

ACCREDITATION

**Principles, Processes and Standards for the
Tertiary Education Institutions in Bhutan**



Bhutan Accreditation Council

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CONTENTS

Foreword	i
1. Overview	1
2. Principles	2
3. Processes	4
4. Standards	6
5. Fees	9
6. Weightings	10
7. Grading System	11
8. Re-assessment	11
9. Appeal Procedure	12
10. Result of Accreditation	12
Appendices	13
Appendix A: Accreditation Report Format	13
Appendix B: Accreditation Process	18
Appendix C: Standards for Assessment	19
Appendix D: Details of the Weightings for each Key Aspect	33
References	36
Acknowledgement	37

FOREWORD

Accreditation enhances educational quality by improving the effectiveness of institutions and ensuring that institutions meet the established standards. It harmonises the shared values and practices among diverse institutions. Therefore, accreditation relies on integrity, thoughtful judgment, rigorous application of requirements, and trust. It provides an assessment of an institution's effectiveness in the fulfillment of its mission, its compliance with the requirements of its accrediting body, and its continuing efforts to enhance the quality of student learning. Based upon reasoned peer judgment, the process of accreditation shall stimulate evaluation and improvement, while providing a means of continuing accountability to the stakeholders. Accreditation also provides assurances of educational quality and institutional integrity to the government, professional organizations, institutions, students, and the public at large. In order to facilitate quality higher learning in a participative manner, the Bhutan Accreditation Council (BAC) has developed a system of accreditation. In doing so, it has considered the principles and processes of accreditation systems in other parts of the world.

The BAC is the national accrediting agency, which shall accredit institutions of higher learning in Bhutan. It administers the process of accreditation, renders accreditation decisions, and formulates bylaws, policies, procedures, and accreditation requirements. The Council also provides information and assistance to any institution seeking accreditation.

This document thus presents the principles, processes and standards generally expected from the Tertiary Education Institutions and branch campuses of foreign universities in Bhutan. The accreditation relies on a peer-review process that is mission driven, evidence informed and outcome based providing professional evaluation and recommendations for improvement.

This document will assist the Council in promoting academic excellence and ensuring the quality of higher learning. The document values educational freedom and institutional autonomy. The standards specify core educational requirements but do not otherwise limit the educational process, programme content, or topics of study. The processes of accreditation are intended to en-

courage innovation and advancement in educational delivery. Accreditation requirements focus on preparing a new generation of leaders imbued with GNH values possessing intellectual, personal and communication skills as envisioned in the Tertiary Education Policy of the Kingdom of Bhutan, 2010.

The Council also monitors the adequacy and relevance of the accreditation requirements to substantiate their validity and reliability in measuring institutional effectiveness. The accreditation status is periodically assessed to ensure consistency and proficiency in certifying the quality and integrity of the institutions employing satisfactory processes and best practices.

The Council shall communicate the accreditation requirements and processes through its secretariat. The communications shall be made transparent, considering applicable laws and practices, and the integrity of the accreditation process. The Council also publishes and updates the list of institutions and their accreditation status and thereby informs its stakeholders and the public.

This document shall therefore serve as a reference point for all matters, administrative or professional, relating to all accreditation activities in Bhutan.

A handwritten signature in black ink, consisting of several loops and a horizontal line at the end, positioned above the name and title.

(Sangay Zam)

Chairperson,

Bhutan Accreditation Council

Secretary, Ministry of Education

1.0 OVERVIEW:

- 1.1 The Bhutan Accreditation Council (BAC) is an autonomous agency mandated with the powers and functions pertaining to the accreditation of tertiary education institutions (TEIs) in Bhutan. The Council is established as provided in the Tertiary Education Policy of the Kingdom of Bhutan, 2010 approved by the Royal Government of Bhutan. The Council was formally instituted in June 2011 vide Executive Order No. C-2/100/86 dated 14 June 2011.
- 1.2 The BAC shall provide continual enhancement of educational quality throughout the country by certifying the effectiveness of TEIs through accreditation and quality assurance mechanisms. The BAC therefore shall affirm and reaffirm periodically that the TEIs meet standards and addresses the needs of society and students. The accreditation and licensing process shall serve as the common denominator of shared values, strengths and practices among the TEIs that award certificate, diploma, masters or doctoral degrees.
- 1.3 The BAC as a central coordinating agency is particularly responsible for setting entry requirements, recommending the authority to award degrees, and monitoring standards for tertiary education in Bhutan. The BAC has the following powers, amongst others as stated in their Terms of Reference:
 - 1.3.1 accept accreditation of colleges, universities and institutes as well as the degrees offered by them.

