited

However, the HEI must score a minimum of 30% in each standard to get accredited. The accreditation certificate shall be printed on *Dhey-sho* paper as per *Annexure XIII*.

6. Post Accreditation

The Post Accreditation phase is as important as the accreditation exercise itself. This phase entails several activities and efforts aimed to either sustain the strengths and work towards further development or make efforts for continuous improvement as reflected in the accreditation report and status. Specifically, this phase consists of the following activities and events.

6.1 Certification

An Accreditation Certificate shall be awarded to the HEI if it obtains a minimum weighted score of 376 with minimum 30% in each Standard. HEI securing a weighted score of less than 376 or not scoring the minimum of 30% in each Standard shall be issued a letter of regret with reasons for declining the Accreditation Certificate.

The certificate shall include the following information:

- a) Name of the HEI
- b) The statement “Accredited by the Bhutan Accreditation Council”
- c) The accreditation grades
- d) Validity (*date of award and expiry*), and
- e) Signature of the Chairperson of the Council.

The validity of accreditation depends on the grade obtained as given below:

Grade obtained	A+	A	B	C	D
Validity	5 years	4 years	3 years	2 years	Not accredited

The decision of the Council regarding the accreditation outcome shall be communicated to the HEI through the Secretariat. Accreditation certificate shall be awarded in a formal and solemn occasion.

In case of loss of Accreditation Certificate, the HEI concerned shall request the Secretariat for a second copy with valid reason. While the Secretariat shall facilitate reprinting of certificate, the printing cost shall be borne by the HEI concerned.

6.2 Withdrawal or Suspension

The accreditation status (*certificate*) awarded to HEIs may be suspended or withdrawn if evidence are clearly established for the following:

- HEIs have made false or intentionally misleading statements while applying for accreditation or any other submission to the Council.
- HEIs fail to apply for reaccreditation within six months prior to expiry of validity of its previous accreditation.
- Council establishes the truth of serious complaint(s) received in writing.
- If HEIs fail to maintain the standard at any point of time.

6.3 Publicity

The Council shall publish the list of HEIs along with their profile, accreditation status, grade, and validity on the BAC website. The information to be published shall be reviewed periodically and updated accordingly.

The HEI's website shall publish the Assessors' Report. It may also include statements like 'accredited by the Bhutan Accreditation Council', 'accredited by the BAC' or 'BAC accredited'. The website shall be linked to the BAC website.

Accreditation shall be carried out only for the HEIs whose application for accreditation has been reviewed and endorsed by BAC. Any breach of the conditions below may have implications for subsequent decisions by the Council on future applications for accreditation:

1. The accreditation status acquired by the HEI shall not be owned or publicized by any partner or branch campus of the HEI concerned.
2. HEIs may publish its Accreditation Report in parts or in its entirety on its website or other publication sites. However, HEIs shall avoid any inaccurate or misleading statements concerning the accreditation.
3. In the event where the accreditation status/certificate is being withdrawn, HEIs must remove all statements or claims of accreditation from all of its promotional materials or sites within the timeframe given by the Council.
4. An accredited HEI shall display the Accreditation Certificate in a prominent place for easy viewing.

Information on the accreditation status of each accredited HEI shall be available at the Secretariat.

6.4 Quality Enhancement

HEIs shall consistently endeavour to not only maintain the standards achieved at present but also to continuously improve the quality of its core business of teaching, research and service, infrastructure facilities and resources. The efforts and initiatives to seek continuous improvement through the pursuit of excellence, creativity and innovation may be spurred by the recommendations arising from the Assessors' Report. They may also be driven by a continuous process of institutional self-reflection, visioning, planning and putting strategies in place to achieve the institutional goals.

HEIs shall maintain and prepare AQAR of the institution and submit to the Secretariat. The Secretariat shall then validate the report through monitoring visit and update the Council accordingly on substantive changes. The report shall be uploaded in both the BAC and HEIs' website for public information.

ANNEXURE I

Self-Preparatory Report (SPR)

A. Profile of the institution

Name	
Location	
Type of Institution <i>(Constituent/affiliated/ others)</i>	
Affiliated to, if relevant	
Source of funding	
Total area (in acres)	
Head of the institution	
Website	
Telephone number	
Fax number	
Plans in place for:	
No. of Departments	
No. of Programmes	UG:___ PG:___ M. Phil:___
	Ph. D:___ Any other:___ Total:___
No. of programmes with electives (specify electives)	
Estimated Cost of education per student as per the programmes offered (Tuition fees and living cost)	
No. of faculty	Male: ___ Female: ___ Total: ___
Regular	Male: ___ Female: ___ Total: ___
Contract	Male: ___ Female: ___ Total: ___

Visiting/adjunct faculties	Male: __ Female: __ Total: ____
Total no. of faculty with PhD	
Total no. of faculty with Masters	
Total no. of faculty with Bachelors	
No. of Non-teaching staff	Male: __ Female: __ Total: ____
Technical	Male: __ Female: __ Total: ____
Administrative	Male: __ Female: __ Total: ____
Support	Male: __ Female: __ Total: ____
No. of programme that will be offered through mixed-mode (<i>Specify</i>)	
Level of autonomy the institution has from the affiliating University:	
Date of submission	

B. Plan Report

The following questions will give an insight into all the indicators under each Standard and Key Aspects and accordingly prepare the HEI for actual accreditation. The evidence, wherever required, must be compiled for the assessment of prerequisites for accreditation.

Standard 1: Governance, Leadership, and Management

- 1.1 State the Mission, Vision, and Objectives of the HEI and how it will work towards achieving them.
- 1.2 Explain the organizational and management structure of the HEI.
- 1.3 Explain the details of the financial management plan including how the HEI will ensure transparency.
- 1.4 Provide the profiles of the identified leadership position holders of the HEI (*head of HEI, Deans, Heads of Department, Programme Leaders, others*).

1.5 State the extent of autonomy that the HEI will have in both management and academic matters.

1.6 Mention any other plans not covered by the above questions, if any.

Standard 2: Curriculum Design and Review

2.1 What are the programmes that will be offered in the HEI?

2.2 How will the HEI ensure that the curriculum is relevant to the job market and aligned to national priorities?

2.3 How will the HEI facilitate flexibility in letting the students choose courses and modules of their choices? Also, describe the initiatives that the college will adopt to facilitate credit transfer.

2.4 Mention any other plans not covered by the above questions, if any.

Standard 3: Teaching, Learning, and Assessment

3.1 Describe the teaching-learning methodologies and assessment techniques that the HEI will adopt to ensure effective delivery.

3.2 How will the HEI integrate the use of ICT in the teaching-learning?

3.3 How will the HEI engage students in meaningful learning through innovative approaches?

3.4 Mention any other plans not covered by the above questions, if any.

Standard 4: Human Resources and Services

4.1 Provide the details on plans of HR policies including recruitment, professional development, promotion or recognition and retention of both teaching and non-teaching staff.

4.2 How will the HEI attract experienced HR to work for the HEI?

4.3 What professional development services will be provided to the staff?

4.4 What mechanisms will be adopted to effectively monitor, evaluate and reward the performance of your employees?

4.5 Mention any other plans not covered by the above questions, if any.

Standard 5: Research, Publications and Linkages

5.1 Explain the initiatives the HEI will undertake to build the research capacity of faculty members and students (*e.g. mentoring, training, research-related courses, research project, etc.*).

5.2 How does the HEI plan to encourage more research activities?

- 5.3 How will the HEI ensure that research activities carried out are relevant and contribute to the national policy?
- 5.4 Provide details of all the formal collaborations, partnership/ linkages and their potential benefits (*e.g. MoU, MoA, MoC, other documentary evidence, etc.*).
- 5.5 Mention any other plans not covered by the above questions, if any.

Standard 6: Infrastructure & Learning Resources

- 6.1 Provide detail on the infrastructure of the college:
- a. No. of class rooms
 - b. Library
 - c. Research center
 - d. Entrepreneur Incubation center
 - e. Recreational centers
 - f. Hostel rooms (*if applicable*)
 - g. Staff quarter
 - h. Academic block
 - i. Canteen and guesthouse facilities
 - j. Toilet
 - k. IT rooms
 - l. Banking, gymnasium service centers
 - m. Others
- 6.2 Provide details on how the HEI will maintain and ensure the safety of these infrastructures.
- 6.3 What are the plans in place to accommodate students with special needs?
- 6.4 Explain the disaster contingency plan.
- 6.5 Mention any other plans not covered by the above questions, if any.

Standard 7: Student Services

- 7.1 What are the plans in place for making the life on campus enriching and conducive? Include both physical and mental services that will be rendered.
- 7.2 Describe how the HEI will carry out the admission process and monitor student progression.
- 7.3 What services will be provided to the students with special needs?

7.4 What steps will be initiated to engage the alumni for institutional activities and development?

7.5 Mention any other plans not covered by the above questions, if any.

Standard 8: Internal Quality Assurance and Enhancement System

8.1 Explain the plan to ensure that there is an effective mechanism for Internal Quality Assurance.

8.3 Explain the QA mechanism in place to address all the standards.

8.4 Mention any other plans not covered by the above questions, if any.

C. Overall plan

1. Provide a five year plan with timeline to address each of the eight standards.

2. What are the plans and strategies in place in case the HEI fails to get accreditation status?

ANNEXURE II

Assessment outcome of Pre-requisites for Accreditation

A. Endorsement of Pre-requisites for Accreditation

Ref. No. BAC/2020/PRA-

Date:

The Proprietor

_____ (*Name of institution*)

_____ Bhutan

Dear Sir/ Madam,

Tashi Delek!

