Rubrics for Standards of Institutional Accreditation

A Supplementary to Institutional Accreditation Manual

Bhutan Accreditation Council

Rubrics for Standards of Institutional Accreditation

A Supplementary to Institutional Accreditation Manual

Bhutan Accreditation Council

ABBREVIATIONS

BAC: Bhutan Accreditation Council

BCSEA: Bhutan Council for School Examinations and Assessment

BMHC: Bhutan Medical and Health Council

DAHE: Department of Adult and Higher Education

DMCP: Disaster Management and Contingency Plan

DOS: Department of Occupational Standards

GNH: Gross National Happiness

HEI: Higher Education Institution

HEP: Higher Education Policy

HR: Human Resource

IAM: Institutional Accreditation Manual

ISAR: Institutional Self-Assessment Report

ICT: Information and Communication Technology

JSW-LAW: Jigme Singye Wangchuck School of Law

KGUMSB: Khesar Gyalpo University of Medical Sciences of Bhutan

MoE: Ministry of Education

MoLHR: Ministry of Labour and Human Resources

QAAD: Quality Assurance and Accreditation Division

RCSC: Royal Civil Service Commission

RIM: Royal Institute of Management

RUB: Royal University of Bhutan

SOP: Standard Operating Procedure

TLMs: Teaching Learning Materials

ToR: Terms of Reference

VMO: Vision, Mission and Objectives

ACKNOWLEDGEMENT

INTRODUCTION

The rubrics for standards of institutional accreditation are scoring guides designed to evaluate the performance of Higher Education Institutions (HEIs) against eight standards outlined in the Institutional Accreditation Manual (IAM). It is designed based on indicators for each key aspect and questions in the Institutional Self-Assessment Report (ISAR). It consists of three parts; 1) Key Aspects as Criteria on the left side, 2) five performance levels (Excellent, Very Good, Good, Satisfactory and Unsatisfactory) at the top, and 3) descriptors for each performance level. The expected and desired requirement as outlined in the IAM is categorized in the "Very Good" level. There are 37 Key Aspects for the eight standards.

The rubrics attempt to communicate expectations of quality around the eight standards outlined in the IAM. It also serves as the self-assessment tool for HEIs to examine their performance for ensuring continuous quality enhancement. Further, it serves as a grading guide for assessors to make a fair and objective assessment based on their intuitive judgment. In case of situations where there are contentious deliberations, the points shall be awarded based on documentary evidence, discussions, observations and justifications, not merely averaging the points.

The following are the broad descriptions for the five levels of performance:

Description of levels
1. **Excellent:** The level describes the performance at exceptionally high levels on the criteria as stated by respective indicators. A consistent, clear, justified, high quality of work, extensive understanding, complete inclusion and adoption of ideas, optimal innovation and creativity, and frequent systematic and strategic implementation practices are evident.

2. **Very Good:** The level describes the performance at the required and desired level. This level has scope to attain excellence. Generally, very good quality of work, very good understanding of concepts, appropriate inclusion and adoption of ideas, right level of critical thinking, innovation and creativity, regular systematic and strategic implementation practices are evident.

3. **Good:** The level describes the performance at a moderate level with a scope of improvement to meet the required level. Generally, good quality of work and understanding of concepts, some inclusion and adoption of ideas, moderate display of critical thinking, innovation, creativity, some strategic implementation practices are evident.

4. **Satisfactory:** The level describes the performance at an acceptable level with a huge scope of improvement. Generally, limited quality of work and understanding of concepts, less inclusion and adoption of ideas, a rare display of critical thinking, innovation, creativity, weak implementation practices are evident.

5. **Unsatisfactory:** The level describes the performance as unacceptable and inadequate level with the need for complete re-planning, re-design and revision. Generally, p oor quality of work and understanding of concepts, the inclusion of vague ideas, minimal display of critical thinking, lack of innovation and creativity, poor implementation practices are evident.