- 1.3.2 interpret all qualifications, frameworks, and institutional standards based on the Bhutan Qualifications Framework.
- 1.3.3 appoint sub-committees to execute its duty effectively and responsibly.
- 1.3.4 frame rules and regulations for establishment, accreditation, quality assurance, and qualifications.
- 1.4 This document sets out the accreditation standards that institutions must meet to establish and maintain their accredited status with the BAC. The institution must manifest its integrity and commitment towards quality enhancement through continued adherence to these standards.

2.0 PRINCIPLES:

- 2.1 The BAC and the Tertiary Education Institutions (TEIs) in Bhutan uphold the following fundamental principles of accreditation:
 - a) Participation in the accreditation process is as per Tertiary Education Policy of the Kingdom of Bhutan, 2010 and that Accreditation is an earned and renewable status.
 - b) The process of accreditation shall be professional, representative, responsive, and appropriate to the types of institutions being accredited.

- c) Accreditation is largely also a form of self-regulation and reflection for overall quality improvement.
- d) Accreditation requires institutional commitment and engagement both at management and professional levels.
- e) Accreditation requires an institutional commitment to student learning and achievement, and to the concept of quality enhancement through continuous assessment and improvement.
- f) Accreditation acknowledges an institution's prerogative to articulate its mission within the recognized context of higher education and its responsibility to show that it is accomplishing its mission.
- g) Accreditation expects an institution to develop a balanced governing structure designed to promote institutional integrity, autonomy, and flexibility of operation.
- h) Accreditation expects an institution to ensure that support structures and resources allow for the total growth and development of its students to complement its programmes.
- i) Accreditation facilitates any decisions that the Tertiary Education Board needs to take in areas such as funding and financing.
- j) Accreditation shall be carried out in collaboration

with the professional bodies if already established to develop a coherent and integrated quality assurance and review framework in order to harmonise the tools.

- k) Accreditation endeavours to make linkages with other national bodies and Councils and reputed international accreditation Councils for mutual recognition of degrees.

3.0 PROCESSES:

3.1 The process for initial as well as continued accreditation of TEI by the BAC shall involve the following three steps:

3.1.1 Firstly, a collective analysis and judgment by an institution's internal constituencies shall be carried out and published in the form of a self-report based on the standards. This self-report bearing the seal and signature of an authority of the institution shall be furnished to the Council accompanied by the accreditation fees prescribed by the same. The specific parameters such as length and focus of the self-report are given in Appendix A.

3.1.2 Secondly, after the receipt of the self-report and accreditation fees an informed review by peers, external to the institution, shall be conducted. The "peers" constitute those professionals with similar background who have been assigned the role of accreditors by the BAC. These accreditors

shall confirm or contest the self-report through detailed examination of the document aided by formal activities such as site visits and verification of evidences. The team leading the accreditors shall then compile an accreditors' report, which shall also be prepared based on the above Appendix to be forwarded to the BAC for endorsement.

3.1.3 Finally, the members of BAC shall review the accreditors' report and upon endorsement, decision on the accreditation of a TEI shall be made. Further details and timeline of the whole accreditation processes is outlined in the flow chart given in Appendix B.

- 3.2 Accredited institutions shall also conduct internal reviews of their performance using the feedback mechanisms adopted by the institution. Such a process may involve their administrative officers, staff, faculties, students, trustees, and others appropriate to the process. An internal quality assurance system helps to facilitate the renewal and progress of their tertiary institution.
- 3.3 The institution shall then be either Accredited with a grade, or Not Accredited. The details of the grading and justification shall be furnished with the published report.
- 3.4 An accredited institution shall apply for re-accreditation after five years. An institute, which has not been accredited, shall re-apply for accreditation after six months to a year. Such an institution, if it fails to get requisite accreditation after a second accreditation process, shall then be liable to

measures deemed appropriate by the BAC such as closure of the TEI with appropriate arrangement for transfer of students being made by the respective TEI. The detailed procedures shall be based upon jurisdiction of the BAC and upon recommendations from the accreditors.

