



International Quality Review of Kuwait International Law School

September 2017

Contents

About this review	1
Key findings.....	2
Executive Summary	2
QAA's conclusions about Kuwait International Law School	5
European Standards and Guidelines.....	5
Good practice	5
Recommendations	5
Explanation of the findings about Kuwait International Law School.....	6
Standard 1.1 Policy for quality assurance.....	7
Standard 1.2 Design and approval of programmes	9
Standard 1.3 Student-centred learning, teaching and assessment.....	12
Standard 1.4 Student admission, progression, recognition and certification	15
Standard 1.5 Teaching staff	17
Standard 1.6 Learning resources and student support.....	19
Standard 1.7 Information management	21
Standard 1.8 Public information	23
Standard 1.9 Ongoing monitoring and periodic review of programmes.....	24
Standard 1.10 Cyclical external quality assurance	27
Glossary.....	29

About this review

This is a report of an International Quality Review conducted by the Quality Assurance Agency for Higher Education (QAA) at Kuwait International [Law School](#). The review took place from 26 to 28 September 2017 and was conducted by a team of three reviewers, as follows:

- Professor Ann Holmes
- Dr Roy Ferguson
- Mr Joshua Elderfield (student reviewer).

International Quality Review (IQR) offers institutions outside the UK the opportunity to have a review by the UK's Quality Assurance Agency for Higher Education (QAA). The review benchmarks the institutions' quality assurance processes against international quality assurance standards set out in Part 1 of the *Standards and Guidelines for Quality Assurance in the European Higher Education Area* (ESG).¹

In International Quality Review, the QAA review team:

- makes conclusion against each of the 10 standards set out in Part 1 of the ESG
- makes recommendations
- identifies features of good practice
- came to an overall conclusion as to whether the institution meets the standards for International Quality Review

A summary of the findings can be found in the section starting on page 2. [Explanations of the findings](#) are given in numbered paragraphs in the section starting on page 7.

The QAA website gives more information [about QAA](#) and its mission.² A dedicated section explains the method for International Quality Review³ and has links to other informative documents. For an explanation of terms see the [glossary](#) at the end of this report.

¹ www.enqa.eu/index.php/home/esg

² www.qaa.ac.uk/about-us

³ www.qaa.ac.uk/about-us/commercial-and-international-services/international-quality-review

Key findings

Executive Summary

Kuwait International Law School (KILAW) is the only private law school in Kuwait, offering legal education leading to LLB and LLM degrees under license from the Kuwait Private Universities Council by the Amiri decree no 144 for 2008. Preparations to establish the law school commenced in 2004 and the physical construction began in early 2010. The first cohort of students was enrolled in March 2011, with 235 registered students. The Kuwait International Legal Studies and Research Centre (KILRC) was established in 2012 to support and fund research that enriches the knowledge and effectiveness of legal practices.

As a private Kuwaiti Law School, KILAW has a duty to comply with the rules, regulations and accreditation criteria set by the Private Universities Council (PUC) in Kuwait, the Ministry of Higher Education, and the National Bureau for Academic Accreditation Education and Quality Assurance (NBAQ).

KILAW values the importance of academic relations and academic links with other Arab and international universities and institutions. It has adopted a policy of engaging with others through a range of agreements for academic cooperation with selected international universities and institutions. These include agreements to undertake academic consultation, assistance and support to enrich and improve the quality of the School's education according to international academic standards and practices. Areas of cooperation include exchange of visiting faculty, student exchanges, site visits for assessment and follow up of the School's programmes and their evolution, fields of mutual research and joint academic degrees and certificates.

KILAW has signed memoranda of understanding (MOU) with law schools and universities worldwide. These include the following:

- University of Warwick, School of Law, UK
- University of California, Berkeley, Law School, USA (under renewal negotiation)
- Queen's University, Law School at Belfast, UK
- University of Texas, at Austin, School of Law, USA
- Stanford University, Law School, USA
- University of San Diego - School of Law, USA.

KILAW's Vision and Mission is published in all official publications of the School. Its vision is 'to achieve excellence in legal education informed by critical thinking and contextual approach.' It has a mission 'to participate in providing society with qualified personnel who distinguish themselves in the legal profession, performing to the highest professional standards, in both theoretical and practical aspects of the law'.

The vision behind establishing a private school specialising in legal education emerged from the notion that excellence in legal education should be achieved by embedding critical thinking within the curriculum. The goal was to provide legal education characterised by local, regional, Arab and international dimensions in order to introduce modern pioneering educational methodologies with less emphasis on traditional lecturing and teaching delivery modes. KILAW is pursuing the furtherance of its vision and mission by making application for the title of university within the Kuwaiti regulatory framework.

In the academic year 2016-17 KILAW had 1479 enrolled students. During that same year there were 71 full-time members of faculty and eight part-time.

The School offers the following programmes: Diploma of Law for paralegal staff; Bachelor of Law (LLB); Master of Law (LLM) with three routes, Master's in Public Law, Master's in Private Law and Master's in Law and Financial Transaction.

The School's campus is situated on the outskirts of Kuwait City. It consists of a modern building providing contemporary learning and social spaces for students, staff and visitors. The School has well equipped classrooms that are equipped with the latest learning technologies. There is free, high-speed wireless internet on-campus for students and staff, and fully equipped computer labs. KILAW also has a fully equipped moot court that is available for students and faculty members, in addition to a competition club room for students to use in training and practicing pleadings and debates. Supplementing these resources are a range of other learning resources including: an audio-visual conference hall; subject specific textbooks; and notebooks. KILAW's library has a range of hard copy and electronic publications, with spatial capacity to accommodate approximately 1,000 students at any given time. The School has already started to develop and extend the campus.

In reaching conclusions about the extent to which KILAW meets the 10 ESG standards, the review team followed the handbook for *International Quality Review: Building a global reputation for your university or college*, March 2016. The review is an evidence-based process and the review team was supplied by KILAW with their self-evaluation and supporting documentary evidence. In addition, the students were asked to provide the review team with their own written submission, which explained the learning experience from the student perspective. The review team visited KILAW from 26 to 28 September 2017. During the visit, the team met senior staff, members of the Board of Trustees, Advisory Board members, teaching staff, students past and present, work placement providers and employers. In addition, the review team undertook a tour of the campus teaching and learning facilities.

After analysing the range of evidence and discussing it with KILAW staff and students, the team concluded that Kuwait International Law School meets the 10 ESG standards.

The review team did not make any recommendations against seven of the 10 standards. One recommendation was made under *Standard 1.1: Policy for quality assurance*. This related to the need to articulate in a more formalised way how quality assurance processes integrate and relate to the committee structures. Overall, the team was satisfied by the presence of significant external oversight and the existence of a range of policies and procedures and as a result concluded that Standard 1.1 was met overall.

Two recommendations under *Standard 1.3: Student-centred learning, teaching and assessment* refer to matters associated with assessment criteria. A grading scheme is in existence and is used consistently but the team felt that there was a lack of clarity about the underpinning criteria for each of the gradations. For example, where a grade of excellent is awarded as opposed to outstanding there is no guidance as to what constitutes excellence and what constitutes outstanding. This links to the second recommendation to provide criteria specific to the assessed work in question, with such criteria being aligned to the learning outcomes for the course. The team found no evidence to suggest that there was any imminent concern about academic standards were and consequently they were able to conclude that Standard 1.3 was met.