Standard 1: Governance, Leadership and Management (100)

Key Aspects	Excellent (4)	Very Good (3)	Good (2)	Satisfactory (1)	Unsatisfactory (0)
1.1 Vision, Mission and Objectives (10)	Vision, Mission and Objectives (VMO) statements aligned with the institution goals and national aspirations are inspirational, clearly articulated and effectively disseminated. Innovative plans and activities geared towards achieving VMO are effectively implemented.	VMO statements aligned with the institution goals and national aspirations are clearly stated, and well disseminated. All plans and activities geared towards achieving VMO are implemented.	VMO statements aligned with the institution goals and national aspirations are stated and disseminated. Most of the plans and activities geared towards achieving VMO are implemented.	VMO statements aligned with the institution goals and national aspirations are stated and disseminated Some of the plans and activities geared towards achieving VMO are implemented.	VMO statements are stated and not disseminated. There is no evidence of plans and activities geared towards achieving VMO being implemented.
1.2 Organizational structure and management (20)	There are well defined organizational structure, mandates and Standard Operating Procedure (SOP) with exemplary leadership. There is an inclusive decision-making process and dynamic mechanisms to foster vibrant community vitality.	There are organizational structure and mandates with efficient, effective and ethical leadership. Student representatives and all staff are engaged in decision-making and there is strong community vitality.	There are organizational structure and mandates with effective and ethical leadership. Student representatives and most of the staff are engaged in decision-making and there is a community vitality.	There is a partially developed organizational structure and mandates with fair and ethical leadership. Student representatives and only some staff are included in decision-making and there is a weak community vitality.	There is no or non-pragmatic organizational structure and mandates with ineffective leadership. Student representatives and staff are not engaged in decision-making process and there is no community vitality.
1.3 Accountability and transparency (20)	There is a robust control mechanism to ensure transparency, efficiency and accountability in various aspects guided by SOP and Terms of Reference (ToR). There is evidence of an exemplary documentation process.	There is an effective control mechanism to ensure transparency, efficiency and accountability in various aspects guided by SOP and ToR. There is evidence of a systematic documentation process.	There is a standard control mechanism to ensure transparency, efficiency and accountability in various aspects guided by SOP and ToR. There is evidence of a simplistic documentation process.	There is a basic control mechanism to ensure transparency, efficiency and accountability in various aspects guided by SOP and ToR. There is evidence of a haphazard documentation process.	There is no control mechanism for various aspects. There is no or poor documentation process.
1.4 Leadership and academic autonomy (20)	Leadership position holders are highly competent, well-qualified and exemplary. The institute gives autonomy to make impactful decisions. There is an extensive effort for leadership grooming and succession planning.	Leadership position holders are highly competent and well-qualified. There is a high degree of autonomy in both management and academic matters. There is a substantial effort for leadership grooming and succession planning.	Leadership position holders are competent and well-qualified. There is some degree of autonomy in both management and academic matters. There is a conscious effort for leadership grooming and succession planning.	Leadership position holders are qualified. There is a limited degree of autonomy in both management and academic matters. There is some effort for leadership grooming and succession planning.	Leadership position holders have basic qualification. There is no autonomy in either management or academic matters. There is no evidence of leadership grooming and succession planning.

4

1.5 Strategic development, planning and implementation (30)	An innovative action plan is implemented and monitored to achieve realistic and measurable goals/objectives outlined in the strategic plan. There is evidence of innovative strategies to mobilize resources from multiple sources.	A systematic action plan is implemented and monitored to achieve realistic and measurable goals/objectives outlined in the strategic plan. There is evidence of resources mobilized from various sources.	A practical action plan is implemented and monitored to achieve realistic and measurable goals/objectives outlined in the strategic plan. There is evidence of resources mobilized from some sources.	A basic action plan is implemented and monitored to achieve realistic and measurable goals/objectives outlined in the strategic plan. There is evidence of resources mobilized from limited sources.	An impractical or no action plan is implemented to achieve the goals/objectives outlined in the strategic plan. There is no evidence of resources mobilized from other sources.