- 3.5 Accreditation processes and duration shall range from two to four months based on the nature of accreditation called upon, number of programs and size of TEIs.
- 3.6 The award of accreditation shall be subject to meeting the standards established and reviewed by the BAC from time to time.
- 3.7 Unless BAC determines otherwise, where an accredited institute is a branch of a larger organisation, accreditation will relate only to the branch institute as per existing accreditation requirements within Bhutan.

4.0 STANDARDS:

- 4.1 The Ministry of Education, Royal Government of Bhutan is responsible for ensuring that mechanisms exist:
 - 4.1.1 to set a minimum standard below which no programme in Bhutan will be offered;
 - 4.1.2 to encourage improvement in the standards; and
 - 4.1.3 to inform the public of the level and standards of each award and programme available.
- 4.2 The BAC, as the implementing body, recognises that

some aspects of institutional strengths vary among one another. Meeting the accreditation standards guarantees the overall quality of the institution. By design, these standards are aimed at increasing the effectiveness of individual institutions.

- 4.3 The institution accreditation standards have been developed on international best practices and apply the following principles and considerations.
 - a) The institution accreditation standards are intended to provide an enabling framework that will lead to the generation and dissemination of examples of best practices.
 - b) The descriptor statements of the standards place each quality area into appropriate context.
- 4.4 The BAC takes a partnership approach to the quality assurance of institutions through ongoing monitoring, institutional self-evaluation and evaluations conducted by the BAC. The institution's adherence to these standards will be periodically reviewed through peer evaluations preceded by the institution's self-evaluation directed towards demonstrating both adherence to the standards and programmatic improvement.
- 4.5 Each of the accreditation standards encompasses a principal area of activity.
- 4.6 In applying the Standards, the BAC assesses and makes a determination about the current effectiveness of the institution. The institution which meets the standards has

demonstrated:

- a) Clearly defined purposes appropriate to the institution and where applicable, national objectives;
- b) Assembled and organised resources and their meaningful use;
- c) Achievement of institution's mission and objectives; and
- d) Ability to continually achieve the stated purpose of the institution.

4.7 There are several standards that must be met by institutions seeking accreditation. The standards are intentionally broad enough to allow for diversity and innovation since there is considerable variation among institutions with distinctive characters, philosophies and purposes. They are also designed to ensure that critical aspects of acceptable quality are included in the statements.

4.8 The standards are organized into six major areas in which quality is evaluated and recognised. The standards are listed below:

- a) Curricular Elements
- b) Research, Innovative Practices and Institutional Linkages
- c) Governance, Leadership and Management
- d) Infrastructure and Learning Resources

- e) Student Services, and
 - f) Internal Quality Assurance and Enhancement System
- 4.9 Each of the six standards is explained with the standard statements and their key aspects that an institution be judged to have met all the criteria to merit accreditation. The concepts, standard statements and their key aspects are given in Appendix C.
- 4.10 The standards and examples of evidence promulgated by the BAC will be reviewed and modified periodically to ensure that they are current, valid, relevant and consistent with emerging trends and developments in the field of quality assurance and accreditation universally.

5.0 FEES

- 5.1 The fees shall be used for the service provided to meet the cost of accreditation.
- 5.2 The fees for accreditation shall be fixed and reviewed by the BAC from time to time.
- 5.3 Institutions must pay the accreditation fees along with the institution self-report. The process of accreditation shall commence only after the receipt of the stipulated fees.

6.0 WEIGHTINGS

6.1 Taking cognizance of the diversity in institutional functioning of the Autonomous and Affiliated/ Constituent Institutions, different weightings are assigned to each of the six criteria used to assess institutions, as given in the following table.