The Bhutan Accreditation Council has studied the **Self-Preparatory Report (SPR)** submitted by your institution. The Council is pleased to inform you that your institution has fulfilled the Pre-requisites for Accreditation and endorsed for operation. The validity of this status shall be for a minimum of five years from the year of its establishment or one year after the graduation of its first batch, whichever is later. However, this status does not guarantee any subsequent automatic accreditation status.

We hope that you will ensure meeting the standards as per the SPR submitted to the Council. In the event that the Council learns of any major deviations from the SPR, the Council reserves the right to revoke this approval at any time without which the institution shall not be eligible for actual accreditation.

Thanking You

Yours Sincerely,

(.....)

Chairperson

Bhutan Accreditation Council

B. Regret of Pre-requisites for Accreditation

Ref. No. BAC/2020/PRA-

Date:

The Proprietor

_____ (*Name of institution*)

_____ Bhutan

Dear Sir/ Madam,

The Bhutan Accreditation Council would like to thank your institution for complying with the process in place. The Council has studied the **Self-Preparatory Report (SPR)** submitted by your institution.

However, it is with much regret that we have to inform you that your institution could not fulfil the Pre-requisites for Accreditation due to the following reasons:

- 1.
- 2.

You may email your queries at qaad@moe.gov.bt or call at 02-334101/332068.

Thanking You

Yours Sincerely,

(.....)

Chairperson

Bhutan Accreditation Council

ANNEXURE III

No Conflict of Interest Statement

A. By the Institution

[Name of the Institution:.....]

[Date:.....]

This is to certify that the proposed assessors had no affiliation with our institution, directly or indirectly in the immediate past three years.

Further, the Institution will not appoint any of the members of the proposed team of assessors for any assignment in the institution for the next three years after the assessment of the Institution by the assessors.

I, (*Name*), bearing CID/EID No., as (*Position Title*) as the representative of (*Name of HEI*) declare the following as per the provisions no. 1.7 of the manual:

That I do not have or anticipate any Conflict of Interest. I shall notify the BAC Secretariat immediately in the event such interests arise in the course of accreditation or before discharging my duty; OR

I do have a Conflict of Interest in view of the following reason(s):

- Family member
- Close relative
- Close friend
- Enemy
- Others (*specify*):.....

I hereby certify that the above information is true to the best of my knowledge. In the event, the above declaration is found to be incorrect, I am aware that:

- I shall be liable for administrative/legal action under relevant laws, rules and regulations,
- the accreditation of the Institution shall be suspended/canceled immediately and must be reassessed, and
- the Institution shall bear all the costs associated to the reassessment of accreditation.

(Affix legal stamp)

Name & dated Signature

Seal of the institution

Place: _____

No Conflict of Interest Statement
B. By the Assessor

[Name of the Institution:.....]

[Date:.....]

I, (*Name*), bearing CID/EID No.and.....(*Position Title*).....
..... (*Agency*) as the assessor for the accreditation of
..... (*Name of HEI*) declare that:

- I am not affiliated with the institution in the immediate past three years, directly or indirectly.
- I have no affiliation with any institution competing with the proposed institution.

I declare that I do not have or anticipate any Conflict of Interest. I shall notify the BAC Secretariat immediately in the event such interests arise in the course of accreditation or before discharging my duty; OR

I do have a Conflict of Interest in view of the following reason(s):

- | | |
|--|---|
| <input type="checkbox"/> Family member | <input type="checkbox"/> Close relative |
| <input type="checkbox"/> Close friend | <input type="checkbox"/> Enemy |
| <input type="checkbox"/> Others (<i>specify</i>):..... | |

I hereby certify that the above information is true to the best of my knowledge. In the event the above is found to be incorrect, I am aware that:

- I shall be liable for administrative/legal action under relevant laws, rules, and regulations, and
- I shall be deregistered from the pool of assessors maintained by BAC.

(*Affix legal stamp*)

Name & dated Signature

Place:_____

ANNEXURE IV

BAC Report on Appeals

1. Name and Address of the Appellant Institution:

Name	
Location	
Date	
Representative of applicant	

2. Description of the grievance:
3. Evidence submitted:
4. Decision by BAC:

5. Members of the Council:

Name	Dated Signature
Chairperson:	
Member:	
Member:	
Member:	
Member:	
Member:	
Member:	

ANNEXURE V

Institutional Self-Assessment Report

The Institutional Self-Assessment Report (ISAR) shall consist of the following three parts:

- A. Executive Summary
- B. Profile of the institution
- C. Main Report

The details of each part are outlined below.

A. Executive Summary (*short write-up for each standard with a maximum of five to six pages*)

Standard 1: Governance, Leadership, and Management

Standard 1 considers the vision, mission, and objectives of the HEI. It also encompasses organizational structure, management practices, accountability and transparency. The standard will include HEI's leadership culture and academic autonomy. The standard will enable the assessors to understand the process of strategic planning and implementation.

Standard 2: Curriculum Design and Review

Standard 2 considers the key features of academic programmes such as curriculum design, review processes and their alignment with the vision of the HEI. It will look at the HEI's efforts to diversify its programme, and catering to national development goals and emerging global trends. It will also address inclusiveness and flexibility in the curriculum to suit different learning needs, career opportunities, and to facilitate credit transfer for student mobility.

Standard 3: Teaching, Learning, and Assessment

Standard 3 considers the teaching, learning, and assessment approaches and practices in the HEI including policies and systems that ensure quality. This includes the overriding philosophy, methods, and strategies

of teaching, learning, and assessment. It will look at pedagogical practices that engage students in higher order thinking and investigation, real world experience, field attachment and internships, and application of ICT resources.

Standard 4: Human Resources and Services

Standard 4 considers human resource management, including policies and procedures for recruitment, management and continuous professional development of teaching faculty and administrative staff of the HEI. The standard also includes appropriate service conditions while in service as well as post-retirement as outlined in the HR service manual.

Standard 5: Research, Publications, and Linkages

Standard 5 considers the policies, practices, and outcomes with regard to the HEI's research engagement, consultancy services, and extension activities. It focuses on the facilities provided and efforts made by the HEI to promote research culture. It also enables HEIs to encourage faculty and students to undertake research projects that are relevant and useful to society.

Standard 6: Infrastructure & Learning Resources

Standard 6 considers the adequacy, quality and optimal use of academic and residential infrastructure, recreational facilities, learning resources, and other service facilities. As part of learning resources, the standard will address the quality and use of library facilities, laboratories, and ICT services for teaching and learning. It also addresses hygiene, safety, and overall maintenance of infrastructure.

Standard 7: Student Services

Standard 7 considers the policy, procedures, and criteria for student admission. Hence, it focuses on the admission processes and decisions in terms of transparency, fairness and inclusiveness. It also seeks information on records maintained by the HEI on the performance and progression of students during their course of study as well as those after graduation. Further, it looks at efforts put in by the HEI to enhance student performance and progression. It examines the administrative and

financial support systems provided by the HEI to facilitate student engagement in activities that enhances employability skills and competencies. The Standard also sees how the HEI engages its alumni in the institution's social, cultural and developmental activities. A very important consideration is the quality of services for students with special needs.

Standard 8: Internal Quality Assurance and Enhancement System

Standard 8 considers internal quality assurance systems that support continuous institutional quality improvement in all other seven standards described above. It assures that there are mechanisms and strategies in place that ensure continuous improvement of all the other standards. Possible methods and tools for improving internal quality and institutional effectiveness include regular feedback from students, key stakeholders, and employers and the community, objective tracer/graduate destination studies, employer and institutional self-reflection. This standard also seeks information on innovative practices, institutional identity such as institutional brand, institutional distinctiveness, and institutional values.

B. Profile of the institution

Name	
Location	
Type of Institution (<i>Constituent/ affiliated/ others</i>)	
Affiliated to	
Date of last accreditation (<i>if applicable</i>)	
Source of funding	
Cost of education (<i>Tuition fees and living cost</i>)	
Total area (<i>in acres</i>)	
Land registration certificate and latest tax details.	
Year of establishment	
Head of institution	
Website	
Telephone number	
Fax number	
Email	
Name of the Focal Person for QA	
No. of Departments	
No. of Programmes	UG: ___ PG: ___ M. Phil: ___
	Ph. D: ___ Any other: ___ Total: ___
No. of programmes with electives (<i>specify electives</i>)	

New programmes introduced during the last five years	
No. of faculty	Male: __ Female: __ Total: __
Regular	Male: __ Female: __ Total: __
Contract	Male: __ Female: __ Total: __
Visiting/adjunct faculties	Male: __ Female: __ Total: __
Total no. of faculty with PhD	
Total no. of faculty with Masters	
Total no. of faculty with Bachelors	
No. of non-teaching staff	Male: __ Female: __ Total: __
Technical	Male: __ Female: __ Total: __
Administrative	Male: __ Female: __ Total: __
Support	Male: __ Female: __ Total: __
No. of Students	Male: __ Female: __ Total: __
Diploma	Male: __ Female: __ Total: __
Bachelor	Male: __ Female: __ Total: __
Masters	Male: __ Female: __ Total: __
Any other	Male: __ Female: __ Total: __
No. of programme offered through mixed mode <i>(Specify)</i>	
No. of working days during the last academic year	
No. of teaching days during the last academic year	
Level of autonomy the institution has from the affiliating University:	
Date of submission	

C. Main Report

In order to address all the indicators under each Standard and Key Aspect, HEIs are required to answer the following questions. The evidence, wherever required, must be compiled for the team of assessors.