Standard 2: Curriculum Design and Review (100)

Key Aspects	Excellent (4)	Very Good (3)	Good (2)	Satisfactory (1)	Unsatisfactory (0)
2.1 Curriculum design and development (40)	Dynamic research-oriented and Gross National Happiness (GNH) infused curriculum developed/ borrowed through in-depth study, broad consultations, and based on international best practices. The curriculum is relevant to national development priorities and equips students with global competencies that ensure access to employment opportunities.	Robust research-oriented and GNH infused curriculum developed/ borrowed through in-depth study, broad consultations, and based on international best practices. The curriculum is relevant to national development priorities and equips students with global competencies.	Basic research-oriented and GNH infused curriculum developed/ borrowed through studies and consultations. The curriculum is relevant to national development priorities and equips students with the required competencies.	Basic curriculum developed/borrowed through superficial studies and minimal consultations. The curriculum has some relevance to national development priorities and equips students with basic competencies.	Curriculum developed/ borrowed without research and consultations. The curriculum has no relevance to national development priorities or employment opportunities.
2.2 Curriculum evaluation and review (40)	The curriculum is reviewed through an innovative, effective and reliable mechanism catering to the developing needs and emerging trends.	The curriculum is reviewed through an effective and reliable mechanism to meet the developing needs and emerging trends.	The curriculum is reviewed through a functional mechanism to meet the developing needs and emerging trends.	The curriculum is reviewed through a basic mechanism to meet the developing needs.	No mechanism to review the curriculum.

| 2.3 Academic flexibility and programme diversification (20) | Higher Education Institution (HEI) offers an innovative and diverse programme with extensive elective options that address the different learning needs of students. A robust credit transfer system is implemented. | HEI offers a diverse programme with ample elective options that address the different learning needs of students. A clear credit transfer system is implemented. | HEI offer programmes with sufficient elective options that address the different learning needs of students. A basic credit transfer system is implemented. | HEI offer programmes with limited elective options that address the different learning needs of students. A disorganized credit transfer system is implemented. | There is no academic flexibility and programme diversification. There is no provision for credit transfer. |

Standard 3: Teaching Learning and Assessment (170)

Key Aspects	Excellent (4)	Very Good (3)	Good (2)	Satisfactory (1)	Unsatisfactory (0)
3.1 Teaching learning process (55)	An effective and efficient mechanism to evaluate teaching is implemented. Meaningful teaching-learning is ensured using effective andragogy/heutagogy and appropriate Information and Communication Technology (ICT) integration following comprehensive academic plans that effectively prepare students to study or work in a global context.	An effective mechanism to evaluate teaching is implemented. Meaningful teaching-learning is ensured using a variety of andragogy/heutagogy and appropriate ICT integration following comprehensive academic plans that effectively prepare students to study or work in a global context.	A standard mechanism to evaluate teaching is implemented. The teaching-learning process takes place using standard andragogy/heutagogy and appropriate ICT integration as per academic plans and fairly prepares students to study or work in a global context.	A basic mechanism to evaluate teaching is implemented. The teaching-learning process takes place using conventional andragogy/ heutagogy and appropriate ICT integration as per academic plans and rarely prepares students to study or work in a global context.	No mechanisms to evaluate teaching. Inappropriate teaching-learning methodology is used and no ICT integration.

Criteria					
3.2 Assessment process (45)	Assessment policies and mechanisms are implemented stringently to ensure fairness and transparency. There is evidence of exemplary and innovative approaches to assessment, tracking the progress of learning and providing feedback on student work.	Assessment policies and mechanisms are implemented regularly to ensure fairness and transparency. There is evidence of innovative approaches to assessment, tracking the progress of learning and providing feedback on student work.	Assessment policies and mechanisms are implemented to ensure fairness and transparency. There is evidence of standard approaches to assessment, tracking the progress of learning and providing feedback on student work.	Assessment policies and mechanisms are implemented occasionally to ensure fairness and transparency. There is evidence of viable approaches to assessment, tracking the progress of learning and providing feedback on student work.	Assessment policies and mechanisms are rarely implemented. There is no evidence of tracking the progress of learning and providing feedback.
3.3 Student engagement (40)	Innovative approaches are consistently used to promote authentic, interactive and independent learning for optimum student engagement. There are extensive efforts to promote lifelong learning.	Effective approaches are regularly used to promote authentic and interactive learning for optimum student engagement. There are significant efforts to promote lifelong learning.	Appropriate approaches are often used to promote authentic and interactive learning for student engagement. There are some efforts to promote lifelong learning.	Appropriate approaches are seldom used for student engagement. There are limited efforts to promote lifelong learning.	Inappropriate approaches are used for student engagement. There is no effort to promote lifelong learning.
3.4 Teaching-learning materials (30)	Innovative, relevant and high-quality Teaching Learning Materials (TLMs) including improvised print-based, ICT resources and facilities are abundant. They are easily accessible to all staff and students through various platforms.	Sufficient, relevant and high-quality TLMs including print-based, ICT resources and facilities are available. They are mostly accessible to all staff and students through various platforms.	An adequate number of appropriate qualities of TLMs including print-based, ICT resources and facilities are available. They are accessible to all staff and students through some platforms.	Limited quantity and low quality of TLMs including print-based, ICT resources and facilities are seldom available. They are accessible to some staff and students through limited platforms.	TLMs are of inferior quality and inadequate. They are mostly inaccessible to staff and students.