Standard	University	Constituent Institutions	Affiliated Institutions	Autonomous Institutions
1. Curricular Elements	100 (10)	350 (35)	250 (25)	150 (15)
2. Research, Innovative Practices and Institutional Linkages	150 (15)	150 (15)	150 (15)	150 (15)
3. Governance, Leadership and Management	250 (25)	100 (10)	200 (20)	250 (25)
4. Infrastructure and Learning Resources	300 (30)	200 (20)	200 (20)	250 (25)
5. Student Services	100 (10)	100 (10)	100 (10)	100 (10)
6. Internal Quality Assurance and Enhancement System	100 (10)	100 (10)	100 (10)	100 (10)
Total	1000	1000	1000	1000

Note: The numbers in parentheses indicate the weightings in percentage.

6.2 The details of the weightings for each key aspect are given in Appendix D.

7.0 GRADING SYSTEM

7.1 The outcome of the assessment shall result in a final grading of the institution. If the overall points are more than 375, the institution will get an “Accredited” status and a point equal to or less than 375 will lead to a “Not Accredited” status. The accredited institutions shall be graded as follows:

Range of Points	Grade	Performance Descriptor
851-1000	A+	Excellent
751 - 850	A	Very Good
501 - 750	B	Good
376 - 500	C	Satisfactory

7.2 Institutions which secure points equal to or less than 375, are notionally categorized under the letter grade “D” (Performance Descriptor: Unsatisfactory; Status: Not Accredited). Such institutions shall be intimated and notified by the BAC as “Assessed and found not qualified for accreditation”.

8.0 RE-ASSESSMENT

8.1 Institutions intending to make an improvement in the accreditation status may volunteer for re-assessment after completing at least one year. The procedure to be followed for Re-assessment is the same as that for the Accreditation.

8.2 The fee structure for reassessment and re-accreditation

shall be the same as that for accreditation.

9.0 APPEAL PROCEDURE

- 9.1 An institution may appeal in case of the accreditation being rejected or the grade received is below the expectation.
- 9.2 An institution can make a written representation to the Chairperson, BAC with the payment of a non-refundable fee as prescribed by the Council within one month from the date of receipt of the accreditation certificate.
- 9.3 An Appeals Committee consisting of three to five members shall be constituted to study the appeal and submit its findings to the Council for final decision within two months of the receipt of the appeal.

10.0 RESULT OF ACCREDITATION

- 10.1 The certificate of accreditation status for the institute shall be awarded with the following information:
 - a) name of the institution;
 - b) bearing the statement “Accredited by the Bhutan Accreditation Council”;
 - c) bearing the accreditation grade;
 - d) signed by the Registrar of Tertiary Education; and
 - e) validity.

Appendices

Appendix A; Accreditation Report Format

For Institutional Self-Report and Accreditors' Report

1. Curricular Elements:

- Appropriate and need-based curricula which have relevant programmes with flexibility to suit the professional and personal needs of the students
- Responses from students, academic peers taken during such process
- Addresses diverse backgrounds, differently-abled students, gender, inclusiveness, etc.
- Learner-centered education, appropriate methodologies, and resources including ICT to facilitate effective learning outcomes
- Competent faculty members with relevant qualification and experience
- Progressive and innovate evaluative processes and reforms happening in a continuous process

2. Research, Innovative Practices and Institutional Linkages:

- Promoting research culture among faculty and students
- Participation in research and related activities, providing resources and others
- Quality research outcome, beneficial for the discipline/ society/ industry/ nation and the region.

- Dissemination of knowledge including theoretical and practical findings of research
- Integrated with curricula as extended opportunities, intended to help, serve, reflect and learn
- Agreement/ understanding between any two or more institutions for training/student exchange/faculty exchange or research, with or without resource sharing
- Creative approaches in education involving all stakeholders
- Adoption of inclusive practices aimed to promote academic excellence

3. Governance, Leadership and Management:

- Effective leadership, organizational culture, demonstrating effectiveness through participative decision-making process, to achieve the vision, mission and goals of the institution
- Formal and informal arrangements in the institution to coordinate the academic and administrative planning and implementation
- Formulation of development objectives, directives and guidelines with specific plans for implementation according to the institutional goals
- The process of arranging for adequate human power requirements, recruiting, monitoring and planning staff development programmes for personnel development

and seeking appropriate feedback responses

- Budgeting and optimum utilization of finance including mobilization of resources
- The planning and development strategies adopted by the institution, for mobilizing resources