Standard 1: Governance, Leadership, and Management

1.1 Vision, Mission, and Objectives

- 1.1.1.1 State the vision, mission, and objectives of the institution.
- 1.1.2.1 State how the vision, mission and objectives are aligned with the university goals and national aspirations including Gross National Happiness.
- 1.1.3.1 Explain how the plans and activities of the HEI is geared towards achieving the stated mission and objectives.

1.2 Organizational Structure and Management

- 1.2.1.1 Explain the organizational structure of the institution in place including the terms of references of the key position holders.
- 1.2.2.1 Explain how the HEI promote efficient, effective and ethical leadership within the organization (*e.g. Standard Operating Procedures, Turn Around Time, etc.*).
- 1.2.3.1 How does the HEI facilitate the involvement of staff and student in relevant decision-making processes?
- 1.2.4.1 Describe how the management fosters community vitality on campus.

1.3 Accountability and Transparency

- 1.3.1.1 Explain how the HEI ensures a clear line of reporting and accountability in line with the ToR.
- 1.3.2.1 What control mechanisms are put in place by the HEI for ensuring transparency, efficiency and accountability in various aspects such as decision making, HR, teaching learning, assessment and the like?
- 1.3.3.1 Explain the financial management system.

- 1.3.4.1 Describe the financial auditing mechanism, including external and internal. Provide audit reports including outstanding memos, if any and details of compliance.

1.4 Leadership and Academic Autonomy

- 1.4.1.1 Provide profiles of the head of the institution and other key leadership position holders (*head of the HEI, Deans, Heads of Department, Programme Leaders, others*).
- 1.4.2.1 State the extent of autonomy that HEI has in both management and academic matters.
- 1.4.3.1 Explain how the HEI grooms leadership and facilitates succession planning.

1.5 Strategic Development, Planning, and Implementation

- 1.5.1.1 Explain the process of developing the HEI's strategic plan.
- 1.5.2.1 Explain how the HEI ensures that the plans and objectives are significant, realistic and measurable.
- 1.5.3.1 Explain how the HEI ensures that the plans and objectives are achieved.
- 1.5.4.1 Explain the various resource mobilization strategies put in place, apart from the state funding. Provide details of the revenue generated in the past 3 years.

Standard 2: Curriculum Design and Review

2.1 Curriculum Design and Development

- 2.1.1.1 How does the HEI ensure that the curriculum is relevant to the national development priorities, employment opportunities and global competencies?
- 2.1.1.2 How does the HEI integrate aspects of GNH into the curriculum?
- 2.1.2.1 How does the HEI network with government, industry, private sector and reputed external institutions in curriculum development?
- 2.1.3.1 Explain how the HEI ensures that the curriculum promotes research culture.

2.2 *Curriculum Evaluation and Review*

- 2.2.1.1 Explain the curriculum evaluation and review process instituted by the HEI.
- 2.2.2.1 How does the HEI ensure that the curriculum responds to development needs and emerging trends in the review process?

2.3 *Academic Flexibility and Programme Diversification*

- 2.3.1.1 What steps have been initiated by the HEI to facilitate learners to choose the courses of their choice?
- 2.3.2.1 What are the various elective options offered to students? How does this address the different learning needs of the students?
- 2.3.3.1 How does the HEI facilitate credit transfer system with other institutions?

Standard 3: Teaching, Learning, and Assessment

3.1 *Teaching Learning Process*

- 3.1.1.1 How does the HEI ensure effective implementation of teaching and learning plan?
- 3.1.2.1 Describe various teaching methodologies used.
- 3.1.3.1 Provide details of how ICT is used to enable effective teaching-learning process.
- 3.1.4.1 What are the ways adopted by the HEI to evaluate teaching effectiveness of faculty members?
- 3.1.5.1 How do the teaching-learning processes prepare students for possible higher education or work in a global context?

3.2 *Assessment Process*

- 3.2.1.1 List the academic and assessment related regulations.
- 3.2.1.2 Describe the assessment process and techniques used by the HEI.
- 3.2.2.1 Provide details that ensure assessment practices are fair, transparent and efficient.
- 3.2.3.1 Provide details of how faculty members design assessment task and track progress.

3.2.3.2 What type of feedback do faculty members provide on student work?

3.2.4.1 What are some of the innovative approaches and methods used by the faculty members to assess student learning outcomes?

3.3 *Student Engagement*

3.3.1.1 Describe the different ways in which faculty members engage the students in authentic learning.

3.3.2.1 Describe the ways in which faculty members use peer and self-assessment techniques in their teaching approaches.

3.3.3.1 What assessment methods are used by faculty members to ensure progressive learning?

3.3.4.1 What policies and practices does the HEI have to promote lifelong learning?

3.3.5.1 Explain some of the innovative approaches and methods faculty members used in teaching and learning.

3.4 *Teaching-Learning Materials*

3.4.1.1 What reading materials do the faculty members provide their students for quality learning (*e.g. reference books, e-resources and other reading materials*)?

3.4.1.2 Explain how students can gain access to assigned readings.

3.4.2.1 With appropriate examples, explain how technology (*e.g. VLE, mobile app, website, online forums, etc.*) is used in the teaching learning process.

3.4.3.1 List few equipment and facilities used for quality teaching and learning used in the HEI.

Standard 4: Human Resources and Services

4.1 *Human Resource Management System*

4.1.1.1 Describe the areas in which the HEI has written HR policies and how it ensures effective implementation of them.

4.1.2.1 How does the HEI facilitate fair and transparent recruitment, professional development and promotion of employees?

4.1.3.1 What policies and systems are in place that ensures leadership development and succession planning?

4.2 *Quality Human Resource*

4.2.1.1 Give details of staff qualification and their academic and professional profile.

4.2.2.1 How does the HEI ensure that the faculty-students ratio is met?

4.2.3.1 What qualifications, teaching and research experience and relevant areas of expertise do international academics possess, if any?

4.2.4.1 List the number of supporting staff with relevant experience and competency.

4.3 *Human Resource Development*

4.3.1.1 How does the HEI ensure transparent and effective implementation of HR master plan?

4.3.2.1 Provide details on how the capacity of the faculty is enhanced on a continuous basis.

4.3.3.1 Provide details on how the capacity of the non-teaching staff is enhanced on a continuous basis.

4.3.4.1 How does the HEI allocate and utilize the budget for HR development of both the faculty and non-teaching staff?

4.3.5.1 How does the HEI recognize and reward especially effective employees?

4.4 *Service Conditions*

4.4.1.1 What mechanisms are employed to effectively monitor, evaluate and reward performance of your employees?

4.4.2.1 Provide details of faculty/ staff rewarded for innovative approaches adopted during the last three years.

4.4.2.2 How does the institution recognize new ideas, innovations and entrepreneurship of the faculty and staff?

4.4.3.1 What are the schemes available for the welfare of the employees?

4.4.3.2 What percentage of staff have availed the benefit of such schemes in the last three years?

- 4.4.4.1 What are the measures taken by the HEI for attracting and retaining quality faculty?

Standard 5: Research, Publications, and Linkages

5.1 *Research Culture*

- 5.1.1.1 What significant research initiatives are undertaken by the HEI in the past three years as a result of research policy implemented?
- 5.1.2.1 How much research grant was received every year from external funding for the past three years?
- 5.1.2.2 What percentage of annual institutional budget is kept as research fund and how does the HEI ensure its effective utilization?
- 5.1.3.1 Explain the initiatives taken by the HEI to build the research capacity of faculty members and students (*e.g. mentoring, training, research related courses, research project, etc.*).
- 5.1.4.1 Provide details of research events (*conferences, seminars, workshops, training programmes, etc.*) organized by the HEI in the past three years.
- 5.1.5.1 Describe the policy related research conducted by the HEI, providing information to support its likely impact on policy.

5.2 *Research and Publications*

- 5.2.1.1 Provide details of publications by faculty and students in peer reviewed national and international journals (*e.g. publications listed in international databases*).
- 5.2.2.1 Provide list of publications in the form of monographs, books, books edited and book chapters in the last three years.
- 5.2.3.1 Provide details of papers presented in conferences and/or published in conference proceedings by faculty and students.
- 5.2.4.1 Provide details of how the HEI's research database is used for the planning process within and beyond the HEI.

5.3 *Consultancy and Extension Services*

- 5.3.1.1 Provide details of the systems and strategies to provide consultancy services.

- 5.3.2.1 List broad areas and major consultancy services provided by the HEI in the past three years.
- 5.3.3.1 Provide the details of revenue generated from consulting services in the last three years.
- 5.3.4.1 Provide details of any professional services provided by individuals or as an institution in the last three years.