Standard 4: Human Resources and Services (115)

Key Aspects	Excellent (4)	Very Good (3)	Good (2)	Satisfactory (1)	Unsatisfactory (0)
4.1 Human resource management system (30)	Comprehensive Human Resource (HR) policy is effectively implemented. HR Management system for recruitment, professional development, promotion, leadership development and succession planning is robust, effective, fair and transparent.	Comprehensive HR policy is well implemented. HR Management system for recruitment, professional development, promotion, leadership development and succession planning is effective, fair and transparent.	Comprehensive HR policy is implemented. HR Management system for recruitment, professional development, promotion, leadership development and succession planning is fair and transparent.	Comprehensive HR policy is weakly implemented. HR Management system for recruitment, professional development, promotion and leadership development is fair and transparent.	No HR policy and HR Management system.
4.2 Quality human resource (35)	Highly competent and efficient academic staff (national, regional and international) with relevant experience and qualifications are recruited as per the faculty-student ratio. Highly skilled support staff with relevant experience are recruited.	Adequate academic staff (national, regional and international) with relevant experience and qualifications are recruited as per the faculty-student ratio. Support staff with relevant experience and competence are recruited.	Academic staff (national/ regional/international) with relevant qualifications are recruited as per the faculty-student ratio. Support staff with relevant experience are recruited.	Academic staff with minimum qualification is recruited and the faculty-student ratio is not met. Adequate support staffs are recruited.	Do not have adequate faculty and support staff.

Criterion					
4.3 Human resource development (35)	A comprehensive Human Resource Development (HRD) master plan aligned to the strategic plan is stringently and effectively implemented. The annual budget for HR development is judiciously utilized for continuous professional development for both academic and support staff. There is evidence that relevant self-initiated professional development is being promoted. There is an efficient system to recognize and reward effective staff.	A comprehensive HRD master plan aligned to the strategic plan is effectively implemented. There is an annual budget for HR development and is utilized for continuous professional development of academic and support staff. There is an efficient system to recognize and reward effective staff.	A comprehensive HRD master plan aligned to the strategic plan is implemented. There is an annual budget for HR development and is utilized for continuous professional development of only academic staff. There is a standard system to recognize effective staff.	HRD master plan aligned to the strategic plan is partially implemented. There is a limited annual budget for HR development and is used on a need basis. There is no system to recognize effective staff.	No HRD master plan and no dedicated budget for HR development.
4.4 Service conditions (15)	There is an effective and efficient system to attract, motivate and retain quality staff. An exemplary mechanism is implemented to monitor and evaluate staff performance to reward innovative teaching-learning practices.	There is an efficient system to attract and retain quality staff. An effective mechanism is implemented to monitor and evaluate staff performance to reward innovative teaching-learning practices.	There is a system to attract and retain quality staff. A functional mechanism is implemented to monitor and evaluate staff performance to reward good teaching-learning practices.	There is a system to attract and retain quality staff. A basic mechanism is implemented to monitor and evaluate staff performance to reward good teaching-learning practices.	No system to attract and retain quality staff. A reward system is not instituted.