4. Infrastructure and Learning Resources:

- Adequate infrastructure facilities to conduct the educational programmes
- The growth of the infrastructure keeps pace with the academic developments of the institution
- Effective mechanism for the upkeep of the infrastructure facilities and promote the optimum use of the same
- Adequate library holdings in terms of books, journals and other learning materials and technology-aided learning mechanisms to enable students to acquire relevant information, knowledge and skills required for their study programmes
- The ICT facilities and other learning resources are adequately available in the institution for academic purposes as envisaged by the tertiary education institution requirements
- Any other supportive facilities on the campus, which contribute to the effective ambience for curricular, extra-curricular and administrative activities

5. Student Services:

- Student admission is transparent, well-administered mechanism, complying with all the educational norms. The student profile is reflected from the composition of the student community representing different socio-economic and learner backgrounds
- Vertical movement of students from one level of education to the next higher level or towards gainful employment
- Facilitating mechanisms like guidance cell, placement cell, appeal procedure and welfare measures to support students
- The participation of the students in activities, which can develop various skills, to foster holistic personality development
- Affiliation and interaction with groups or individuals who have an interest in the activities of the institution and the ability to influence the actions, decisions, policies, practices or goals of the organization
- Credit transfer provisions
- The employability of the graduates is supported and promoted
- Tracer studies are carried out in order to find the employment status of the graduates

6. Internal Quality Assurance and Enhancement System:

- Self-regulated responsibilities of the higher education

institutions, aimed at continuous improvement of quality for achieving academic excellence, social justice and administrative reforms

- Expected outcomes identified for its educational programmes, and its administrative and educational support services
- The institution also assesses whether it achieves these outcome and provides evidences of improvement based on analysis of those results

Appendix B: Accreditation Process

Stage	Activity	Time line	Agency responsible
1	Publish general accreditation notification	February (1 month)	Secretariat (QAAD)
2	Prepare Self-Report	March - April (2 months)	TEIs
3	Submit Self-Report with Accreditation fee	April end	TEIs
4	Peer Evaluation, verification, site visit	May – August (2-4 months)	Peer Group/QAAD
5	Share Evaluation Report	September end	Peer Group/Secretariat (QAAD)
6	Endorsement of Accreditation Status	November	BAC
7	<i>Appeal (if any)</i>	<i>Within one month of the receipt of the accreditation certificate</i>	TEIs
8	<i>Address Appeal</i>	<i>Within 1 month of appeal</i>	<i>Appeals Committee</i>
9	<i>Final Arbitration and Notification on appeal</i>	<i>Within 15 days (January)</i>	BAC

Note:

1. Any new TEI applying for accreditation shall abide by the above time line or the tentative duration.
2. Stages 7 to 9 relate to appeals and their procedures.

Appendix C: Standards for Assessment

The following six standards will serve as the basis for assessment of Tertiary Education Institutions:

1. Curricular Elements;
2. Research, Innovation Practices and Institutional Linkages;
3. Governance, Leadership and Management
4. Infrastructure and Learning Resources;
5. Student Services; and
6. Internal Quality Assurance and Enhancement System

1. Curricular Elements

This standard deals with how the curriculum aligns with the mission statement of the institution. It also considers the teaching, learning and evaluation practices that the institution has adopted to use by the faculty. The flexibility of the programmes design would be updated as per their relevance to the local needs and in tune with the emerging national and global trends. Apart from issues of academic flexibility and diversity, to suit different levels of learners, other aspects such as career orientation, multi-skill development and involvement of stakeholders in curriculum update, are also gauged under this standard.

Interactive instructional techniques that engage students in higher order 'thinking' and investigation, through the use of interviews, focused group discussions, debates, projects, presentations, experiments, practicum, internship and application of ICT resources, are important considerations. It also probes into the adequacy, competence as well as the continuous professional

development of the faculty who handle the programmes of study. The efficiency of the techniques used to continuously evaluate the performance of teachers and students is also a major concern of this standard.