5.4 Collaborations and Linkages

- 5.4.1.1 Provide details of national and international exchange programmes for faculty, non-teaching staff and students implemented over the last three years.
- 5.4.2.1 Provide details of all the formal collaborations, partnership/linkages that are active (*e.g. MoU, MoA, MoC, other documentary evidence, etc.*).
- 5.4.2.2 Provide details of exchange programmes or other initiatives resulting from the collaboration and their benefits.
- 5.4.3.1 Provide the list of institutional/ individual membership to professional bodies and describe some of the key benefits of such association.

Standard 6: Infrastructure & Learning Resources

6.1 Academic Infrastructure

- 6.1.1.1 How does the HEI ensure that facilities are developed based on the strategic planning and how is quality addressed?
- 6.1.1.2 Explain how the HEI ensure that all academic facilities meet the basic requirement based on existing regulations.
- 6.1.1.3 Provide details if the HEI has initiated development of additional facilities beyond the basic requirement or based on innovative ideas.
- 6.1.2.1 Provide details of classrooms, laboratories, library space, lecture theatre, conference/meeting hall, staff work stations and other learning spaces.

6.2 Residential Infrastructure

- 6.2.1.1 Give details on hostel accommodation facilities with regard to space adequacy and utilization, recreation, visitor/reception lounge and social interaction space.
- 6.2.2.1 Give details on the availability of amenities such as safe drinking water, fan/AC/heater, furniture, internet connectivity and other amenities in the hostels as appropriate.
- 6.2.3.1 Give details of residential facility for relevant staff (*e.g. student resident coordinator, cooks, plumber, electrician, driver, etc.*).

6.3 Recreational and Other Facilities

- 6.3.1.1 Give details of available recreational facilities such as indoor and outdoor sporting facilities, open green spaces, etc. and how effectively these are used.
- 6.3.1.2 Give details on other facilities made available (*e.g. cafeteria, guest house, convenience shop, banking, etc.*) and the quality of services.
- 6.3.2.2 Provide some detail on policies for managing these facilities and revenues earned.
- 6.3.3.1 How does the HEI ensure that the facilities meet the requirements of the students with disability?

6.4 Library Services

- 6.4.1.1 What are the mechanisms in place that ensure efficient library services? What are the significant initiatives implemented in the past three years?
- 6.4.1.2 How does the library use compatible software and online cataloguing systems?
- 6.4.2.1 Describe the facilities related to research, reading and group discussion available in library (*e.g. computers within the library with internet connection*).
- 6.4.3.1 Describe the special services provided by the library (*e.g. photocopy, scanning, assistance in data searching, user orientation, support for student with special need and others*).

- 6.4.4.1 How does the library ensure purchase and use of current titles, print and e-journals and other reading materials? Specify the budget allocated and spent on procuring new books, journals and e-resources in last three years and indicate the average number of books added in last 3 years.
- 6.4.5.1 Provide details on the following items: library visiting hours, average number of walk-ins per day, average number of books issued/returned, ratio of library books to students enrolled, average number of books added in last 3 years, average number of log in to OPAC and to e-resources, average number of e-resources downloaded/printed, number of information literacy trainings organised, details of books weeded out.
- 6.4.6.1 Provide details on inter-library loan system and tie-up with electronic library facilities.

6.5 *ICT Services*

- 6.5.1.1 Describe the ICT facilities and indicate how they support the improvement of its teaching-learning process, research and quality of services.
- 6.5.2.1 How does the HEI promote the creative use of technology to enhance efficiency and quality of teaching, learning and research?
- 6.5.3.1 Explain the plans and strategies to enhance ICT infrastructure and associated facilities.

6.6 *Safety and Maintenance of Physical Infrastructure*

- 6.6.1.1 Explain how the HEI ensures disaster resilient facilities in the existing buildings and designs of new infrastructure.
- 6.6.2.1 Give details on the contingency plans of the HEI and its implementation.
- 6.6.3.1 Provide the details on the policies and efforts made by the HEI to promote sustainable campus (*e.g. use of materials, waste management, etc.*).
- 6.6.3.2 Provide details on measures adopted by the HEI to ensure green and open space for aesthetics and ambience.

- 6.6.4.1 Provide details on the policies and mechanism put in place to ensure effective maintenance of infrastructure and facilities.
- 6.6.5.1 How does the HEI plan and ensure that its infrastructure is enhanced in line with academic growth and/or is optimally utilized? Provide some account of practices during the last three years.

Standard 7: Student Services

7.1 *Admission Process and Student Record*

- 7.1.1.1 Explain how student admission procedures are aligned with national policies.
- 7.1.2.1 Explain how the admission policies ensure transparent and systematic enrollment process. How often are the policies reviewed?
- 7.1.2.2 Describe the criteria and process of admission (merit, admission test, combination of merit, entrance test and interview; any other) used by various programmes of the institution.
- 7.1.3.1 Describe how student information is maintained and how confidentiality of student records is ensured.
- 7.1.4.1 Explain the admission policy for international students, including the admission criteria.

7.2 *Student Progression*

- 7.2.1.1 Provide details of pass percentage semester wise for each programme for last three years.
- 7.2.1.2 What steps does the HEI take to ensure student progression and success?
- 7.2.2.1 Provide details on students' dropout rate and cases of students with re-sit, redo and repeat in their programmes, semester wise for last three years.
- 7.2.2.2 Explain the support provided to students who are at risk of failing and dropping out of a programme.
- 7.2.3.1 Provide details of programme-wise completion rate for the last three years.
- 7.2.4.1 Provide details on how high achieving students are recognized and rewarded.

7.3 *Student Engagement Activities*

- 7.3.1.1 Provide details on students' major achievements in the last 3 years at regional, national and international levels.
- 7.3.2.1 Explain how the HEI ensures adequate fund and support systems for student engagement in these activities.
- 7.3.3.1 What efforts are made by the HEI to promote entrepreneurial knowledge and skills among the students? What evidence is available on their impact?

7.4 *Student Support Systems*

- 7.4.1.1 Provide details on how the HEI provides healthy meals and ensures nutritional standards.
- 7.4.2.1 Explain the ToR, composition, and selection procedures for student bodies. Give some examples of how these student bodies are engaged in institutional activities.
- 7.4.3.1 Explain how students access the student handbook as well as how its availability and use are communicated to the students.
- 7.4.4.1 Give details on the existing mechanisms and types of personal/career guidance/counseling and life skills programmes made available to the students.
- 7.4.4.2 Provide details of these services (*e.g. numbers, issues, programme details, etc.*).
- 7.4.5.1 Explain the findings of the student satisfaction/happiness survey conducted yearly and its impact.
- 7.4.6.1 Explain the existing grievance redressal mechanisms available for students. Provide details of grievances reported and resolved in the last 3 years, if any.
- 7.4.7.1 Provide details on financial support mechanisms available to students-based need or merit and how these were availed by the students during the last 3 years.
- 7.4.7.2 Specify type and number of awards given to students who excel in academic and co-curricular activities.
- 7.4.8.1 Explain any other support provided to students (*e.g. assisting students with accommodation, medical services, etc.*).

7.5 Special Needs and Inclusive Services

- 7.5.1.1 Explain the policies and programmes that cater to students with special needs. Give details on the students with special needs in the last 3 years.
- 7.5.2.1 Explain the policies and strategies that promote gender equity.
- 7.5.3.1 Describe the types of academic guidance and mentoring services offered by the HEI. Provide details on students who have availed these services and the percentage of faculty engaged in academic and mentoring services.
- 7.5.4.1 Describe how differentiated teaching and assessment mechanisms are used to support students with special needs. What provision does the HEI have to cater to students with diverse learning needs?
- 7.5.4.2 Provide details on the facilities and trained faculty available on campus that cater to students with special needs.

7.6 Graduate Employability

- 7.6.1.1 What strategies are in place that enhances the prospects of employability for the graduates (*e.g. tracer studies, alumni feedback, on campus recruitment, labour market information, etc.*)?
- 7.6.2.1 Provide details of performance of graduates in BCSE and success rate.
- 7.6.2.2 Explain what feedback mechanisms are used to assess graduate performance in the work place/higher studies.
- 7.6.2.3 Provide details on mechanism that are in place for identifying and recognizing outstanding alumni/graduates who have made outstanding contributions to society.

7.7 Alumni Engagement

- 7.7.1.1 Explain how the alumni profile is maintained.
- 7.7.2.1 What are the steps taken to engage the alumni and former faculty in institutional activities and development?
- 7.7.2.2 How does the institution seek and use data and feedback from its alumni to improve the performance and quality of institutional provisions?

- 7.7.3.1 What mechanisms are in place to network among the alumni?
- 7.7.4.1 Explain what mechanisms are in place for recognizing outstanding alumni. How many alumni were recognized for their outstanding contribution in the last 3 years?
- 7.7.4.2 Mention 2-3 significant contributions made by alumni.