The fourth recommendation was made under *Standard 1.9: Ongoing monitoring and periodic review of programmes*. The review team saw a range of evidence that provided assurance that monitoring and review of was taking place but that this was focused on the individual courses that make up a programme and not necessarily on the overall programme itself. Again, the review team formed the view that there was no current concern about programme quality and standards. However, as with the recommendations under Standard 1.1, the

review team concluded that the maturity of KILAW's quality management would benefit if the processes for monitoring and periodic review were documented more explicitly and in greater detail. The team was satisfied by the presence of course level internal monitoring and external quality oversight and therefore concluded that the Standard 1.9 was met overall.

The review team highlighted eight instances of good practice. These eight instances are represented across six of the 10 standards, demonstrating that good practice is embedded across a wide range of the School's operation. Two of the eight areas of good practice identified by the review team fell under *Standard 1.6: Learning resources and student support* demonstrating the School's commitment to providing a high level of support for students both academically, personally and professionally. The team found that KILAW provide high levels of support to enable students to engage in career enhancing activity such as national and international competitions. Academic advisers also provide significant support for students in planning their programme of study and through monitoring of their academic progress.

Another standard with two areas of identified good practice was that of *Standard 1.5: Teaching staff*. KILAW has engaged a diverse and experienced faculty but the School also provides a significant range of support for the development of faculty. Both instances of good practice play a significant part in enhancing the student learning experience.

The fifth area of good practice was identified under *Standard 1.4: Student admission, progression, recognition and certification* and relates to the significant value Teaching Assistants have in facilitating the academic progression of students; helping them plan an appropriate programme of study and then supporting and facilitating their subsequent progress.

The review team also identified as good practice under *Standard 1.3: Student-centred learning, teaching and assessment* the strong provision of English Language support, enabling students to gain from the opportunity to study bilingually. This was clearly valued by students as enhancing their career prospects. Also linked to career prospects is the strong emphasis on professional practice within the curriculum both at the design, approval and delivery phases and the review team identified this as good practice under *Standard 1.2: Design and approval of programmes*.

Finally, the review team saw many examples of the steps KILAW has taken to engage with its Associated Universities. The School is a relatively young institution and it has taken every opportunity to learn from the experience of its more well-established International University partners, which has evidently made a significant contribution to the development of the institution overall. Consequently, the review team identified the active engagement of representatives of the Associated Universities as good practice under *Standard 1.1: Policy for quality assurance*.

The review team came to the overall conclusion that Kuwait International Law School **meets** the 10 standards set out in Part 1 of the *Standards and Guidelines for Quality Assurance in the European Higher Education Area*.

QAA's conclusions about Kuwait International Law School

The QAA review team reached the following conclusions about the higher education provision at Kuwait International Law School.

European Standards and Guidelines

Kuwait International Law School meets all 10 ESG Standards and Guidelines.

Good practice

The QAA review team identified the following features of **good practice** at Kuwait International Law School.

- The active engagement of representatives of the Associated Universities which makes a significant contribution to the development of the institution (ESG Standard 1.1).
- The strong emphasis on professional practice within and without the curriculum, which enhances the employability of KILAW graduates (ESG Standard 1.2).
- The extent and nature of the support for study in English that facilitates the uptake of opportunities to undertake bilingual study (ESG Standard 1.3).
- The significant support provided by Academic Advisers to assist students in planning their programme of study and monitoring their progress (ESG Standard 1.4).
- The diversity of faculty membership and the contribution this makes to the development of the curriculum significantly enhances the student learning experience (ESG Standard 1.5).
- The significant range of support for continuous professional development of faculty (ESG Standard 1.5).
- The high level of engagement with, and support for, participation in external legal competitions, which makes a significant contribution to graduate career development (ESG Standard 1.6).
- The role of teaching assistants in providing additional support for student learning, which facilitates their academic progression (ESG Standard 1.6).

Recommendations

The QAA review team makes the following **recommendations** to Kuwait International Law School.

- Develop further the current quality assurance policy to more clearly articulate how the various quality assurance processes integrate and relate to the committee structure (ESG Standard 1.1).
- Develop generic criterion referencing for each gradation of the assessment grading system (ESG Standard 1.3).
- Provide specific assessment criteria aligned to learning outcomes to accompany coursework assessment briefs (ESG Standard 1.3).
- Document more explicitly and in more detail, how programme monitoring and review is operationalised (ESG Standard 1.9).

Explanation of the findings about Kuwait International Law School

This section explains the review findings in more detail.

Terms that may be unfamiliar to some readers have been included in a [brief glossary](#) at the end of this report. A fuller [glossary of terms](#) is available on the QAA website, and formal definitions of certain terms may be found in the operational description and handbook for the [review method](#), also on the QAA website.

Standard 1.1 Policy for quality assurance

Institutions should have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders.

Findings

1.1 The Ministry of Higher Education oversees tertiary education in Kuwait, in collaboration with government accreditation and regulatory bodies, including the National Bureau for Academic Accreditation and Education Quality Assurance (NBAQ), and the Private Universities Council (PUC). The former is tasked with supervising higher education accreditation processes, while the PUC is responsible for facilitating and monitoring the opening of any private institutions. In the absence of the accreditation service currently being developed at NBAQ, standards at private higher education institutions - such as faculty expertise, research production, quality and teaching methodologies - have historically been aligned with professional educational bodies and international 'associated universities'.

1.2 To formalise the process of domestic accreditation, a 2010 Emiri decree established the NBAQ as a means of testing the quality of education in the country, and ensuring proper accreditation of public and private Kuwaiti institutions. At the end of 2016, the Bureau was moving forward to develop its core operating responsibilities, including establishing an academic accreditation system for institutions and programmes in all higher education institutions. Rollout of the NBAQ accreditation process is scheduled to begin with a public awareness campaign in early 2018. In the interim, PUC retains a primary role in the governance of private higher education institutions and their accreditation.

1.3 Kuwait International Law School (KILAW) is a licensed institution under the PUC accreditation requirements. KILAW is currently the only private law school in Kuwait and recruited its first cohort of students in 2011.

1.4 As a private law school, KILAW must comply with the regulations and accreditation criteria prescribed by the PUC in Kuwait and the Ministry of Higher Education. PUC, among other responsibilities, undertakes institutional accreditation as well as periodic quality and performance reviews. Upon being licensed, each private university is required to submit a report every two years to PUC, evaluating their university's compliance with the license requirements, including the quality of the programmes it offers. A review undertaken by PUC took place in November 2013. Following this in 2014, KILAW was accredited by PUC for a further four years. The next PUC accreditation will take place in 2018.

1.5 The PUC requires private institutions to establish a formal link with one international university (referred to as an 'associated university') to ensure that academic standards, curricula and institutional practices are appropriately benchmarked. KILAW has, commendably, extended this aspect of quality assurance benchmarking by establishing links with six associated universities.

1.6 As a condition for licensing, the PUC requires a designated associated university to submit a formal report on the readiness of a proposed institution to offer higher education awards, as part of the initial application stage (to establish the private institution), and to undertake periodic biennial external reviews of the quality of provision once the new institution has been licensed by PUC. An example of a periodic review report prepared by the team from the University of Warwick (UK) in 2012, following an evaluation of KILAW, was provided to the review team.

