



This review was conducted in compliance with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)

International Programme Accreditation

Kuwait International Law School

English Programmes:

Pre-LLB English Language Programme

English Foundation Programme (Pre-Master's)

External Quality Assurance Agency

Quality Assurance Agency for Higher Education UK

Date of Accreditation Visit: 1-3 July 2024

Review Report

July 2024

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About this review

This is a report of an International Programme Accreditation conducted by the Quality Assurance Agency for Higher Education (QAA) at Kuwait International Law School (KILAW). The review took place from 1-3 July 2024 and was conducted by a team of four reviewers, as follows:

- Mr Abraham Baldry (student reviewer)
- Doctor Ngepathimo Kadhila
- Professor Vishwas Maheshwari
- Doctor Richard Samuels.

The QAA Officer for this review was Mr Alan Weale.

International Programme Accreditation (IPA) 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 \(ESG\)](#).

In International Programme Accreditation, the QAA review team:

- makes conclusion against each of the 10 standards set out in Part 1 of the ESG
- makes conditions (if relevant)
- makes recommendations
- identifies features of good practice
- comes to an overall conclusion as to whether the institution meets the standards for International Programme Accreditation.

A summary of the findings can be found in the section: [Key findings](#). The section [Explanations of the findings](#) provides the detailed commentary.

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

Key findings

Executive summary

Kuwait International Law School (KILAW) is the only private law school in Kuwait, offering legal education leading to two-year paralegal studies, LLB and LLM degrees under licence from the Kuwait Private Universities Council by the Amiri decree no 144 for 2008.

Preparations to establish KILAW commenced in 2004 and the physical construction began in early 2010. The first cohort of students was enrolled in March 2011 with 235 students. As of 2024, KILAW has 2,303 students across programmes, 126 faculty members and 70 administrative staff. As of April 2024, a total of 4,000 students have graduated from KILAW across all programmes.

KILAW's vision is to be: 'A model university that provides distinguished education, develops legal, auditing and norms capabilities, and adopts critical thinking'. KILAW's vision, mission, objectives and values have been developed upon the implementation of the new strategic plan 2021-25. The vision 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 by introducing modern pioneering educational methodologies with less emphasis on traditional lecturing and teaching delivery modes.

In 2012, KILAW established The Kuwait International Legal Studies and Research Centre (KILRC) to support and fund research that enriches the knowledge and effectiveness of legal practices. KILRC is also concerned with providing professional training for lawyers, government employees and civil servants to contribute to the development and progress of society. Under the supervision of KILRC, Kuwait International Legal Training Institute (KILTI) provides professional training programmes to both the public and private sectors in the legal sphere and other fields. The Community Service Centre, formed in 2019, develops plans, rules and procedures that facilitate applications for community service programmes. The Centre offers training programmes to develop legal capability in various fields, especially for legal professionals, individuals and workers in the legal sphere in both public and private sectors.

Key challenges noted by KILAW include securing jobs for graduates; extending the international student population; reducing reliance on Government-funded students; recruitment and retention of well-qualified administrative staff and faculty members; preparing future leaders; maintaining and enhancing KILAW's reputation for excellence; and achieving a model for higher education for the region.

Recent significant changes include new academic agreements with Manchester University and Durham University; the opening of KILAW's newest building, the Sports and Students' Activities Building; and the establishment of the Arabic Language Test (ALQALAM) which is designed to assess the capabilities of individuals in Arabic.

Future planned developments include transitioning from a school to a university; establishing a postgraduate school; commencing a PhD programme; establishing a School of Governance and Systems; developing the use of artificial intelligence in the educational process and academic research.

KILAW first achieved institutional accreditation from QAA in 2017 and was reaccredited in 2024.

In reaching conclusions about the extent to which the English programmes offered by KILAW meet the 10 ESG Standards, the QAA review team followed the evidence-based review procedure as outlined in the handbook for International Programme Accreditation (November 2023). The University provided the review team with a self-evaluation document and supporting evidence. During the review visit, which took place from 1-3 July 2024, the review team held nine meetings including with the President, senior management team, academic staff, professional support staff, students, alumni and external stakeholders. The review team also had the opportunity to observe the KILAW's facilities and learning resources. In summary, the team found two examples of good practice that apply to all the programmes under consideration and made one recommendation for improvement or enhancement.

The team concluded that the Pre-LLB English Language Programme offered by Kuwait International Law School **meets** all standards for International Programme Accreditation.

The team concluded that the English Foundation Programme (Pre-Master's) offered by Kuwait International Law School **meets** all standards for International Programme Accreditation.

QAA's conclusions about Kuwait International Law School English programmes

The QAA review team reached the following conclusions about the following Law programmes provided at Kuwait International Law School:

- Pre-LLB English Language Programme
- English Foundation Programme (Pre-Master's)

European Standards and Guidelines

The **Pre-LLB English Language Programme** meets all 10 ESG Standards and Guidelines.

The **English Foundation Programme (Pre-Master's)** meets all 10 ESG Standards and Guidelines.

Conditions

The team did not set any conditions.

Good practice

The QAA review team identified the following features of **good practice** relevant to both of the above-named programmes at Kuwait International Law School.