Standard 8: Internal Quality Assurance and Enhancement System

8.1 *Quality Assurance System*

- 8.1.1.1 Describe the IQA mechanisms (*e.g. QA policies, plans and tools*) that are in place.
- 8.1.1.2 Describe any IQA initiatives taken by the HEI during last 3 years and explain the processes used to enhance quality on continuous basis.
- 8.1.1.3 Describe how students, alumni and stakeholders are engaged in enhancing internal quality in the HEI.
- 8.1.2.1 Describe the feedback mechanism in place with regards to management, curriculum, teaching-learning and assessment, HR and services, research and linkages, infrastructure and learning resources, student services, and internal quality enhancement.
- 8.1.2.2 Explain on how the HEI collects feedback and protects the confidentiality of the respondents. Mention the target groups (*e.g. employers, employees, students, stakeholders, communities*).

8.2 *Continuous Quality Enhancement*

- 8.2.1.1 Describe any initiatives taken by the institution to promote a culture of self-reflection/appraisal for continuous improvement.
- 8.2.1.2 What steps have been taken to address or comply with the recommendations of the previous accreditation? Highlight the major achievements based on the recommendations made, if applicable.
- 8.2.1.3 Provide details on how the feedback is analysed and used for further improvement for the continuous quality enhancement.

8.3 ***Innovative Practices***

- 8.3.1.1 Describe any specific activity that promote and facilitate innovative practices by students, academics and support staff.
- 8.3.1.2 Describe any successful innovation/s or initiative/s that drive innovation.
- 8.3.2.1 Describe with evidence any innovative practice that has been demonstrated and sustained.
- 8.3.3.1 Describe any award received by the HEI both nationally or internationally for innovation or innovative practices.
- 8.3.3.2 How does the HEI recognize individuals for such achievements?

8.4 ***Institutional Branding***

- 8.4.1.1 Describe some of the initiatives taken by the HEI to promote a distinct institutional brand.
- 8.4.2.1 What are the steps taken by the HEI to promote values, principles and practices of gross national happiness infused education?
- 8.4.2.2 How do the physical environment, infrastructures, and general ambience of the HEI reflect GNH values and practices?
- 8.4.2.3 How is the HEI known by the society as an institution that is committed to and demonstrates the values of GNH?

ANNEXURE VI

Format for Annual Quality Assurance Report (AQAR)

Higher Education Institutions accredited by Bhutan Accreditation Council are mandated to submit the Annual Quality Assurance Report to the Secretariat of the Council through the Focal Person responsible for Internal Quality Assurance. The report is primarily to share the progress made by the institutions with respect to the recommendations made in assessors' report for all the eight Standards and also to update the Council on the changes, if any. More importantly, the report aims to improve the overall teaching-learning experience and ensure continuous quality enhancement from year to year.

The report comprises of three parts: **Part A** (*Follow up on the assessors' report*), **Part B** (*Update on changes, if any*), and **Part C** (*Future plans to strengthen IQA mechanism*). There is no exact word limit requirement for providing the details. The details may be provided through hyperlinks to websites and any additional supporting documents may be added along with the AQAR. Please submit the AQAR and any additional relevant documents or email the scan copy to the Secretariat of the Council at qaad@moe.gov.bt on or before the end of the academic year annually.

Part A: Follow-up on the Assessors' Report

Details of the institution	
1. Name of the institution	
2. Name of the Head of the Institution <ul style="list-style-type: none">● Contact number (<i>Office/mobile</i>)● Email address	
3. Institutional status <ul style="list-style-type: none">● Constituent/ affiliated/ others● Name of the affiliating University, if applicable	

4. Name of IQA Focal Person	
<ul style="list-style-type: none"> ● Contact number (<i>Office/mobile</i>) ● Email address 	
5. Website	
6. Telephone number	
7. Fax number, if any	

Cycle	Grade	Date of site visit	Validity Period	
			From:	to:
1 st				
2 nd				
3 rd				
4 th				

Accreditation Details

Internal Quality Assurance System

1. Give an overview of the Internal Quality Assurance system in place within the HEI. (*The response for this may not change much from year to year unless there is a substantial change in the system*)

.....

2. List the quality assurance initiatives carried out during the academic year to enhance quality as recommended in assessors' report.

.....

3. Highlight the recommendations that could not be implemented and the reason thereof.

.....

.....

4. Provide details of any internal quality review activity that was carried out during the academic year to fulfill the assessors' recommendations.

.....

.....

5. Outline the initiatives taken by the institution to strengthen the IQA system during the current year.

.....

.....

Part B: Update on changes, if any

Instructions:

Describe institutional-level quality related innovations and enhancement activities implemented for each of the Standards during the reporting period. Please include reference to any amendments made to institutional-level quality assurance or quality enhancement mechanisms, activities, policies or governance arrangements during the period.

Standard	Updates	Remarks
Governance, Leadership, and Management	<i>e.g. There has been a change in the management Board</i>	<i>e.g. It was decided that 2 students shall now be included in the Board during the recent meeting held on ...</i>
Curriculum Design and Review		
Teaching, Learning, and Assessment		
Human Resources and Services		
Research, Publications, and Linkages		

Infrastructure & Learning Resources		
Student Services		
Internal Quality Assurance and Enhancement System		

Part C: Future Plans

1. Describe the overall future plans to strengthen the IQA mechanism and ensure continuous quality enhancement.

.....
 Share the action plans developed by the institution for the upcoming academic year.

.....
 This AQAR was submitted to the Secretariat, Bhutan Accreditation Council on: ____/____/20____

We hereby confirm that the information in this AQAR is accurate to the best of our knowledge.

Submitted by:

Name & dated Signature of the IQA Focal Person

Name & dated Signature of the Head of the institution

.....*For official use*.....

Received by: Mr./Ms. _____ on ____/____/20____

Dated signature: _____

Comments/necessary follow-up: _____

ANNEXURE VII

Contract Agreement for Assessors

Part I: General Conditions

1. Agreement

This agreement is executed on day _____ month _____ year _____ between the Bhutan Accreditation Council and _____ (*name of assessor*) bearing CID/EID No. _____ whose assignment shall be executed as per the Terms of Reference of the assessors.

WHEREAS, the Council desires to engage the assessors on the following terms and conditions; and

WHEREAS, the assessors are ready and willing to accept this engagement with the Council on these terms and conditions.

2. Nature of Service

The Council shall recruit the assessors on contract and they shall serve as assessors for the duration specified.

3. Roles & Responsibilities of assessors

The assessors shall:

- 3.1 declare conflict of interest.
- 3.2 evaluate the ISAR submitted by the HEI through detailed examination, prepare tentative assessors report, grade and list the required evidences before the site visit.
- 3.3 develop plan of action for the accreditation site visit (*5 days*) and share with the Secretariat.
- 3.4 validate the evidence during the site visit.
- 3.5 ensure comprehensive and diligent evaluation of the institution against standards outlined in this manual.

- 3.6 ensure integrity of practice and shall submit recommendation on accreditation to the Council without making biased judgment.
- 3.7 finalize assessors' report, present at the exit meeting and submit to the Secretariat in both hard and soft copy.
- 3.8 complete assigned tasks as per this agreement including appeal, if any.
- 3.9 conduct other appropriate actions as deemed necessary to ensure professionalism.
- 3.10 chair all the meetings and present assessors' report to the Council, if appointed as chair.

4. Duration of Agreement

The duration of the agreement for the accreditation of the _____ *(Name of the Institution)* will be at least for two months *(Study of ISAR, site visit and endorsement)* or until the Assessors' Report has been endorsed by the Council or appeal, if any, whichever is later.

Each accreditation period will commence from the date mentioned in the forwarding letter sharing the ISAR to the assessors.

5. Remuneration

A professional fee of Nu _____ per assessor per institution shall be paid as approved by Ministry of Finance. In case the Secretariat is not able to make travel arrangements, assessors shall be eligible for daily allowance and mileage as per the existing rules.

In addition to the above, the Chairperson shall be paid a lump sum of Nu _____ for accreditation of each HEI.

The assessors shall arrange their own logistics.

6. Dispute Settlement

Any dispute regarding the interpretation or application of this agreement will be resolved through mutual consultations between the Parties and based on the principles of mutual understanding and respect.

Part II: Oath of Allegiance and Confidentiality

I,, having been appointed as an assessor do solemnly affirm that I shall:

- a. faithfully and conscientiously discharge my duties as per the roles and responsibilities of assessors reflected in the manual;
- b. conduct appropriately in accordance with the policies, rules and regulations without fear or favor, affection or ill-will; and
- c. ensure confidentiality of information.

<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"><p><i>(Affix legal stamp</i></p></div>	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"><p><i>(Affix legal stamp</i></p></div>
Name:	Witness by:
CID No.:	Name:
Signature:	Signature:
Date:/...../20.....	Date:/...../20.....
Place:	Place:

ANNEXURE VIII

Application form for Accreditation

The submission of this form and the required additional documentation is the first stage in applying for accreditation. This application form must be submitted in order to get accredited by the Bhutan Accreditation Council. It is, therefore, essential that the information provided is comprehensive, accurate and that all required documents are submitted.

Please indicate (✓) the Cycle of accreditation:

-
- Prerequisite for Accreditation
- First cycle
- Second cycle
- Third cycle

Part I: Checklist of documents to be submitted with the Application Form

Tick the boxes to indicate which documents are included. If you consider that the document is not applicable, please contact the Secretariat for confirmation. The application shall not be accepted in case of incomplete documents.