1.7 The KILAW Board of Trustees is the senior committee in KILAW and is responsible for overseeing institutional adherence with quality policies, processes and regulations. At an operational level, the KILAW President has responsibility for the oversight of quality within the institution and prepares regular reports for the Board of Trustees. The School Council monitors implementation of the quality processes across the various institutional departments. KILAW's academic departments have executive and coordinating roles under the direction of the Dean and School Council. The composition of the Advisory Board consists of external members drawn from leading international law schools and provides advice and guidance to the KILAW President and the Chairman of the Board of Trustees, across a range of academic and related matters. The Board of Trustees and Advisory Board are well represented by independent external members, including the associated university members. In meetings with senior KILAW staff and separately, with external members of the Advisory Board, supplemented by documented evidence, the review team concluded that the active engagement of representatives of the Associated Universities makes a significant contribution to the development of the institution and is **good practice**.

1.8 In the context of quality assurance, KILAW's President and School Council work in conjunction with other institutional committees that have responsibility for quality assurance, which include: the Curriculum Committee and the Academic Affairs Committee.

1.9 KILAW established a Quality Assurance and Accreditation Committee in 2012. This committee was renamed in 2015, and is now called the Quality Assurance and Accreditation Office (QAAO). The QAAO's main purpose is to oversee the operation of the quality assurance and accreditation processes at KILAW. Roll out of its responsibilities in this domain commenced in 2015, which was noted by the review team.

1.10 KILAW has recently developed a framework of policies and processes relating to quality assurance that is made public, and which sets out its various approaches to quality assurance across its core activities. These policies and process documents include: KILAW Quality Assurance Policy; the Quality Assurance Handbook; and Academic Guide. While these documents provide a solid quality assurance policy foundation, the quality framework could be enhanced further, increasing transparency and accountability, if KILAW more clearly documented how the various processes relate to each other and to the School's committee structure; for instance, by demonstrating the link between policy, procedure and committee decision making. The review team therefore **recommends** KILAW to develop further the current quality assurance policy to more clearly articulate how the various quality assurance processes integrate and relate to the committee structure.

1.11 Overall the review team concluded that Standard 1.1 is met, as KILAW's approach to quality assurance is, to a large extent, prescribed by the external requirements of the PUC. These requirements involve an evaluation of a range of criteria, which includes: academic programmes; curriculum and course descriptions; assessment; and faculty. KILAW has, in addition to the statutory requirements, developed its own Quality Assurance Policy and associated procedures as set out, for example, in the Quality Assurance Handbook and Academic Guide. The recommendation made under this Standard does not indicate a significant weakness but rather points to an enhancement that can be made to the KILAW quality assurance framework.

Standard 1.2 Design and approval of programmes

Institutions should have processes for the design and approval of their programmes. The programmes should be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme should be clearly specified and communicated, and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.

Findings

2.1 KILAW and its programmes are approved and licensed by the PUC. KILAW offers an LLB, three Master's Programmes and a paralegal diploma, the latter is approved but has yet to commence. The main language of study is Arabic. However, a unique aspect of KILAW programmes is the number of legal courses delivered in English.

2.2 Overall responsibility for programme design and approval rests with the School Council, although there is delegated responsibility to other committees. Currently programmes and the curriculum are reviewed every two years by representatives of the Associated Universities and annually by the Advisory Board.

2.3 KILAW has chosen to align itself with UK and USA higher education frameworks and in so doing selects from the most appropriate system to meet their needs. This is reflected in the emphasis placed on courses in the approach to quality management. The Advisory board comprises representatives from the Associated Universities and within its terms of reference it may make recommendations to School Council regarding course enhancements.

2.4 PUC prescribes the core courses for its licensed programmes. However, KILAW faculty can design electives and assessment, and determine learning and teaching methods. The 'Major' sheet which is submitted to the PUC provides information on the programme and courses.

2.5 There is a flowchart of the procedure to be followed for course design and approval. Proposals are considered by a number of committees concluding with the Board of Trustees. KILAW has produced a schedule for review and development, including a time frame and responsibilities. The LLB undergraduate programme is aligned with the programme at the University of Warwick (in the UK) and the curriculum continues to be reviewed by the University.

2.6 The undergraduate and postgraduate programmes have stated learning outcomes. Benchmarking against the QAA *Subject Benchmark Statement: Law (2015)* has taken place. Courses have clearly stated academic credits and workload in hours. Students have an opportunity to develop their language skills in English and Arabic, critical thinking skills, and communication and legal skills. The Academic Guide provides students with information about their programme and the regulatory framework.

2.7 Within the programmes there is an opportunity for students to choose courses that reflect their interests and career aspirations. A list of courses to be offered each year is prepared by the Registration Department, subject to the approval of the Associate Dean for Academic affairs. Programmes are offered both in full-time and part-time mode with day or evening attendance options being available to students.

2.8 KILAW has stated roles and responsibilities for each of its support offices, including a statement of processes and templates.

2.9 A proposal for a new programme commences with a programme proposal brief which is considered by Curriculum Committee, Academic Affairs Committee, School Council, and ultimately approved by the Board of Trustees. A proposal may originate from any member of staff but must be approved by School Council if it is to be progressed.

2.10 There is externality in programme development involving consultation with potential stakeholders. Student Representatives have an input into course design and approval through their membership of various committees, including Students Affairs Committee, Academic Affairs Committee and School Council as well as course evaluations. An advisory team consisting of students, alumni and externals also provide feedback to QAAO on KILAW's programmes.

2.11 In developing programmes, emphasis is placed on a practice-based curriculum and developing students for their future careers. Critical thinking and communication encourages students to reflect on their learning. Students are also encouraged to engage in legal competitions (both internally and internationally), field trips and placements/internships. Participation in moots and mock trials is embedded within the curriculum. There is also a legal clinic course. Staff are encouraged to engage in curriculum design through the provision of workshops. The review team concluded that the strong emphasis on professional practice within and without the curriculum, which enhances the employability of KILAW graduates is **good practice**.

2.12 Support is available for staff who wish to develop new courses. Guidance on curriculum design, teaching and assessment has been set by both Curriculum Committee and Academic Affairs Committee. The role of Curriculum Committee and Academic Affairs Committee in the programme and course approval process ensure that PUC requirements are met. The review team heard that Advisory Board members provide workshops for faculty when they visit the institutions, including workshops on writing learning outcomes, and developing research methods.

2.13 Major changes to programmes, for example adding a new module, must be approved by the Board of Trustees. Any under-recruiting courses can be removed by the Associate Dean for Academic Affairs (ADAA). Minor amendments, such as changing an assessment method, receive final approval from Academic Affairs Committee. Proposals to amend a course are considered initially in Faculty general meetings.

2.14 Modifications to courses may originate from the course review completed by course leaders at the end of each semester. Course leaders may propose any adjustments to delivery or the syllabus for discussion with the Head of Department who will then propose any amendments to Curriculum Committee.