The focus of this standard is captured in the following standard statements and key aspects:

Standard Statements

- The institution has clearly stated goals and objectives that are communicated systematically to all its constituencies.
- The programmes of the institution offered are consistent with its goals and objectives.
- The institution has a wide range of programme offerings as approved by the University affiliated to that provide adequate academic flexibility.
- Feedback from academic peers, students, employers and other stakeholders are used in the initiation, review and redesign of programmes.
- The institution practices sustainable curricular practices, to achieve academic excellence.
- The programmes of teaching and learning cater to individual differences amongst learners.
- The institution facilitates the effective conduct of the teaching- learning processes.
- The institution has provision for use of ICT in the enhancement of the teaching process.

- The institution has a well-conceived plan for continuously monitoring student progress.
- The institution uses an effective mechanism to recruit adequate qualified faculty as per the norms of the University.
- The student evaluation processes are reliable and valid.
- The institution has an open and participative mechanism for evaluation of teaching and promoting work satisfaction of the faculty.
- The faculty members have opportunities for continuous academic progress and professional development.
- The institution employs good practices in teaching-learning and evaluation, to achieve academic excellence.

The descriptions of the key aspects are given below:

Curriculum design and development	It is a process of developing appropriate need-based curricula in consultation with expert groups, based on the feedback from stakeholders, resulting in the development of relevant programmes with flexibility, to suit the professional and personal needs of the students and realization of core values.
Academic flexibility	Choice offered in the curriculum, in terms of programme, curricular transactions and time-frame options.

Feedback on curriculum	Responses from students, academic peers and employers, for review and re-design of curricula.
Curriculum update	The process of revision and redesign of curricula based on recent trends and developments, the feedback from all stakeholders and catering to the needs of the society / economy / environment.
Catering to diverse needs	The programmes and strategies adopted by institutions to satisfy the needs of the students from diverse backgrounds. Gender equity and admission opportunity for differently-abled students are also considered.
Teaching-Learning process	Learner-centered education through appropriate methodologies, to facilitate effective learning outcome.
Faculty recruitment	Employment of competent faculty members qualified to accomplish the mission and goals of the institution giving primary consideration to highest earned degree in the discipline deeming competence, effectiveness, capacity and experience.
Faculty quality	“Teacher quality” is a composite term to indicate the quality of teachers in terms of qualification of the faculty, teacher characteristics, the adequacy of recruitment procedures, faculty availability, professional development and recognition of teaching abilities.

Evaluation process and reforms	Assessment of teaching, learning and evaluative processes and reforms, to increase the efficiency and effectiveness of the system. Innovative evaluation process is to gauge the knowledge and skills acquired at various levels of the programmes.
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2. Research, Innovative Practices and Institutional Linkages:

This standard seeks information on the policies, practices and outcomes of the institution, with reference to research, consultancy and extension. It deals with the facilities provided and efforts made by the institution to promote a research culture. The institution has the responsibility to enable faculty to undertake research projects useful to the society. Serving the community through extension, which is a social responsibility and a core value to be demonstrated by institutions is another aspect of this standard.

This standard also focuses on the innovative efforts of an institution that help in its academic excellence. An innovative practice could be a pathway created to further the interest of the student and the institution, for internal quality assurance, inclusive practices and stakeholder relationships. The focus of this standard is captured in the following criterion statements and key aspects:

Standard Statements

- The institution promotes research culture among faculty and students.
- The institution encourages faculty to publish in academic journals.

- The institution encourages participating in academic forum.
- The institution promotes faculty participation in consultancy work.
- The institution is responsive to the community needs and conducts relevant extension programmes.
- The institution has sustainable good practices in research, consultancy and extension, to achieve academic excellence.
- The institution displays sensitivity to changing educational, social and market demands.
- The institution is geared to promote an ambience of creativity, innovation and improving quality.
- The institution adopts quality management strategies in all academic and administrative aspects.
- The institution strives to promote value -based education, social justice, social responsibilities and good citizenry amongst its student community.

The descriptions of the Key Aspects are given below:

<p>Promotion of re- search</p>	<p>The process of promoting research culture among faculty and students is ensured by facilitating participation in research and related activities, providing resources and other facilities.</p>
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Research and publication output	Quality research outcome, beneficial for the discipline/ society/ industry/ region and the nation. Dissemination of knowledge including theoretical and practical findings of research, through various media.
Consultancy	Activity with or without remuneration, for which the expertise and the specific knowledge base of the faculty becomes the major input.
Extension activities	The aspect of education which emphasizes community services. These are often integrated with curricula as extended opportunities, intended to help, serve, reflect and learn. The curriculum-extension interface has an educational value especially for rural Bhutan.
Collaborations and institutional linkages	A formal agreement/ understanding between any two or more institutions for training/ student exchange/ faculty exchange or research, with or without resource sharing.
Innovative practices	New and creative approaches in education involving all stakeholders, adopting inclusive practices aimed to promote academic excellence and effective human resource development.