A.	Documents authenticating the legal status of the institution, including list of directors, partners and/or legal owners	<input type="checkbox"/>
B.	Lease agreement, if premises are leased	<input type="checkbox"/>
C.	Copies of the last three years' audited annual accounts	<input type="checkbox"/>
D.	Organogram or outline description of the management structure with names of post-holders	<input type="checkbox"/>
E.	Detailed CVs and job descriptions of all senior management and faculty	<input type="checkbox"/>
F.	Institution handbook	<input type="checkbox"/>
G.	Student handbook, if available	<input type="checkbox"/>
H.	Institution prospectus, course brochures, and other	<input type="checkbox"/>

	marketing materials, if any	
I.	No. of students admitted during the last five years by gender	<input type="checkbox"/>
J.	Curriculum outline for each academic programme, including assessment procedures	<input type="checkbox"/>
K.	Faculty student ratio and dropout rate for each programme during the last three years	<input type="checkbox"/>
L.	Details of self-financed students – programme-wise and gender-wise	<input type="checkbox"/>
M.	Annual Quality Assurance Reports (AQAR) for the entire validity period of accreditation status	<input type="checkbox"/>
N.	Receipts of the accreditation fees	<input type="checkbox"/>

I confirm that the information furnished is accurate, up-to-date and provides a true account of the provider and its provision. The ISAR shall be submitted to the Secretariat of BAC within two months from the date of application.

Signature: _____ **Date:** ___/___/20___

Full name: _____

(Head of the Institution) (Seal of the Institution)

.....*For official use only*.....

The application is received along with all required documents by:

Signature: _____

Name: _____

Date: _____/_____/20___

Part II: Details of academic programmes and courses

List all current programmes offered:

Course/ programme title	Awarding body	Level(s) as per BQF	Current student number

Part III: Details of staff

Name	Teaching /Administrative/ Support	Qualifications & institution	Post held	Regular/contract	Date of appointment	Years served in the institution	Subjects taught (<i>if appropriate</i>)

ANNEXURE IX

Fee related to Accreditation

The following fees shall be charged to HEIs for the various services provided by the Council.

1. Accreditation fee
2. Reassessment fee
3. Reaccreditation fee
4. Appeals fee
5. Late fee (*on ISAR*)

The above fees shall be charged based on the approval from MoF. The fee may be revised from time to time, as deemed necessary. The late fee shall be applied for duration that ISAR remains due for submission including weekends.

ANNEXURE X

Terms of Reference for Assessors

1. Background

The Bhutan Accreditation Council was established as per clause 11 of the Tertiary Education Policy of the Kingdom of Bhutan, 2010. The members of the Council were appointed through an Executive Order from the Cabinet. The Council is the overall authority on accreditation and quality assurance in higher education. It is also responsible for interpretation and recognition of qualifications. The Quality Assurance & Accreditation Division, Department of Adult & Higher Education serves as the Secretariat to the Council and shall facilitate accreditation exercise.

Accreditation shall be done by “**assessors**” appointed by the Council on the recommendations of the Secretariat. A team consisting of maximum of five assessors shall be engaged for the accreditation exercise. The assessors shall constitute of qualified professionals with relevant background. They may be involved for accreditation of more than one institution based on the commitment and availability.

2. Eligibility Criteria

Assessors shall meet the following criteria to be engaged in accreditation:

- 2.1 Must have Masters or equivalent qualifications in relevant field.
- 2.2 Should have experience of at least 10 years in any public or private organization with good employment history.
- 2.3 Should not be serving professor or lecturers in any of the HEIs who would have conflict of interest.
- 2.4 Can be an in-service person that the Council thinks deemed appropriate.
- 2.5 Should be a person of integrity and commitment.

3. Core Values

- 3.1 **Competence:** Demonstrate expertise in carrying out the responsibilities.
- 3.2 **Integrity and commitment:** Committed to provide fair & accountable services.

- 3.3 **Professionalism:** Demonstrate professionalism through positive attitude, actions and comments.

4. Roles & Responsibilities

The assessors shall:

- 4.1.1 declare conflict of interest.
- 4.1.2 evaluate the ISAR submitted by the HEI through detailed examination, prepare tentative assessors' report, grade and list the required evidence before the site visit.
- 4.1.3 assist in developing plan of action for the accreditation site visit (*5 days*) and share with the Secretariat.
- 4.1.4 validate the evidence during the site visit.
- 4.1.5 ensure comprehensive and diligent evaluation of the institution against standards outlined in this manual.
- 4.1.6 ensure integrity of practice and shall submit undisputed recommendation on accreditation to the Council without making biased judgment.
- 4.1.7 finalize and present assessors' report at the exit meeting, and submit to the Secretariat in both hard and soft copy.
- 4.1.8 complete assigned tasks as per the agreement (*Annexure VII*) including appeal, if any.
- 4.1.9 conduct other appropriate actions as deemed necessary to ensure professionalism.
- 4.1.10 chair all meetings, present assessors' report to the Council, if appointed as Chair.

The evaluation process shall include, amongst others:

Before site visit:

- a) Study ISAR submitted by the HEI as per *Annexure V*.
- b) Prepare individual tentative assessors' report as per *Annexure XI*.
- c) Identify strengths and issues related to the eight Standards.
- d) Prepare a tentative grade as per *Annexure XII*.
- e) Appoint Chairperson and Secretary, this is usually done during the training of assessors.
- f) Discuss individual tentative evaluation, identify issues to be probed further and agree on distribution of responsibilities.
- g) Prepare a list of evidence required to validate the ISAR.

During the site visit:

- a) The Chair shall lead the discussion and Secretary shall lead drafting the report based on the discussions. However, other members may share the responsibility of report writing.
- b) Look for evidences to validate ISAR.
- c) Compare and discuss individual tentative evaluation to arrive at three most important points under each key aspect, overall analysis and recommendations.
- d) Compile individual assessor's report as per *Annexure XI*.
- e) Decide marks to be awarded under each Key Aspect and prepare the Grade sheet based on observation and evidence as per *Annexure XII*.
- f) Conduct exit meeting to finalize the report where a presentation shall be made on the overall analysis of the institution.
- g) Sign the final report by head of the institution and assessors' team.

After the site visit:

- a) Submit a soft copy and hard copy of all relevant records including the plan of action and the assessors' report to the QAAD for onward submission to the BAC and for future references.
- b) Answer to queries related to accreditation of the institution, if any.
- c) Make presentation as the chair of assessors' team.

5. Expectations**Do's**

- ✓ Declare conflict of interest
- ✓ Develop a proper plan of action
- ✓ Study the ISAR thoroughly before the site visit
- ✓ Take note of any aspect of the institution that may not have been included in the ISAR
- ✓ Prepare individual tentative assessor's report
- ✓ Share observations and ideas candidly avoiding domineering attitude
- ✓ Work as a team to arrive at undisputed score and recommendation
- ✓ Shed all inhibitions relating to the institution being assessed
- ✓ Ensure integrity of practice

- ✓ Always be positive, committed, humble and collegial
- ✓ Have at least three team discussion/assessors' meeting during the site visit
- ✓ Share the responsibility of drafting the final assessor's report
- ✓ Share, finalize, and sign the assessor's report during the exit meeting
- ✓ Ensure confidentiality of information

Don'ts

- ✓ Avoid making criticism on ISAR
- ✓ Do not make conclusions without completing verification of evidence
- ✓ Do not be carried away either in favour of or against the institution by any exceptional strength or weakness in one or two aspects
- ✓ Do not attach any weighting to what you might have learnt unofficially about the institution
- ✓ Do not publicly compare the institution in review to other HEIs
- ✓ Do not be carried by external display
- ✓ Do not give impression of superior knowledge
- ✓ Do not be rude or insulting
- ✓ Do not have personal work or outside visits during the period of assessment
- ✓ Do not accept any gifts, mementos and/or any special hospitality

6. Remuneration

A professional fee and daily allowance shall be paid to the assessors as per the approval of MoF. In case the Secretariat cannot make travel arrangement for the site visit, the assessors shall be entitled for mileage as per the existing rules. The assessors shall arrange their own logistics.

7. Access to Higher Education Institutions

The Secretariat shall inform the HEI based on plan of action. The HEI shall provide access to information as required by the assessors.

8. Amendments

The Council reserves the right to review and amend this ToR from time to time, as deemed necessary.

ANNEXURE XI

Assessors' Report Format

Part 1: General information	
1.1 Name and Address of the institution	
1.2 Year of establishment	
1.3 Current academic activities at the institution (<i>Number</i>)	
• Faculties /Schools	
• Departments/Centres	
• Programmes/Courses offered	
• Regular faculty members	
• Contract faculty members	
• Staff (<i>Technical, administrative & support</i>)	
• Students	Male:..... Female:.....
1.4 Three major features in the institutional context (<i>As perceived by the assessors</i>)	
1.5 Date of visit	
1.6 Composition of the assessors	
Chairperson	Name:
Other member	Name: 1. 2. 3.
BAC Coordinator/QAAD officials	Name: 1. 2. 3.