2.15 Through scrutiny of the minutes of committees, including Curriculum Committee, Academic Committee and School Council, there is evidence that there is an established programme approval and course modification process. From meetings with staff, the review team formed the view that these policies and processes are clearly understood by staff, including the roles of the respective committees. However, KILAW may wish to articulate more clearly in its Quality Assurance Handbook, how the different processes operate at the various levels of the School (see recommendation in paragraph 1.10).

2.16 Course documentation, including the course outlines, syllabus, and assessments, is held on file. The definitive document for each course is the syllabus which contains information on the learning outcomes, assessment and assessment weighting, course

content and the teaching schedule. 'Major' sheets outline the curriculum areas for each programme and course.

2.17 The review team concludes that KILAW has in place policies and processes for the design, approval and modification of programmes and courses and that Standard 1.2 is met. The strong emphasis on professional practice within the curriculum and its delivery is identified as good practice.

Standard 1.3 Student-centred learning, teaching and assessment

Institutions should ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.

Findings

3.1 Faculty use a variety of learning and teaching techniques in delivering their courses and embed skills within the curriculum, including legal skills, critical thinking skills, and mooting. The Curriculum Committee has encouraged staff to develop less traditional methods and include more PowerPoint, role play, debates and discussion groups. Course review, which is undertaken at the end of each semester, informs changes to the curriculum. Any changes follow the prescribed process for major and minor modifications (see also paragraph 2.13).

3.2 The curriculum encourages students to develop a more autonomous approach to learning in preparation for professional practice, for example the Legal Clinic course. A number of courses are delivered in English (as well as Arabic) and there is therefore an expectation that students have a high level of English proficiency, which is tested on entry to the programme. English Language support is provided. Students are also encouraged to engage in experiential learning through competitions, work placements, coaching and moots. Reflecting KILAW's strategic vision, there is also an elective course on Professional Skills and Methods of Intellectual Communication to develop critical thinking. External tutors are also used to deliver training within courses as part of the focus on professional practice.

3.3 Assessment is aligned to the course learning outcomes and is monitored by the Head of Department and Associate Dean for Academic Affairs. Final examination papers are approved by Examinations Committee on which external examiners sit. External examiners report to the Dean; their report which is a joint report, is considered by the School Council and the Board of Trustees. The Examinations Committee maintains oversight of the examining process.

3.4 Claims for extenuating circumstances are considered by the Student Affairs Committee (SAC). The policies for student appeals and complaints are outlined in the Academic Guide and Student Orientation handbook. Support for students is available from the Social Service Office.

3.5 Students are encouraged to provide feedback on courses, teaching staff, services, orientation, training courses and career development. Students are also able to raise issues with their academic adviser.

3.6 There is a process for students wishing to appeal or petition their final examination grade which is clearly understood by staff and students. Such petitions are considered by members of the Examinations Committee with oversight by the Head of the Committee. Students have 48 hours after examination results have been published to lodge a petition in writing to the designated member of staff. The petition and the answer book are then considered anonymously by another designated tutor to ensure independent scrutiny. KILAW monitors the examination process including, the number of appeals and outcomes.

3.7 The College has developed flexible modes of delivery, allowing students to manage their learning to suit their needs. The newly created Innovation Excellence Centre and the Innovation team promote ideas for the enhancement of teaching.

3.8 The review team saw a demonstration of the learning management system, (LMS) which has recently been developed, enabling delivery of a virtual classroom that allows

students to participate and interact in real time in the virtual classroom, using a range of mobile devices. This provides support for the three courses that have been developed as part of the blended learning initiative. Students can access the LMS using their email address which then provides access to, for example, all course information and discussion groups.

3.9 Students are supported through their studies by their academic adviser and teaching assistants who provide additional tutor support for students. Student performance is monitored by the Academic Guidance Committee with course leaders providing a report on performance for their course. Students who require additional support having failed an assessment or who wish to improve their performance, may register and attend study sessions in the summer.

3.10 The main language of study is Arabic, which is well supported. However, a strength of KILAW programmes is the provision of compulsory and elective courses in English. On the undergraduate programme, students must study two English language courses in their first year and six legal courses in English, plus there are also electives for students who wish to develop their legal English proficiency. The team was informed that this was particularly valued by students and alumni as enhancing their employability. KILAW provides considerable English language support for students through workshops, study groups and one-to-one tuition where required. Teaching Assistants also provide English language support. KILAW has applied for CEA accreditation of its English language programme. The review team concludes that the extent and nature of the support for study in English that facilitates the uptake of opportunities to undertake bilingual study is **good practice**.

3.11 Staff and students who met with the review team were aware of the procedure for making a complaint. This will either be to the Assistant Dean for Academic Affairs, Vice Dean or Dean, or through the Students' association. The students reported that KILAW has an open-door policy and therefore they felt able to approach tutors if they had any issues. However, the review team noted that there is no clear documented complaints policy and advise KILAW that they may wish to develop one.

3.12 The modes of assessment and weighting of assessment are outlined in each course syllabus. The general requirement is that the weighting for coursework is 40 per cent and for examinations 60 per cent. Individual tutors may determine the nature of the coursework element, but all tutors on the course must agree the examination questions. Final examination papers are approved by the Head of Department and Assistant Dean for Student Affairs. All assessment is designed to allow students to meet the learning outcomes. There are clear rules on cheating and regulatory violations.

3.13 The alpha-numerical grading system cited within the academic regulations is referred to as the assessment criteria. However, the review team noted that there was no description of each gradation within the grading system; for instance, there is no guidance as to what constitutes grades such as outstanding and excellent, other than the numerical difference between the grades. It is therefore unclear what the criterion is for each element. The review team **recommends** that KILAW develop generic criterion referencing for each gradation of the assessment grading system.

3.14 The assessment criteria referred to in the course syllabus is also the alpha-numerical grading system and does not specifically relate to individual elements of assessment and the assessment brief. It is, therefore, unclear how students understand what criteria they are being assessed against for each assessment brief. The review team **recommends** that KILAW provide specific assessment criteria aligned to learning outcomes to accompany coursework assessment briefs.

3.15 The Student Written Submission provided to the review team by students referred to some inconsistency in the timing and quality of feedback on assessed work. However, students who met the team were generally satisfied that work was returned with feedback in a timely manner. Although KILAW does not have a formal feedback policy, the team heard that for postgraduate programmes there was a schedule of hand-in and hand back dates. While the timing of feedback does not currently appear to be an issue as staff generally return work within 2-3 days. KILAW are advised to consider extending the use of a schedule as produced for its postgraduate programmes to its undergraduate programmes. The review team also advise KILAW to explore ways of facilitating improved consistency in the quality of the feedback provided by tutors.

3.16 The Examinations Committee oversees the examination process. Although not required by the PUC, KILAW has appointed external examiners from representatives of the Associated Universities and other external academic institutions to maintain oversight of the examination process. This involves ensuring the examining process is robust and that assessments and marking are appropriate. The examiners visit KILAW during the examination process and produce a report which is considered by the Higher Examinations Committee, School Council and the Board of Trustees. However, KILAW may wish to consider establishing a more independent external examining process in the future to validate that standards are being met across all courses.

3.17 The review team concludes that KILAW supports innovation in learning, teaching and assessment. It places emphasis on the development of professional practice within the curriculum (See paragraph 2.11) and provides significant English Language support for students within the learning process. The team identified both aspects as good practice. It maintains appropriate oversight of the assessment process. However, there is a need to develop generic and specific assessment criteria which should enhance the reliability, both actual and perceived, of the assessment process. Overall, the team concludes that Standard 1.3 is met.