Standard 5: Research, Publications and Linkages (150)

Key Aspects	Excellent (4)	Very Good (3)	Good (2)	Satisfactory (1)	Unsatisfactory (0)
5.1 Research culture (45)	A comprehensive research policy is implemented to conduct impactful and significant research activities and vice-versa. There is abundant external funding secured besides dedicated annual research grants to organize research events (national/regional/ international) and capacity building of both faculty and students.	A comprehensive research policy is implemented to conduct impactful and significant research activities and vice-versa. Sufficient external funding is secured besides dedicated annual research grants to organize research events and capacity building of both faculty and students.	A comprehensive research policy is implemented to conduct research activities that partially impact the policy. A dedicated annual research grant is available to organize research events and capacity building of both faculty and students.	Research policy is implemented to conduct research activities that have minimal impact on the policy. A limited annual research grant is available to organize research events and capacity building of faculty.	No research policy. There is no dedicated research grant to organize research events and capacity building.
5.2 Research and publications (45)	Relevant, impactful and innovative research works are published in national and international peer-reviewed journals by faculty and students. A well maintained and accessible research database is used for effective planning process within and beyond the HEI.	Relevant and impactful and research works are published in national and international peer-reviewed journals by faculty and /or students. A well maintained research database is used for the planning process within and beyond the HEI.	Relevant research works are published in national peer-reviewed journals by faculty and students. A well maintained research database is used for the planning process within the HEI.	Basic research works are published by faculty and students. Some research works are used for the planning process within the HEI.	No research works conducted by faculty or students. No research works are used for the planning process.
5.3 Consultancy and extension services (25)	A wide range of consultancy and professional services provided at national and international levels are guided by comprehensive consultancy policy. The details of revenue generated through consultancy and professional services are systematically maintained in a database.	Numerous consultancy and professional services provided at national and international levels are guided by comprehensive consultancy policy. The details of revenue generated through consultancy and professional services are well maintained in a database.	Some consultancy and professional services provided at the national level are guided by a comprehensive consultancy policy. The details of revenue generated through consultancy and professional services are maintained in a database.	A few consultancy and professional services provided at the community level are guided by consultancy policy. The details of revenue generated through consultancy and professional services are maintained.	No/minimal consultancy and professional services provided. There is no consultancy policy and details of revenue generated through consultancy and professional services are not maintained.

| 5.4 Collaborations and linkages (35) | Formal collaborations/ linkages with highly reputed world-class institutes/agencies at international levels are established. The impactful benefits of such collaborations/linkages in various aspects are highly evident. | Formal collaborations/ linkages with relevant and recognized institutes/ agencies at national and international levels are established. The significant benefits of such collaborations/linkages in various aspects are evident. | Formal collaborations/ linkages with relevant institutes/agencies at national and international levels are established. The distinct benefits of such collaborations/linkages in various aspects are evident. | Formal collaborations/ linkages with relevant institutes/agencies at national levels are established. The partial benefits of such collaborations/linkages in various aspects are evident. | No formal collaborations/ linkages with relevant institutes/agencies are established. There are no/ minimal benefits from the collaborations/linkages. |

Standard 6: Infrastructure & Learning Resources (125)

Key Aspects	Excellent (4)	Very Good (3)	Good (2)	Satisfactory (1)	Unsatisfactory (0)
6.1 Academic infrastructure (20)	There is evidence of innovative and world-class quality academic facilities developed beyond the basic requirements based on the Strategic Plan and existing regulations.	There is evidence of adequate and quality academic facilities developed based on the Strategic Plan and existing regulations.	There is evidence of adequate and standard academic facilities developed based on the Strategic Plan and existing regulations.	There is evidence of basic minimal academic facilities developed based on the Strategic Plan and existing regulations.	No/inadequate/sub-standard academic facilities.
6.2 Residential infrastructure (20)	There is evidence of inclusive and superior quality accommodation facilities with amenities beyond the basic requirements for students and staff being optimally accessed and utilized.	There is evidence of adequate and quality accommodation facilities with appropriate amenities for students and relevant staff being utilized.	There is evidence of adequate and standard accommodation facilities with basic amenities for students and relevant staff being utilized.	There is evidence of basic minimal accommodation facilities with limited amenities for students and relevant staff being utilized.	No/inadequate/sub-standard accommodation facilities and amenities.
6.3 Recreational and other facilities (15)	It is evident that various facilities are provided, accessible, utilized and well-maintained. There is evidence of implementation of management policy to ensure that recreational and other facilities are of state of art quality and inclusive.	It is evident that various facilities are provided, accessible, utilized and maintained. There is evidence of implementation of management policy to ensure that recreational and other facilities are of high quality and inclusive.	It is evident that various facilities are provided, accessible and utilized. There is evidence of implementation of management policy to ensure that recreational and other facilities are of good quality and inclusive.	It is evident that limited facilities are provided and accessible. There is evidence of SOP used to ensure that recreational and other facilities with reasonable quality and inclusive.	The facilities are inadequate. There is no policy/SOP.