Part 2: Key-Aspects wise analysis	Observations (<i>Strengths and/or Weaknesses on Key Aspects</i>) <i>Note: Please limit to three major ones for each; use telegraphic language; it is not necessary to have all three each time - write only relevant ones</i>
2.1 Governance, Leadership, and Management	
2.1.1 Vision, Mission, and Objectives	<ul style="list-style-type: none"> • • •
2.1.2 Organizational structure and management	<ul style="list-style-type: none"> • • •
2.1.3 Accountability and transparency	<ul style="list-style-type: none"> • • •
2.1.4 Leadership and academic autonomy	<ul style="list-style-type: none"> • • •
2.1.5 Strategic development, planning, and implementation	<ul style="list-style-type: none"> • • •

2.2 Curriculum Design and Review	
2.2.1 Curriculum design and development	<ul style="list-style-type: none"> • • •
2.2.2 Curriculum evaluation and review	<ul style="list-style-type: none"> • • •
2.2.3 Academic flexibility and programme diversification	<ul style="list-style-type: none"> • • •

2.3 Teaching, Learning, and Assessment	
2.3.1 Teaching learning process	<ul style="list-style-type: none"> • • •
2.3.2 Assessment process	<ul style="list-style-type: none"> • • •
2.3.3 Student engagement	<ul style="list-style-type: none"> • • •
2.3.4 Teaching-learning materials	<ul style="list-style-type: none"> • • •

2.4 Human Resources and Services	
2.4.1 Human resource management system	<ul style="list-style-type: none"> • • •
2.4.2 Quality human resource	<ul style="list-style-type: none"> • • •
2.4.3 Human resource development	<ul style="list-style-type: none"> • • •
2.4.4 Service conditions	<ul style="list-style-type: none"> • • •

2.5 Research, Publications, and Linkages	
2.5.1 Research culture	<ul style="list-style-type: none"> • • •
2.5.2 Research and publication	<ul style="list-style-type: none"> • •

	•
2.5.3 Consultancy and extension services	• • •
2.5.4 Collaborations & linkages	• • •

2.6 Infrastructure and Learning Resources	
2.6.1 Academic infrastructure	• • •
2.6.2 Residential infrastructure	• • •
2.6.3 Recreational and other facilities	• • •
2.6.4 Library services	• • •
2.6.5 Safety and maintenance of physical infrastructure	• • •
2.6.6 ICT services	•

2.7 Student Services	
2.7.1 Admission process and student record	• • •
2.7.2 Student progression	• • •

2.7.3 Student engagement activities	<ul style="list-style-type: none"> • • •
2.7.4 Student support systems	<ul style="list-style-type: none"> • • •
2.7.5 Special needs and Inclusive services	<ul style="list-style-type: none"> • • •
2.7.6 Graduate employability	<ul style="list-style-type: none"> • • •
2.7.7 Alumni engagement	<ul style="list-style-type: none"> • • •

2.8 Internal Quality Assurance and Enhancement System	
2.8.1 Quality assurance system	<ul style="list-style-type: none"> • • •
2.8.2 Continuous quality enhancement	<ul style="list-style-type: none"> • • •
2.8.3 Innovative practices	<ul style="list-style-type: none"> • • •
2.8.4 Institutional branding	<ul style="list-style-type: none"> • • •

Part 3: Overall analysis	Observations <i>Note: Please limit to five major ones for each; use telegraphic language; It is not necessary to have all five bullets under each</i>
3.1 Institutional strengths	<ul style="list-style-type: none"> • • • • •
3.2 Institutional weaknesses	<ul style="list-style-type: none"> • • • • •
3.3 Institutional opportunities	<ul style="list-style-type: none"> • • • • •
3.4 Institutional challenges	<ul style="list-style-type: none"> • • • • •

Section 4: Recommendations

--

I agree with the observation of the assessors as mentioned in this report.

Name & dated Signature of the Head of the institution

Seal of the institution

Name & Signature of the Assessors:

Name	Designation	Dated Signature
	Chairperson	
	Member	
	Member	

Name & Signature of BAC/QAAD official

Name	Designation	Dated Signature

ANNEXURE XII

Grading Sheet

Name of the Institution: _____

Place: _____

Date of Visit: _____ to _____

Standard	Maximum mark for each standard	Weighted Average Mark = $\frac{\text{total weighted grademark}}{4}$
1. Governance, Leadership, and Management	100	
2. Curriculum Design and Review	100	
3. Teaching, Learning, and Assessment	170	
4. Human Resources and Services	115	
5. Research, Publications, and Linkages	150	
6. Infrastructure and Learning Resources	125	
7. Student Services	140	
8. Internal Quality Assurance and Enhancement System	100	
Total	1000	

Grade:

Performance Descriptor:

Details:

Standard and Key Aspect			
Standard 1: Governance, Leadership, and Management			
Key Aspects	Max. mark	Point awarded	Weighted grade mark
Vision, Mission, and Objectives	10		
Organisational Structure and Management	20		
Accountability and Transparency	20		
Leadership and Academic Autonomy	20		
Strategic Development, Planning, and Implementation	30		
Sub-total	100		
<i>Weighted Average Mark = _____ ÷ 4 = _____</i>			
Standard 2: Curriculum Design and Review			
Curriculum Design and Development	40		
Curriculum Evaluation and Review	40		
Academic Flexibility and Programme Diversification	20		
Sub-total	100		
<i>Weighted Average Mark = _____ ÷ 4 = _____</i>			
Standard 3: Teaching, Learning, and Assessment			
Teaching Learning Process	55		
Assessment Process	45		
Student Engagement	40		
Teaching-Learning Materials	30		
Sub-total	170		
<i>Weighted Average Mark = _____ ÷ 4 = _____</i>			
Standard 4: Human Resource and Services			
Human Resource Management System	30		

Quality Human Resource	35		
Human Resource Development	35		
Service Conditions	15		
Sub-total	115		
<i>Weighted Average Mark = _____ ÷ 4 = _____</i>			
Standard 5: Research, Publications, and Linkages			
Research Culture	45		
Research and Publication	45		
Consultancy and Extension Services	25		
Collaboration and Linkages	35		
Sub-total	150		
<i>Weighted Average Mark = _____ ÷ 4 = _____</i>			
Standard 6: Infrastructure and Learning Resources			
Academic Infrastructure	20		
Residential Infrastructure	20		
Recreational and Other Facilities	15		
Library Services	30		
Safety and Maintenance of Physical Infrastructure	15		
ICT Services	25		
Sub-total	125		
<i>Weighted Average Mark = _____ ÷ 4 = _____</i>			
Standard 7: Student Services			
Admission Process and Student Profile	15		
Student Progression	25		
Student Engagement Activities	25		
Student Support Systems	30		
Special Needs and Inclusive Services	15		
Graduate Employability	20		
Alumni Engagement	10		

Sub-total	140		
<i>Weighted Average Mark = _____ ÷ 4 = _____</i>			
Standard 8: Internal Quality Assurance and Enhancement System			
Quality Assurance System	25		
Continuous Quality Enhancement	30		
Innovative Practices	30		
Institutional Branding	15		
Sub-total	100		
<i>Weighted Average Mark = _____ ÷ 4 = _____</i>			

Name and dated Signature of the Assessors:

Designation	Name	Dated Signature
Chairperson		
Member		
Member		
Member		

Name and dated Signature of BAC Coordinator/QAAD Officials:

Name	Designation	Dated Signature

ANNEXURE XIV

Application for Appeal

1. Appellant Details

Name of Institution:

Address:

Contact No:

Email address: *(optional)*

2. This appeal is lodged because: (tick relevant ones)

- The institution failed to acquire accreditation
- The institution is unsatisfied with the grades awarded
- The Council withdrew or suspended accreditation status
- The decision was not made in accordance with the procedures or criteria set out in this manual
- Any other reasons (*Specify:*)

3. Have you contacted the Secretariat and attempted to resolve the grievance?

Yes

No

If No, please proceed to 5.

4. What date did you meet with/contact the Secretariat and what was the outcome?

Date of meeting/contact:

Outcome:.....

.....

.....

.....

5. **Reasons for appeal**

.....
.....
.....
.....
.....
.....

I certify that all the information is true to the best of my knowledge.

Head of the Institution:

Signature:

Date...../...../20.....

(Seal of the Institution)

.....*For Official Use Only*.....

Application received by:..... on:

...../...../20.....