Standard 1.4 Student admission, progression, recognition and certification

Institutions should consistently apply pre-defined and published regulations covering all phases of the student "life cycle", e.g. student admission, progression, recognition and certification.

Findings

4.1 The School has an Admissions Policy. The Admissions Policy is summarised in the provider's Academic Guide, and is clearly accessible to students through the School's website. The policy is periodically reviewed and enhanced, for example, revisions were made to the Admissions Policy to ensure greater transparency and alignment with the School's capacity to accommodate students and market demand for places. There is also a focus on widening participation and access to KILAW's programmes of study by targeting quality students from under-represented groups and supporting them in their application to the School.

4.2 The Admissions and Registration Departments liaise regularly with prospective and existing students to ensure they are clear about the systems in place to support them prior to and during their studies at KILAW. The Admissions Department communicates on a regular basis with applicants by telephone and e-mail.

4.3 Students have the right to appeal directly to the School regarding an adverse admissions decision. Students with scholarships may submit their appeals directly to the PUC, which are then referred to the School for a response.

4.4 Students confirmed to the review team that orientation was provided one month before their start date and that the opportunity to appeal or complain was communicated during the orientation.

4.5 The Registration Department plays a role in tracking student progression and success. The Department updates all courses and changes to curriculum through the Campus Vue system. Students' progression and achievement are monitored by the Registration Department and the Guidance and Orientation Office to follow up on the progression of students, especially those with Grade Point Average (GPA) warnings, to support them in passing and achieving the required GPA.

4.6 There are thorough processes for tracking the progress of students from admission to graduation through the allocation of academic advisers, who provide students with support regarding course choices for each semester, as well as reviewing their performance and graduation plan. Students were very appreciative of the academic adviser system, which they found very useful in helping to ensure that they have a balanced and cohesive range of subjects represented in their programme of study. The review team also heard from staff and students about the rigorous and effective tracking of academic progress, which ensures that early intervention and support can be put in place where students may be having difficulties. The review team formed the view that the significant support provided by Academic Advisers to assist students in planning their programme of study and monitoring their progress is good practice.

4.7 The School has procedures in place to consider applications from students for exemption from courses based on prior certified learning. The Equivalency Committee's remit includes the fair and consistent application of the regulations for recognition of courses within and/or transfer from external providers and for the award of credits and qualifications.

4.8 The School provides certificates for students who successfully complete the requirements of their programmes of study.

4.9 The admissions processes are accessible and easy to navigate on the School's website, and demonstrate the commitment the School has to effective communication with its students. Students confirmed they had no problems with accessing any information either online or directly through members of staff. The School periodically reviews the processes to ensure they remain fit for purpose.

4.10 The evidence provided to the review team demonstrates the ways in which student progression is monitored and acted upon with the support of the Guidance and Orientation Office and through the support of Academic Advisers. Students spoke highly of the academic adviser system, which clearly has a positive impact on their academic experience.

4.11 The school has a clear policy on student transfer requirements set out in the Academic Guide. It recognises previous courses passed from a student's prior education, which reflects the principles of the Lisbon Recognition Convention. Evidence reviewed by the team relating to certificates and transcripts confirm that they contain the appropriate and relevant information, such as the level, content and status.

4.12 After analysing the documentary evidence and speaking to staff and students, the review team concluded that the admissions processes are clear and are easily accessed online by students. The processes are also reviewed periodically to ensure that they remain fit for purpose. There are examples of good practice through the school's academic adviser system which is effective and appreciated by students (See also Standard 1.6). The School's policy on recognition of other awards for transfer is also clear and reflects the principles of the Lisbon Recognition Convention. Certificates and related documentation are appropriate and clear. The team concluded that Standard 1.4 is met.

Standard 1.5 Teaching staff

Institutions should assure themselves of the competence of their teachers. They should apply fair and transparent processes for the recruitment and development of the staff.

Findings

5.1 KILAW has a recruitment plan which informs the recruitment of staff. Appointments are determined by the outcomes of the recruitment process and are reported to School Council, Appointments Committee, and Board of Trustees. Staff are appointed for one year in the first instance. KILAW operates a ratio of one member of academic staff to every 20 students.

5.2 KILAW has a clearly stated process for the recruitment of Faculty staff. It adheres to the PUC qualification requirements; for example, the stipulation that 67 per cent of staff should have PhDs, with 85 per cent of KILAW staff possessing that level of qualification. All staff complete an application form and as part of the selection process are interviewed. Generally, staff must have at least four years teaching experience in higher education. KILAW also makes use of Teaching Assistants to support faculty staff in delivering their courses and students who may need additional academic or English language support. They are subject to a defined selection process and approval by PUC. The duties of all staff, including Teaching Assistants are clearly outlined. Teaching Assistants, during their probationary period, shadow Professors. All staff undergo an induction or orientation, including an introduction to KILAW and its policies.

5.3 Staff are subject to an annual staff appraisal in which staff development needs are identified. All staff can apply for staff development. On completion of staff development activities staff are expected to review and evaluate the activity undertaken. Evaluations are then considered by the Associate Dean for Academic Affairs. A record is kept of Faculty staff development activities and Faculty publications in the KILAW journal. The Associate Dean for Academic Affairs organises the peer observation of staff and the report is considered by the Dean.

5.4 Students complete an evaluation of their tutor's performance, which includes a detailed assessment of teaching and support. Poor performance by Faculty members is considered by Academic Affairs Committee and School Council with appropriate action taken. The course report completed by staff encourages reflection on teaching and assessment methods and any proposals for personal development.

5.5 The Academic Promotion policy lays down the criteria, using a point-based grading system, for the appointment of Associate Professors and Professors. The procedure involves the Head of Department, the Dean and the Promotions Committee.

5.6 All professors are required to be research active. All other members of staff are encouraged to research and publish. Each faculty member must publish every two years to maintain their contract. KILAW has its own peer reviewed journal, published quarterly, to which staff submit articles for publication. It also holds an international annual conference, addressing key legal themes and encourages participation by its faculty staff. KILAW has an established research centre, Kuwait International Legal Studies and Research Centre (KILRC), which supports and funds research. It also provides professional training for lawyers, government employees and civil servants.

5.7 The KILAW annual report provides details of faculty members and their academic activity, including conference attendance. It also includes detailed departmental reports.

5.8 The review team heard that KILAW employs faculty staff from a wide range of countries based on their experience, qualifications and academic fit to the KILAW ethos. This diversity is appreciated by students. The review team found that the diversity of faculty membership and the contribution this makes to the development of the curriculum significantly enhances the student learning experience and is **good practice**.

5.9 KILAW has in place robust procedures for the recruitment and selection of its staff, including its part-time staff and Teaching Assistants. All academic staff must be approved by the PUC. KILAW also supports the development of its academic staff, including their research and pedagogic activity. It has policies in place, such as peer review and appraisal to aid in the identification of individual staff development needs.