Criteria					
6.4 Library services (30)	There is a cutting-edge library system with interlibrary services to ensure unlimited growth of relevant library collection to meet HEI's changing academic needs. There are optimal space and access with provisions for innovative services.	There is an efficient library system with interlibrary services to ensure optimum growth of relevant library collection to meet HEI's changing academic needs. There are adequate space and optimum access with provisions for special services.	There is a reliable library system to ensure the required growth of relevant library collection to meet HEI's changing academic needs. There is required space and access with basic provisions for special services.	There is a basic library system with minimal growth of relevant library collection. There are limited space and access with minimal provisions for special services.	No system for library services with irrelevant library collection.
6.5 ICT services (25)	Innovative ICT facilities used to support effective teaching-learning, research and services. ICT plans and strategies are effectively implemented to provide, maintain and regularly upgrade ICT facilities.	Standard ICT facilities used to support effective teaching-learning, research and services. ICT plans and strategies are well implemented to provide, maintain and regularly upgrade ICT facilities.	Basic ICT facilities used to support teaching-learning, research and services. ICT plans and strategies are implemented to provide, maintain and regularly upgrade ICT facilities.	ICT facilities used to support teaching-learning, research and services. ICT plans and strategies are poorly implemented to provide, maintain and regularly upgrade ICT facilities.	No/inadequate ICT facilities. No ICT plans/ strategies.
6.6 Safety and maintenance of physical infrastructure (15)	Comprehensive Disaster Management and Contingency Plan (DMCP) is stringently and effectively implemented for safety and to ensure disaster-resilient facilities/ infrastructure. There is an innovative mechanism for the maintenance and enhancement of physical infrastructure. Substantial efforts are made to promote a sustainable and green campus.	Comprehensive DMCP is effectively implemented for safety and to ensure disaster-resilient facilities/ infrastructure. There is an effective mechanism for the maintenance and enhancement of physical infrastructure. Significant efforts are made to promote a sustainable and green campus.	Comprehensive DMCP is implemented for safety and disaster-resilient facilities/ infrastructure. There is a basic mechanism for the maintenance and enhancement of physical infrastructure. Some efforts are made to promote a sustainable and green campus.	DMCP is poorly implemented. There is a rudimentary mechanism for the maintenance and enhancement of physical infrastructure. Limited efforts are made to promote a sustainable and green campus.	There is no DMCP and no mechanism for the maintenance and enhancement of physical infrastructure. No effort is made to promote a sustainable and green campus.

Standard 7: Student services (140)