3. Governance, Leadership and Management:

This standard helps gather data on the policies and practices of the institution in the matter of planning human resource requirement, recruitment, training, performance appraisal and finance management. Participatory management procedures and creative governance of human and material resources are considered. The focus of this standard is captured in the following standard statements and key aspects:

Standard Statements

- The offices and departments of the institution are governed on the principles of participation and transparency.
- Academic and administrative planning of the institution move hand in hand.
- The institution practices relevant welfare schemes for all its constituencies – students, faculty and staff.
- There are fair and expeditious mechanisms to address grievance at all levels of the institution’s functioning.
- The institution is effective in resource mobilization and planning development strategies.
- The finances of the institution are judiciously allocated and effectively utilized.
- Budgeting and auditing procedures are regular and standardized as per the University rules.
- The institution applies good practices for governance and leadership.

The descriptions of the key aspects are given below:

<p>Institutional vision and leadership</p>	<p>Effective leadership in building the organizational culture by setting values, and demonstrating effectiveness through participative decision-making process, to achieve the vision, mission and goals of the institution.</p>
<p>Organizational arrangements</p>	<p>The formal and informal arrangements in the institution to coordinate the academic and administrative planning and implementation.</p>
<p>Strategy development and deployment</p>	<p>Formulation of development objectives, directives and guidelines with specific plans for implementation according to the University rules.</p>
<p>Human resource management</p>	<p>The process of arranging for adequate human power requirements, recruiting, monitoring and planning staff development programmes for personnel development and seeking appropriate feedback responses.</p>
<p>Financial management and resource mobilization</p>	<p>Budgeting and optimum utilization of finance including mobilization of resources. The planning and development strategies adopted by the institution, for mobilizing resources.</p>

4. Infrastructure and Learning Resources:

This standard seeks to elicit data on the adequacy and optimal use of the facilities available in an institution, to maintain the quality of academic and other programmes on the campus. It also requires information on how students, teachers and staff benefit from these facilities. Any expansion of facilities to meet future development is included among other concerns. The focus of this standard is captured in the following standard statements and key aspects:

Standard Statements

- The institution has all the required physical facilities to run the educational programmes efficiently.
- The growth of the infrastructure keeps pace with the academic growth of the institution.
- The institution has effective mechanisms for maintenance and optimal use of infrastructure.
- The institution has adequate library, computer facilities and other learning resources, with easy access to all its constituencies.
- The institution uses good practices for ensuring adequate infrastructure and learning resources and its optimum use, to facilitate student learning.

The descriptions of the key aspects are given below:

Physical facilities	Adequate infrastructure facilities to conduct the educational programmes as per the University norms. The growth of the infrastructure keeps pace with the academic developments of the institution.
Maintenance of infrastructure	Effective mechanism for the upkeep of the infrastructure facilities and optimum use of the same.
Library as a learning resource	The library holdings in terms of books, journals and other learning materials and technology-aided learning mechanisms which enable students to acquire relevant information, knowledge and skills required for their study programmes.
ICT as learning resources	The ICT facilities and other learning resources are adequately available in the institution for academic purposes as envisaged by the University requirements.
Other facilities	The other supportive facilities on the campus, which contribute to the effective ambience for curricular, extra-curricular and administrative activities.

5. Student Services:

The highlights of this standard are the efforts of an institution to provide necessary assistance to students, to acquire meaningful experiences for learning at the campus and to facilitate their holistic progression. It also seeks information on student employability and alumni profiles.

The focus of this standard is captured in the following standard statements and key aspects:

Standard Statements

- The institution has a transparent admission process.
- The institution provides clear information to students about admission, completion requirements for all programmes; the fee-structure and refund policies; financial aid and student support services.
- The institution has sufficient and well –run support services to all its students.
- Student progression is monitored and maintained effectively.
- The institution has an effective mechanism to use student feedback for quality enhancement.
- The institution ensures the employment of the graduate and their progression.
- The institution caters to inclusive practices and better stakeholder relationships.