Dated Signature:

References

- Barbados Accreditation Council. (April 2010). *Handbook of Accreditation* (2nd Edition ed.). Barbados Accreditation Council. Retrieved May 12, 2013, from [https://www.google.com/search?q=Handbook+of+Accreditation+\(2nd+Edition+ed.\)+Barbados+Accreditation+Council&oq=Handbook+of+Accreditation+\(2nd+Edition+ed.\)+Barbados+Accreditation+Council&aqs=chrome..69i57.1613j0j4&sourceid=chrome&ie=UTF-8](https://www.google.com/search?q=Handbook+of+Accreditation+(2nd+Edition+ed.)+Barbados+Accreditation+Council&oq=Handbook+of+Accreditation+(2nd+Edition+ed.)+Barbados+Accreditation+Council&aqs=chrome..69i57.1613j0j4&sourceid=chrome&ie=UTF-8)
- Bhutan Accreditation Council. (2012). *Accreditation Principles, Processes and Standards for the Tertiary Education Institutions in Bhutan*. Thimphu: Quality Assurance and Accreditation Division .
- British Accreditation Council. (2019). *Accreditation Handbook*. British Accreditation Council. Retrieved 2019, from <http://www.the-bac.org/wp-content/uploads/2019/08/Accreditation-Handbook2019-web-version.pdf>
- Malaysian Qualifications Agency. (2009). *Code of Practice for Institutional Audit* (2nd Edition ed.). MQA. Retrieved 2013, from [http://www.pmm.edu.my/JPP2/MQACODE/5.%20CODE%20OF%20PRACTICE%20FOR%20INSTITUTIONAL%20AUDIT%20\(COPIA\)%20-%20VERSI%20BI.pdf](http://www.pmm.edu.my/JPP2/MQACODE/5.%20CODE%20OF%20PRACTICE%20FOR%20INSTITUTIONAL%20AUDIT%20(COPIA)%20-%20VERSI%20BI.pdf)
- National Assessment and Accreditation Council. (2019). *Institutional Accreditation: Manual for self-study report affiliated/constituent colleges* . NAAC. Retrieved 2019, from http://naac.gov.in/images/docs/Manuals/Affiliated_Constituent-UG-PG-Colleges-4feb20201.pdf
- Southern Association of Colleges and Schools Commission on Colleges. (2018). *Resource manual for the principles of accreditation* (3rd Edition ed.). SACSCOC. Retrieved 2019, from <https://sacscoc.org/pdf/2018%20POA%20Resource%20Manual.pdf>
- Theanne Walters and members of the Professions Australia Accreditation Forum. (June 2008). *Standards for Professional Accreditation Processes*. Australian Council of Professions. Retrieved 2013, from http://hpacf.org.au/wp-content/uploads/2017/08/Activities-Standards_for_Professional_Accreditation_Processes-June-2008.pdf

Glossary

Academic standards describe *what is taught and learnt, how, and at what stage in a student's career*. The content of the curriculum, the rate at which students are introduced to new concepts and skills, and the methods of teaching, learning and assessment used are the most important aspects of standards. External reference points, such as subject *Benchmark* statements, the *Bhutan Qualifications Framework* level descriptors and reports from the institution's external examiners, are used to ensure that the academic standards set by the University are appropriate.

Accreditation is the process of self-study and external review for quality assurance, accountability and for quality improvement of higher education institutions offering post-secondary programmes. It is an assurance that a program or institution meets established quality standards.

Accreditation status is the initial accreditation status granted by the Bhutan Accreditation Council on the recommendation of the assessors based on the assessors' reports indicating that the institution has demonstrated compliance with the requirements as per the Institutional Accreditation Manual.

Assessors constitute those professionals with similar background who have been assigned the role of assessors by the BAC.

Assessors' report is the final report of the assessors submitted to the Council through the Secretariat on the findings of the site visit. It shall also include the confidential grade awarded by the assessors.

Action Plan is a series of steps designed to accomplish a goal or an objective, or to make changes and improvements related to strategic planning and outcomes assessment.

Annual Quality Assurance Report is a report submitted to the Secretariat yearly to help monitor the progress made by the HEI and their efforts towards continuous improvement.

Appeals Committee refers to the committee constituted to handle appeals related to accreditation. It shall consist of three to five members.

Bhutan Accreditation Council is the national body with overall authority on accreditation and quality assurance in higher education. It is also responsible for interpretation and recognition of qualifications. BAC and Council are used interchangeably.

Bhutan Civil Service Examinations is a competitive examination conducted in accordance with the procedures laid down in the BCSR for initial appointments to professional and management positions in civil service.

Bhutan Qualifications Framework is the national document pertaining to qualifications and their classification in Bhutan. It provides education pathways linking the qualifications systematically.

Branch campus is an instructional site located geographically apart and independent of the main HEI. A branch campus is (i) independent of the main campus (ii) offers courses in educational programmes leading to a university award (iii) has its own faculty and administrative structure, and (iv) its own HR and budgetary autonomy.

Council refers to the Bhutan Accreditation Council.

Course refers to the programme of study offered in the institution.

Cycle of accreditation is the term used to indicate the numerous rounds of accreditation that HEIs undergo. When an institution undergoes accreditation for the first time, it is referred to as cycle 1. Reaccreditation after expiry of the accreditation validity shall be referred to as cycle 2, cycle 3, etc.

Continuous Professional Development refers to a process of holistic approach taken by professionals to enhance their skills, knowledge and experience that is gained both formally and informally as you work, beyond any initial training. It involves actively pursuing opportunities for enhancement at all times.

Decline of accreditation is when the institution is denied of accreditation status upon recommendation of the Assessors and subsequent action by the Council indicating that the institution has failed to demonstrate the compliance with the requirements and/or did not get the minimum grade of C.

Educational programme is a coherent set of courses leading to a credential (*degree, diploma, or certificate*) awarded by the institution.

Employability refers to having a set of skills, knowledge, understanding and personal attributes that facilitates in gaining and maintaining employment in the world of work. This includes self-employment.

Exit meeting is a meeting between the assessors and the institution's management team, during which the assessors present an overview of the draft report with particular emphasis on the factual findings during the site visit. This meeting may also answer or clarify questions, if any.

Faculty refers to the teaching staff working in HEIs.

Fee refers to the amount HEIs pay for the services provided by the Council based on the approval from MoF. The fee may be revised from time to time, as deemed necessary.

Focal Person is an official who is nominated by the institution to ensure the continuous enhancement of quality through appropriate quality assurance mechanism. The focal person also collaborates with the Secretariat during review of the application and with the assessors during

the site visit. S/he shall prepare annual report for submission to the Secretariat.

Grade refers to the final letter grade arrived based on the total weighted score. It has a performance descriptor.

Good practice is a commonly accepted practice within the higher education community designed to enhance institutional quality.

Higher Education Institution is a general term used to designate the education institution providing higher, post-secondary and tertiary level education. It shall include University, College, Institute, and Faculty.

Integrity refers to the honesty, sincerity and sound moral principle embedded that serve as the foundation of the relationship among the Council, HEIs and the assessors.

Institutional Accreditation is a type of quality assurance process under which services and operation of higher education institutions are evaluated by an external body to determine if applicable standards are met.

Institutional effectiveness is the systematic, explicit, and documented process of measuring performance against mission in all aspects of an institution.

Institutional Self-Assessment Report is a primary document that the institution prepares to demonstrate compliance with the standards and questionnaire template provided in the Accreditation Manual.

Main Campus is the institution's campus with the central administrative unit.

Monitoring Report is the assessment and review of the progress made by HEIs recommendations of the assessors and direction of the Council, if any. The report shall be prepared by the Secretariat based on the monitoring visits.

Notification of Substantive Change is a letter from the head of the institution to the Council summarizing a proposed change and providing the intended implementation date (*and listing the complete physical address for off-campus or branch campus*) when an institution plans to initiate a significant change.

Off-campus site is a teaching site located geographically apart from the main campus which is not independent of the main campus.

Programme is the set of course or other work that must be successfully completed before qualifying for a qualification from the institution.

Programme Accreditation is a process in which an external agency evaluates a programme offered by a HEI to ensure that they meet applicable academic standards.

Qualification is a certificate or deed issued by an educational institution, such as a university, that testifies that the recipient has successfully completed a particular course of study, or confers an academic degree. In some countries it is referred to as diploma.

Quality assurance involves making sure that academic standards and quality of provision are satisfactory, so that students, their families, employers and the tax-paying public all get a good deal on their investment in higher education.

Reaccreditation shall mean subsequent cycle of accreditation of the institution after expiry of the validity of accreditation status.

Reassessment is the accreditation of the institution when they fail to get the minimum weighted score or for the improvement of the grade awarded.

Score is the mark awarded for each Key Aspect to arrive at the total points for the final grade.

Secretariat is the unit that carries out the daily work to facilitate the functioning of the Council. Quality Assurance and Accreditation Division, Department of Adult and Higher Education, Ministry of Education serves as the Secretariat to the Council.

Site visit is a visit made by the assessors and the Secretariat officials to verify the compliance and validate ISAR submitted to the Council for accreditation. Site visits typically involve both the main campus and the off-campus instructional sites.

Staff refers to general human resource including teaching, administrative and support staff.

Student work refers to any academic task assigned to student that is assessed (*e.g. projects, written assignments, presentation, dissertation, research papers, lab reports, field work report, etc.*).

Substantive Change is a significant modification or expansion of the nature and scope of an accredited institution. This may include institutional activities such as (1) changing the established institutional mission or objectives, (2) changing the institution's legal status, form of control, or ownership, (3) adding courses/programmes that represent a significant departure in content or in method of delivery, (4) adding courses/programmes at a degree or credential level above the institution's current accreditation, (5) changing from clock hours to credit hours, (6) substantially increasing the number of clock or credit hours for completion of a programme, (7) adding an off-campus location at which the institution offers at least 50 percent of an educational programme, or (8) establishing a branch campus.

Team of assessors refers to a team consisting of four to five assessors recruited by the Council to undertake accreditation exercise.

Tha-dham-tshig ley ju-drey refers to sublime values of solemn devotion and trust based on interconnectedness, relationship and bonding (*tha-dham-tshig*), and sublime values of cause and effect (*ley ju-drey*)

Weighted average mark is the mark obtained by dividing weighted score by 4 which is the maximum possible score.

Weighted score/mark is the product of maximum marks and the points allocated which is awarded for each Key Aspect.