Key Aspects	Excellent (4)	Very Good (3)	Good (2)	Satisfactory (1)	Unsatisfactory (0)
7.1 Admission process and student record (15)	A comprehensive and transparent admission policy aligned to Higher Education Policy (HEP) is periodically reviewed, stringently and effectively implemented. An accessible, reliable, advanced and real-time student database is maintained.	A comprehensive and transparent admission policy aligned to HEP is periodically reviewed and effectively implemented. An accessible, reliable, and real-time student database is maintained.	A comprehensive and transparent admission policy aligned to HEP is periodically reviewed and implemented. An accessible and reliable student database is maintained.	A comprehensive and transparent admission policy aligned to HEP is periodically reviewed and implemented. A reliable student database is maintained.	No admission policy. No/incomplete student database is maintained.
7.2 Student progression (25)	A rigorous monitoring mechanism to enhance student progression and minimize student attrition is stringently and effectively implemented. There is a robust system instituted to recognize and reward high achieving students.	An efficient monitoring mechanism to enhance student progression and minimize student attrition is effectively implemented. There is a system instituted to recognize and reward high achieving students.	A practical monitoring mechanism to enhance student progression and minimize student attrition is implemented. High achieving students are recognized and rewarded most of the time.	A basic monitoring mechanism to enhance student progression and minimize student attrition is implemented. High achieving students are occasionally recognized and rewarded.	No monitoring mechanism in place to enhance student progression and minimize student attrition. High achieving students are not recognized and rewarded.
7.3 Student engagement activities (25)	A dynamic support system and abundant fund to encourage students to participate in various events at the national, regional and international levels are evident. Students are provided with a broad range of opportunities to develop entrepreneurial knowledge and skills.	An effective support system and dedicated fund to encourage students to participate in various events at the national, regional and international levels are evident. Students are provided with ample opportunities to develop entrepreneurial knowledge and skills.	A basic support system and adequate fund to encourage students to participate in various events at the national level are evident. Students are provided with some opportunities to develop entrepreneurial knowledge and skills.	A rudimentary support system and limited fund to encourage students to participate in various events at the district/ institutional level are evident. Students are provided with minimal opportunities to develop entrepreneurial knowledge and skills.	No support system and no/ minimal fund to encourage students to participate in various events. Students are provided with no opportunities to develop entrepreneurial knowledge and skills.

Criteria					
7.4 Student support systems (30)	A vibrant support system is implemented to recognize student achievement in co-curricular activities, address grievances, ensure the wellbeing of students and provide life skills. There is a vibrant student body empowered with well-defined Terms of Reference and selection procedure. It is also evident that healthy and nutritious food is provided. The findings of the student satisfaction/happiness survey are consistently used to improve services.	An effective support system is implemented to recognize student achievement in co-curricular activities, address grievances, ensure the wellbeing of students and provide life skills. There is a strong student body empowered with well-defined ToR and selection procedure. It is also evident that healthy and nutritious food is provided. The findings of the student satisfaction/happiness survey are regularly used to improve services.	A basic support system is implemented to recognize student achievement in co-curricular activities, address grievances, ensure the wellbeing of students and provide life skills. There is a functional student body empowered with well-defined ToR and selection procedure. It is also evident that healthy and nutritious food is provided. The findings of the student satisfaction/happiness survey are often used to improve the services.	An elementary support system is implemented to recognize student achievement in co-curricular activities, address grievances, ensure the wellbeing of students and provide life skills. There is a student body empowered with a well-defined ToR and selection procedure. It is also evident that healt0hy and nutritious food is provided. The findings of the student satisfaction/happiness survey are used occasionally to improve the services.	There is no support system to recognize student achievement in co-curricular activities, address grievances, ensure the wellbeing of students and provide life skills. The student body is weak/non-functional. Healthy and nutritious food is not provided. No student satisfaction/happiness survey conducted.
7.5 Special needs and Inclusive services (15)	Dynamic policies and programmes are stringently and effectively implemented to promote gender equity, inclusive education and to cater to diverse learning needs. Students are provided with systematic academic guidance and mentoring services.	Comprehensive policies and programmes / activities are effectively implemented to promote gender equity, inclusive education and to cater to diverse learning needs. Students are provided with regular academic guidance and mentoring services.	Policies and programmes / activities are implemented to promote gender equity, inclusive education and to cater to diverse learning needs. Students are provided with occasional academic guidance and mentoring services.	Sketchy policies and programmes /activities are implemented to promote gender equity, inclusive education and to cater to diverse learning needs. Students are provided with limited academic guidance and mentoring services.	No/weak policies and programmes /activities to promote gender equity, inclusive education and to cater to diverse learning needs. Students are not provided with academic guidance and mentoring services.
7.6 Graduate employability (20)	Extensive efforts are made to enhance graduate employability including initiating campus recruitment. There is a well established system to conduct a tracer study and seek feedback on the performance of graduates at the workplace.	Significant efforts are made to enhance graduate employability including initiating campus recruitment. There is a system to conduct a tracer study and seek feedback on the performance of graduates at the workplace.	Some efforts are made to enhance graduate employability including initiating campus recruitment. A tracer study is carried out and feedback on the performance of graduates at the workplace is sought occasionally.	Limited efforts are made to enhance graduate employability including initiating campus recruitment. A tracer study is carried out and feedback on the performance of graduates at the workplace is sought haphazardly.	No effort is made to enhance graduate employability. A tracer study and feedback on the performance of graduates at the workplace is not carried out.