The descriptions of the key aspects are given below:

Admission process and student profile	The process of admitting students to the programmes is by a transparent, well-administered mechanism, complying with all the educational norms of the University. The student profile is reflected from the composition of the student community representing different socio-economic and learner backgrounds.
Student progression	Vertical movement of students from one level of education to the next higher level or towards gainful employment.
Student support	Facilitating mechanisms like guidance and counseling cell, placement cell, appeal procedure and welfare measures to support students.
Student activities	The participation of the students in activities, which can develop various skills, to foster holistic personality development.
Stakeholder relationships	Affiliation and interaction with groups or individuals who have an interest in the activities of the institution and the ability to influence the actions, decisions, policies, practices or goals of the organization.
Credit transfer System	There is a provision of credit transfer system.
Employability	The employability of the graduates is assured.
Alumni services	Tracer studies are carried out in order to find the employment status of the graduates.

6. Internal Quality Assurance and Enhancement System:

This standard seeks to guarantee that there is a mechanism to ensure internal quality assurance system and have a provision for external quality assurance by external professional bodies/Bhutan Accreditation Council. The academic quality with respect to teaching, learning, research and community service within the framework of the institutional mission must provide evidence that it has a clear description of academic quality, standards or policies to determine the quality standards, expectations of institutional quality, educational quality, and student achievement.

The focus of this standard is captured in the following criterion statements and key aspects:

Standard Statements

- The institution strives to improve the performance.
- The self-reports are prepared realizing their benefits.

The descriptions of the key aspects are given below:

Internal quality assurance system	Self-regulated responsibilities of the higher education institutions, aimed at continuous improvement of quality for achieving academic excellence, social justice and administrative reforms.
Institutional effectiveness	Expected outcomes identified for its educational programmes, and its administrative and educational support services. The institution also assesses whether it achieves these outcome and provides evidences of improvement based on analysis of those results.

Appendix D: Details of the Weightings for each Key Aspect

Standard	Key Aspects	Univer- sity	Constitu- ent Insti- tution	Affiliated Institu- tion	Autono- mous Insti- tution
1. Curricular Elements	Curriculum design and development	20	75	50	30
	Academic flex- ibility	5	20	10	10
	Feedback on cur- riculum	15	30	20	15
	Curriculum update	10	25	25	10
	Catering to diverse needs	5	10	10	5
	Teaching-Learning process	10	60	35	20
	Faculty recruit- ment	15	70	60	35
	Faculty quality	10	30	20	10
	Evaluation process and reforms	10	30	20	15
	Total		100	350	250
2. Research, Innovative Practices and Institu- tional Linkages	Promotion of research	25	25	25	25
	Research and pub- lication output	35	35	35	30
	Consultancy	30	30	25	30
	Extension activities	20	20	20	25
	Collaborations	20	15	20	15
	Innovative prac- tices	20	25	25	25
	Total		150	150	150

3. Governance, Leadership and Management	Institutional vision and leadership	40	25	40	30
	Organizational arrangements	40	25	40	30
	Strategy development and deployment	50	15	60	60
	Human resource management	60	15	50	65
	Financial management and resource mobilization	60	20	60	65
	Total	250	100	250	250
4. Infrastructure and Learning Resources	Physical facilities	50	40	40	40
	Maintenance of infrastructure	40	20	20	20
	Library as a learning resource	80	70	70	70
	ICT as learning resources	70	50	50	50
	Other facilities	60	20	20	20
	Total	300	200	200	200
5. Student Services	Admission process and student profile	15	15	15	15
	Student progression	10	10	10	10
	Student support	15	15	15	15
	Student activities	10	10	10	10
	Stakeholder relationships	20	20	20	20
	Credit transfer system	10	10	10	10
	Employability	10	10	10	10
	Alumni services	10	10	10	10
	Total	100	100	100	100

6. Internal Quality Assurance & Enhancement System	Internal quality assurance system	60	60	60	60
	Institutional effectiveness	40	40	40	40
	Total	100	100	100	100

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