5.10 The range of staff development opportunities available to staff are extensive and include a research day per week to pursue approved research, an opportunity to attend one international conference per year, workshops on pedagogy and research methods led by attending advisory board members, and an annual KILAW conference with internal and external speakers. Requests to attend conferences must be supported by Heads of Department. Staff attending conferences are expected to report back on their experience. Good practice in Learning and teaching is shared in departmental meetings and in the Faculty members' forum. Departmental reports also include details of participation in staff development and research activities. Staff who met with the review team were fully conversant with the process for requesting staff development and felt well supported both in terms of research, scholarly activity and pedagogy. The review team concludes that the significant range of support for continuous professional development of faculty is **good practice**.

5.11 The team concludes that the College meets the required standard in respect of the policies and processes relating to the recruitment and development of its staff and that these are applied in a fair and transparent way. There are no recommendations made under this standard and two examples of good practice have been identified, therefore Standard 1.5 is met.

Standard 1.6 Learning resources and student support

Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.

Findings

6.1 There is a range of resources provided by the School, including a library, well-equipped computer laboratories, a fully integrated moot courtroom as well as moot parliament hall, a Medical Centre on-site and an on-campus branch of the Manpower and Government Restructuring Programme (MGRP) to provide financial support to help students/graduates secure employment.

6.2 The School provides a range of support services, ranging from library assistants, Information Technology (IT) services, careers and employment, as well as working with employers to support students and the MGRP.

6.3 The School welcomes applications from disabled students and support is individually tailored to help disabled students overcome barriers to academic progression. The Office of Social Service monitors the effectiveness of facilities such as the Library, IT and building entrance and access. Feedback from disabled students has been used in providing a coordinated approach from all departments and services.

6.4 Disabled students are represented in the administrative body of the Student Association to ensure effective representation of their voice and needs. Following admission and registration, further discussions take place to refine the support needs. From the outset, the School ensures inclusivity, with electric elevators, private restrooms and wheelchair access designed within the plans.

6.5 There are provisions in place to support students to learn Arabic as well as English, through Arabic Language days and overseeing Arabic language entry tests. Additionally, the English Department focuses on instilling in prospective LLB candidates general English language communication skills, legal terms, analytical thinking as well as occupational habits. The latter is intended to contribute to their success during both their academic and their professional law careers.

6.6 Teaching Assistants help students in all law courses taught in English. They meet weekly to explain or clarify; for example, any challenging academic issues or concepts, discuss cases, or practice on sample questions. Students attested to the availability of this support in meetings with the review team.

6.7 The School provides study groups, which are compulsory for students who may need to improve their English. The tutorials develop students' abilities to deepen their understanding of the legal aspects of the course and guide them in the methodologies needed to solve legal cases. Attendance at these is followed up by the professors to ensure they are having a positive impact on student performance.

6.8 The school provides opportunities and funding to students to support extracurricular and additional learning experiences, including national and international field trips, training courses and workshops. Some of these opportunities are within academic courses, such as research writing, while others are extracurricular, such as participation in international moot competitions. Students spoke enthusiastically about the opportunities to engage in national and international competitions, which they welcomed as developing their abilities within an international context. Students also confirmed that the School provides sufficient support for competitions and trips, through funding and practice sessions. The review team concluded

that the high level of engagement with, and support for, participation in external legal competitions, which makes a significant contribution to graduate career development is **good practice**.

6.9 All policies and processes are published in the academic guide and on the website, which are updated annually. A copy of the guide is available to students when they join and upon request.

6.10 A wide range of services are available to staff and students and the school has recognised the need to expand these even further to continue to support the academic success of students through the construction of the Kuwait International Legal Research Centre and an integrated health club. Over 60 per cent of students surveyed were positive about the IT and library services.

6.11 The provision of the Teaching Assistant Service has been noted in other sections of this report (See paragraphs 3.9, 3.10, 5.2 and 6.6). The documentary evidence seen by the team and the account of the service and its benefits to students given in meetings with students and staff, provide a robust validation of the effectiveness of teaching assistants in facilitating the academic progress of students. Students believe the weekly support the Teaching Assistants provide encourages them to participate better in class both with professors and fellow students. The review team, therefore, concluded that the role of teaching assistants in providing additional support for student learning, which facilitates their academic progression is **good practice**.

6.12 The School has paid attention to the needs of its student body and this is demonstrated through its flexible approach to course scheduling for students who may be part-time or employed. There is a comprehensive programme of support activities with which students can engage to help them develop further transferable skills away from the classroom experience. Students recognise the benefits these have in preparing them to compete in the labour market.

6.13 There is a wide range of services and facilities available to students, and students agree the support they receive encourages them to perform better in class and after graduation. The School considers its student demographic when carrying out its responsibilities. Students clearly welcome the extra-curricular activities that are made available to them and can identify the benefits, while the School ensures these are relevant and accessible. The team, therefore, concluded that Standard 1.6 is met.

Standard 1.7 Information management

Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities.

Findings

7.1 The PUC requires all private universities to submit annual reports that include analysis of information relating to institutional performance. Data sets include: recruitment, admissions and student progression. KILAW also uses a set of Key Performance Indicators (KPIs) to inform management decision making, which include faculty research publications; staff levels; staff development; enhancement of the information system infrastructure; library enhancements; and support for students with special needs.

7.2 The Planning Office, in collaboration with the Associate Dean for Academic Affairs, monitor the KPIs and benchmarking metrics relating to academic performance. Information is generated from several sources including the student information system, academic and administrative departmental reports, academic committees and electronic student surveys all of which is coordinated by the KILAW IT Department and Planning Office.

7.3 Planning reports from ongoing data analysis are considered by the KILAW President/Dean and several internal committees including departmental committees, the Deanship Committee, the School Council and the Board of Trustees.

7.4 KILAW changed from a manual student survey to an online system in 2016-17. The analysis of student evaluations is processed electronically, and the results initially communicated to the Dean of Academic Affairs for consideration. The results are also considered by several committees including, the Academic Committee, the School Council and by the Dean.

7.5 KILAW also recently upgraded its IT system which now incorporates, for example, Learning Management Systems (LMS); virtual classrooms; e-collaboration software; video conferencing; and virtual whiteboards.

7.6 The LMS allows students to interact online through the virtual classroom and e-collaboration facility. This facility allows participants to interact with the lecturer and other students through voice, chat rooms and screen sharing. Students can access the LMS using their email address which is also used to access their school email account and their information on the Student Information System.

7.7 The review team were provided with a briefing and demonstration of new enhancements to the LMS system. This included high end data analysis and visualisation applications, upon which KILAW has developed an online real-time interactive dashboard, which is connected to the Student Information System (Campus VueSIS). The dashboard provides the Dean, senior faculty and administration staff with real-time KPIs, indicators and other relevant statistics about academic programmes and students. For example, the LMS supports a range of data analytic functions such as tracking student participation in virtual classroom sessions; grade and progression analysis; and student attendance. The LMS also supports student feedback and course evaluation as well as student learning, for example, accessing lecture notes; and self-assessment tests. These tests or exams are randomly generated from a bank of questions customised by the module lecturer. Results from these tests/exams can assist the lecturer in identifying knowledge and skill gaps among students.

7.8 KILAW ensures that relevant data and information is collected, analysed and used to effectively manage institutional planning, programme development and programme operation. The review team concluded that consequently Standard 1.7 is met.