| 7.7 Alumni engagement (10) | Comprehensive and reliable alumni profile is maintained in a database. There is an exemplary mechanism (e.g. motivate alumni to reach out to HEI) for alumni networking, engaging alumni in institutional development and recognizing outstanding alumni. | Reliable alumni profile is maintained. There is an effective mechanism for alumni networking, engaging alumni in institutional development and recognizing outstanding alumni. | Simple alumni profile is maintained. There is functional mechanism for alumni networking, engaging alumni in institutional development and recognizing outstanding alumni. | Incomplete alumni profile is maintained. There is a basic mechanism for alumni networking, engaging alumni in institutional development and recognizing outstanding alumni. | The alumni profile is not maintained. There is no mechanism for alumni networking, engaging alumni in institutional development and recognizing outstanding alumni. |

8: Internal Quality Assurance and Enhancement System (100)

Key Aspects	Excellent (4)	Very Good (3)	Good (2)	Satisfactory (1)	Unsatisfactory (0)
8.1 Quality assurance system (25)	A robust internal quality assurance mechanism is implemented for continued quality enhancement. There is an efficient feedback mechanism through the engagement of relevant stakeholders to enhance quality in all standards and beyond.	An effective internal quality assurance mechanism is implemented for continued quality enhancement. There is a systematic feedback mechanism through the engagement of relevant stakeholders to enhance quality in all standards.	A functional internal quality assurance mechanism is implemented for quality enhancement. There is a viable feedback mechanism through the engagement of relevant stakeholders to enhance quality in most of the standards.	A basic internal quality assurance mechanism is implemented for quality enhancement. There is a basic feedback mechanism to enhance quality in some of the standards.	There is no/poor evidence of internal quality assurance and feedback mechanism.
8.2 Continuous quality enhancement (30)	There is evidence of substantial initiatives taken by the HEI to promote a culture of self-reflection/ appraisal. Impactful changes are being made through critical analysis of the feedback/ recommendations of the previous accreditation exercise.	There is evidence of conscious initiatives taken by the HEI to promote a culture of self-reflection/ appraisal. Significant changes are being made through critical analysis of the feedback/ recommendations of the previous accreditation exercise.	There is evidence of initiatives taken by the HEI to promote a culture of self-reflection/appraisal. Observable changes are being made through critical analysis of the feedback/ recommendations of the previous accreditation exercise.	There is evidence of some initiatives taken by the HEI to promote a culture of self-reflection/ appraisal. Some changes are being made through analysis of the feedback/ recommendations of the previous accreditation exercise.	There is no initiative taken by the HEI to promote a culture of self-reflection/ appraisal. No/minimal changes are being made through analysis of the feedback/recommendations of the previous accreditation exercise.

Criteria					
8.3 Innovative practices (30)	There is substantial evidence of initiatives to promote, recognize and sustain innovative practices among staff and students. The HEI has received a wide range of recognition for innovative practices at the national and international level.	There is significant evidence of initiatives to promote, recognize and sustain innovative practices among staff and students. The HEI has received numerous recognitions for innovative practices at the national/ international level.	There is some evidence of initiatives to promote, recognize and sustain innovative practices among staff and students. The HEI has received some recognition for innovative practices at the national/ international level.	There is little evidence of initiatives to promote, recognize and sustain innovative practices among staff and students. The HEI has received a few recognitions for innovative practices.	There is no evidence of initiative to promote, recognize and sustain innovative practices among staff and students. The HEI has not received any recognition for innovative practices.
8.4 Institutional branding (15)	A highly distinguished brand developed and promoted. There is evidence of HEI promoting all values, principles and practices of GNH.	A distinct institutional brand developed and promoted. There is evidence of HEI promoting most of the values, principles and practices of GNH.	A recognizable institutional brand developed and promoted. There is evidence of HEI promoting some of the values, principles and practices of GNH.	A basic institutional brand developed and promoted. There is evidence of HEI promoting a few values, principles and practices of GNH.	No institutional brand. There is no evidence of HEI promoting the values, principles and practices of GNH.