Standard 1.8 Public information

Institutions should publish information about their activities, including programmes, which is clear, accurate, objective, up to date and readily accessible.

Findings

8.1 The School website, along with the academic guide, provide sufficient information to prospective and current students about the programmes they offer, as well as the selection criteria, programme objectives for each course, the language in which it is taught, and the qualifications they award.

8.2 The Student Orientation Handbook provides comprehensive information for all students about student life and welcomes new students. Once students are enrolled on a course, they are provided with further details about the course schedule, further information on the content and a summary of assessment regimes for the course and programme. There is a postgraduate handbook for the postgraduate programme specifically. The School also has its own annual magazine which features activities on and off campus.

8.3 The website is straightforward to navigate, and students and prospective students can find information on the course with relative ease. This includes being able to see what the entry requirements are, what language the course will be taught in and the course learning outcomes. The Student Orientation Handbook can be found easily on the website.

8.4 The School seeks to find alternate ways of engaging with students, for example, it has introduced an annual magazine to update students on developments that may impact on them. Students confirmed during the review visit that the School uses various social media channels to communicate with students, as well as using physical and virtual notice boards. These were evidently effective and were warmly received by the students the review team met.

8.5 The information available to students is easily found and provides the kind of information students most need. There are handbooks students can access which answer many questions, and the school has been proactive in establishing its own annual magazine to provide an alternative way to promote and communicate what is happening on campus. The use of social media among other forms of communication have had a positive impact on the students. The review team found that overall the information provided by KILAW is clear, accurate, objective, up to date and readily accessible and that therefore Standard 1.8 is met.

Standard 1.9 Ongoing monitoring and periodic review of programmes

Institutions should monitor and periodically review their programmes to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews should lead to continuous improvement of the programme. Any action planned or taken as a result should be communicated to all those concerned.

Findings

9.1 KILAW courses (modules) are subject to annual monitoring and review under KILAW quality assurance procedures and the requirements of the PUC. In September each year, course leaders prepare reports, incorporating feedback from students at least once per semester. These reports are considered by the relevant Head of Department at a Departmental meeting to discuss any proposed changes to modules and/or programmes with the Academic Deanship and the Dean. A report is then prepared for the Curriculum Committee and the Academic Affairs Committee. In meetings with KILAW faculty and staff, the review team were informed that the Curriculum Committee considers the course academic content and the overall programme coherency and standard.

9.2 In February of each year, the Curriculum Committee considers the departmental reports and recommends developmental course and programme changes which are considered by the Academic Affairs Committee in April. The Academic Affairs Committee considers the proposed changes, in relation to the institutional vision and mission and to ensure that programme curricula aligns with KILAW's Strategic Plan and the goals for higher education of the state of Kuwait. The Academic Affairs Committee prepares a report on curriculum developments, which is considered by the School Council in June. The School Council, as appropriate, will make recommendations for course and programme changes to the Board of Trustees in June/July each year. All changes are communicated to faculty and students.

9.3 Involvement of students in the annual and periodical monitoring processes is primarily facilitated through electronic surveys of course/staff evaluations at the end of each semester. Students provide feedback on the quality of teaching on their courses and the programme generally, and they are represented on core committees such as the Curriculum Committee, Academic Affairs Committee and School Council. Feedback from students is also sought concerning the quality of the student services, such as: computing, library, student appeals processes and general study spaces. Findings from the student questionnaires are considered by the relevant department and the School Council. Periodically, senior staff of KILAW meet with students in an Open Meeting format, which serves to update students on ongoing developments within KILAW, as well as providing a platform for students to raise issues and/or make suggestions for improvement.

9.4 KILAW courses and programmes are monitored internally on an annual basis and reviewed biennially by associate universities and PUC. As an example of an associated university link with KILAW, a team from the University of Warwick (UK) completed a review of programmes in November 2012. The University's report concluded that KILAW law programmes compared favourably with the University of Warwick's law programmes and many international law schools worldwide.

9.5 The review team noted evidence that confirmed that a student representative system was in place across all courses, programmes and key institutional committees. In meetings with students, the review team confirmed that students were given opportunities to feedback on proposed changes to courses and programmes and there was a system in place to elicit student comments concerning field trips and internships. Students cited

several examples of KILAW responding to student feedback, including the acquisition of additional reading material for the library and revising the examination timetable to reduce time pressure for certain student cohorts.

9.6 The LMS provides live information about student recruitment, retention, progression and achievement and its continued roll out will enhance review as it will facilitate course and programme teams in tracking key information.

9.7 External members of the Advisory Board, employer and alumni representatives in separate meetings with the review team confirmed that they had had an opportunity to input to curriculum changes and to feedback on other student engagement activity, such as field trips and internships.

9.8 The review team noted the opportunity to facilitate periodic external review of courses and programmes using a range of mechanisms, for example, by external examiners and review by associated university representatives, PUC, and the Academic Advisory Board. In the context of periodic programme review, in May 2017, KILAW organised a seminar with legal practitioners to elicit industry/sector feedback on aspects of the law curriculum to better equip KILAW students regarding relevant skill and knowledge sets for future employment.

9.9 In the aggregated external examiner report for 2017 (four external examiners), concerning the LLB programme, the examiners commented 'we are impressed with the improvements that have been made since the external examiner system was adopted with the aim of enabling KILAW to meet international standards'.

9.10 The review team examined documentation that tracked an example of a new course being developed (Professional Skills and Methods of Intellectual Communication) for the LLB programme. The development was designed to address a skills gap identified from ongoing course and programme review. The review team was also provided with evidence that confirmed that KILAW undertakes periodic reviews of professional support areas, such as the Library. The documentary evidence considered by the review team that related to course monitoring and support unit review, demonstrated that appropriate consideration was given by KILAW's academic governance structures.

9.11 The review team noted that the Academic Advisory Board has, among its stated responsibilities, a function to periodically review KILAW academic programmes, which was confirmed by members of the Advisory Board who met the review team and through documentary evidence considered by the team. The Academic Advisory Board, with a mostly external membership, periodically reviews the curricula and other aspects of KILAW operations, which also includes site visits to class rooms and meetings with faculty and students. Evidence was also provided to the review team that confirmed that the Academic Advisory Board had, for example, reviewed the LLM programme, curriculum, thesis and associated regulations. The Advisory Board also reviews relevant monitoring reports and committee minutes as part of this process. The involvement of the external members of the Academic Advisory Board in periodic quality review activities provides an additional external benchmarking aspect to the ongoing enhancement of KILAW provision.

9.12 There is evidence that KILAW uses a range of mechanisms systematically to monitor and periodically review the courses that underpin KILAW programmes. In addition to providing biennial reports on course and programme quality and revisions to PUC. Further, there is evidence of KILAW responding positively to feedback from external examiners and of developmental improvements to course and programmes.

9.13 The review team concluded that KILAW undertakes monitoring and periodic review of courses and programmes, however, while the review team found evidence of documented

procedures and practice for course monitoring, what was less clear, was the extent to which the ongoing monitoring and periodic review of programmes at a holistic level, was documented as a formal, systematic and transparent process. KILAW are therefore **recommended** to document more explicitly and in more detail, how programme monitoring, and review is operationalised, including the respective roles of for example, Curriculum Committee; Academic Committee; School Council, the Academic Advisory Board; and the role of the Associated Universities.

9.14 The review team concludes that overall Standard 1.9 is met, however, there remains scope to structure and document the process for monitoring and periodic review further at the holistic programme level.

Standard 1.10 Cyclical external quality assurance

Institutions should undergo external quality assurance in line with the ESG on a cyclical basis.

Findings

10.1 In accordance with the conditions set by the PUC, KILAW undergoes an external institutional quality review by an 'associated university' every two years after the initial programmes commence.

10.2 As stated in paragraph 9.2, staff from the University and external members from the KILAW Academic Advisory Board, undertook a comprehensive review of KILAW provision in November 2012. A PUC review team also undertook a site visit of KILAW in October 2013. The Accreditation Committee of PUC considers institutional reports, which include a broad scope of operational aspects, including: mission and strategy; admissions and registration; academic programmes (for example curriculum and assessment/examinations); information management; faculty members; research; and campus facilities. The outcome of the 2013 review was the award of accreditation for four years effective from July 2014.

10.3 As part of the PUC accreditation process, KILAW was asked to respond to a number of recommendations for enhancement, which included: raising students' levels in Arabic and English, including the provision of appropriate language support; reviewing course loads on LLM students; developing written procedures and regulations for the Examinations Committee; and providing more text books in the library in English. The detailed KILAW response to the PUC recommendations was provided to the review team and this confirmed that KILAW had made positive progress in addressing each recommendation.

10.4 In addition to periodic review by PUC, KILAW must also submit an annual report to PUC, summarising its overall performance against agreed criteria, which includes applications and student progression data as well as reports from professional support departments, such as library, IT and Registry.

10.5 A process of seeking accreditation for English Language Programmes from the US-based Commission on English Language Programme Accreditation (CEA) was currently (September 2017) underway at the time of the review visit. Following an application to CEA, KILAW's programmes have been deemed eligible for this purpose and have been given permission by CEA to move to the next accreditation phase. To gain full accreditation, KILAW must be assessed and meet a range of standards prescribed by CEA, including: curriculum; faculty; facilities and equipment; student services; student achievement; programme development and review.

10.6 In meetings with KILAW senior faculty and the external representatives of the Advisory Board, and in conjunction with supporting documentary evidence, the review team confirmed that KILAW undergoes external cyclical review and engages positively with this process. It was evident to the review team, through meetings with faculty, staff and students, that KILAW has developed an institutional quality culture that embraces international benchmarking and continuous improvement. For example, in 2013, the Academic Advisory Board undertook a review of KILAW's implementation of the semester system, the role of external examiners and consideration of the LLM programme. Another review visit by the Board in 2014 considered several of the school's activities, including international accreditation and the LLM curriculum. The May 2016 visit by the Academic Advisory Board produced a detailed report that addressed KILAW's operational alignment with the standards of the 2015 ESG.

10.7 Based on the evidence provided, including external industry feedback; student engagement; and external statutory reporting requirements to PUC in conjunction with external reviews by an associated university, the review team concludes that there is an effective cyclical quality assurance in place, and that consequently Standard 1.10 is met.

Glossary

Action plan

A plan developed by the institution after the QAA review report has been published, which is signed off by the head of the institution. It responds to the recommendations in the report and gives any plans to capitalise on the identified good practice.

Annual monitoring

Checking a process or activity every year to see whether it meets expectations for standards and quality. Annual reports normally include information about student achievements and may comment on the evaluation of courses and modules.

Collaborative arrangement

A formal arrangement between a degree-awarding body and another higher education provider. These may be degree-awarding bodies with which the institution collaborates to deliver higher education qualifications on behalf of the degree-awarding bodies. Alternatively, they may be other delivery organisations who deliver part or all of a proportion of the institution's higher education programmes.

Degree-awarding body

Institutions that have authority, for example from a national agency, to issue their own awards. Institutions applying to IQR may be degree-awarding bodies themselves, or may collaborate to deliver higher education qualifications on behalf of degree-awarding bodies.

Desk-based analysis

An analysis by the review team of evidence, submitted by the institution, that enables the review team to identify its initial findings and subsequently supports the review team as it develops its review findings.

Enhancement

See **quality enhancement**.

European Standards and Guidelines

For details, including the full text on each standard, see www.enqa.eu/index.php/home/esg.

Examples of practice

A list of policies and practices that a review team may use when considering the extent to which an institution meets the standards for review. The examples should be considered as a guide only, in acknowledgment that not all of them will be appropriate for all institutions.

Facilitator

The member of staff identified by the institution to act as the principal point of contact for the QAA officer and who will be available during the review visit, to assist with any questions or requests for additional documentation.

Good practice

A feature of good practice is a process or way of working that, in the view of a QAA review team, makes a particularly positive contribution to the institution's higher education provision.

Lead student representative

An optional voluntary role that is designed to allow students at the institution applying for IQR to play a central part in the organisation of the review.

Oversight

Objective scrutiny, monitoring and quality assurance of educational provision.

Peer reviewers

Members of the review team who make the decisions in relation to the review of the institution. Peer reviewers have experience of managing quality and academic standards in higher education or have recent experience of being a student in higher education.

Periodic review

An internal review of one or more programmes of study, undertaken by institutions periodically (typically once every five years), using nationally agreed reference points, to confirm that the programmes are of an appropriate academic standard and quality. The process typically involves experts from other higher education providers. It covers areas such as the continuing relevance of the programme, the currency of the curriculum and reference materials, the employability of graduates and the overall performance of students. Periodic review is one of the main processes whereby institutions can continue to assure themselves about the academic quality and standards of their awards.

Programme of study

An approved course of study that provides a coherent learning experience and normally leads to a qualification. UK higher education programmes must be approved and validated by UK degree-awarding bodies.

Quality enhancement

The process by which higher education providers systematically improve the quality of provision and the ways in which students' learning is supported.

QAA officer

The person appointed by QAA to manage the review programme and to act as the liaison between the review team and the institution.

Quality assurance

The systematic monitoring and evaluation of learning and teaching, and the processes that support them, to make sure that the standards of academic awards meet the necessary standards, and that the quality of the student learning experience is being safeguarded and improved.

Recognition of prior learning

Assessing previous learning that has occurred in any of a range of contexts including school, college and university, and/or through life and work experiences.

Recommendation

Review teams make recommendations where they agree that an institution should consider developing or changing a process or a procedure in order to improve the institution's higher education provision.

Reference points

Statements and other publications that establish criteria against which performance can be measured.

Self-evaluation document

A self-evaluation report by an institution. The submission should include information about the institution as well as an assessment of the effectiveness of its quality systems.

Student submission

A document representing student views that describes what it is like to be a student at the institution, and how students' views are considered in the institution's decision-making and quality assurance processes.

Validation

The process by which an institution ensures that its academic programmes meet expected academic standards and that students will be provided with appropriate learning opportunities. It may also be applied to circumstances where a degree-awarding institution gives approval for its awards to be offered by a partner institution or organisation.

QAA2008 - R9824 - Nov 17

© The Quality Assurance Agency for Higher Education 2017
Southgate House, Southgate Street, Gloucester GL1 1UB
Registered charity numbers 1062746 and SC037786

Tel: 01452 557 050
Website: www.qaa.ac.uk