- KILAW has built effective institutional relationships through the setting up of the Academic Advisory Board and network of Associate Universities which has led to an enhancement of academic activities and the protection of assessment standards. (ESG Standard 1.1)
- KILAW has a strong governance framework, featuring advisory committees and benefiting from the expertise of both national and international specialists in legal education. Additionally, KILAW's network of Associate Universities plays a key role in the ongoing review and enhancement of its programmes. (ESG Standard 1.2)
- The implementation of experiential learning, which includes critical thinking, analytical skills, and a varied assessment approach, along with practical training in English language programmes, has enhanced student learning outcomes. (ESG Standard 1.3)
- The extensive support provided to all staff for their professional development and training, which enhances the learning environment for students and supports staff retention. (ESG Standard 1.5)

Recommendations

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

- Ensure that applicants are made aware of the process to challenge admissions decisions. (ESG Standard 1.4)

Explanation of the findings about Kuwait International Law School English Language programmes

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 Kuwait International Law School (KILAW) is under the licence of the national Private Universities Council (PUC). Policies, procedures and practices on quality and standards are required to align with those set by PUC [062]. As an accrediting body, the PUC undertake periodic reviews to ensure that KILAW is compliant [062; 063; 064]. KILAW is required to actively respond to observations by PUC and integrate change into an institutional action plan [065; 222]. In addition, KILAW follows international standards, choosing to align with the European standards and guidelines (ESG) and, for English language courses, standards set by the Commission on English Language Programme Accreditation (CEA) [001; 065; 222; 044; 045; 046].

1.2 KILAW's general frameworks for quality management are detailed in a Quality Assurance Policy (QAP) which applies to all departments and is publicly available on the KILAW website. [001; website]. The implementation details on QAP are outlined in a comprehensive Quality Assurance Handbook (QAH) which provides processes and procedures, details of structures relating to academic quality and standards and where authority for decision-making resides within the institution [001; 052]. These documents provide an effective central point of reference for staff, students and stakeholders [051; 052; M4; M5]. QAP and QAH are regularly reviewed and updated, with the most recent review from July 2023 [077; 078; 079].

1.3 KILAW's Quality Management Structure (QMS) is centred around the KILAW Council - the main academic authority. The Council is chaired by the President who is responsible for maintaining oversight of quality and standards and ensuring that KILAW adheres to accreditation procedures. The President is responsible for presenting periodic reports to the Council and, subsequently, a Board of Trustees which acts as the highest authority responsible for overseeing adherence to all quality assurance matters [001; 010; 038; 043; 081].

1.4 KILAW has recently revised its Quality Management Structure (QMS) following recommendations from the 2023 QAA IQR report. The main purpose of the revision is to provide greater clarity on the relationship between various committees and strengthen procedures to ensure that senior management has full quality assurance oversight [001; 056; 008; 009; 028; 037; 042; 045; 048; 080; 092; M1]. The Terms of Reference of the KILAW Council have been reviewed to strengthen its leading role in integrating quality assurance processes [009; 015; 016; 017; 018; 019; 080; 081; 090; 091]. To support its central function, four committees report into the Council. These are the Education and Student Experience Committee chaired by the Dean of Student Affairs; the Academic Quality and Standards Committee chaired by the Dean; the Research Committee chaired by the Vice-Dean of Academic Affairs; and the Awards and Progress Committee chaired by the Dean of Admission and Registration [001; 056; M1]. Also, to ensure that QAP and QAH are implemented, monitored and complied to across the institution, a Governance and Compliance Committee (GC Com) has been established which reports directly to the President [001; 058; 230; 231; M2]. The establishment of GC Com reinforces a process in which the President and Council oversee the approval of QAP and QAH, reporting on its compliance to the Board of Trustees [077; 078; 079]. During the review visit, senior management outlined the changes made to the management structure and their expectation

of changes strengthening the overall governance structure [M1; M2]. The review team concluded that the adjustments are positively impacting the governance structure by providing senior management with broad oversight, though it will take time for KILAW to embed them.

1.5 The management structure ensures an effective review of courses with adjustments requiring the approval of the Council. Each course leader prepares and submits a report upon the completion of the semester, discussing matters of interest with the relevant head of department. A final report is submitted to an Academic Quality and Standards Committee to consider recommendations. Recommendations are subsequently submitted to the Council for approval [082; 083; 084; 085; 086; 087].

1.6 Compliance with the Private Universities Council (PUC) requires KILAW to build relationships with Associate Universities. The review team explored these relationships and recognised that such shared activities with North American and European institutions support KILAW in their strategic intent to integrate into a broad international community. The collaborative purpose of the relationships is clearly outlined in MoUs signed to facilitate long-term collaborative relationships [001; 024; 025; M7]. To add value to these relationships, KILAW has set up an Academic Advisory Board (AAB) comprised of legal specialists from the Associate Universities [001; 221]. AAB is specifically designed to provide critical expertise on programme design and assessment standards and develop institutional links [001; 221; M7]. The relationships have led to a considerable number of collaborative activities, such as engaging in an Annual Academic Conference, shared workshops, providing training on research activities, and monitoring and advising on exam security [005; 006; 007; M7]. AAB also conducts periodic reviews and site visits focused on themes that are of interest to the institution, such as building relationships with alumni [001, 224]. During the review visit, reviewers met with representative members of AAB who confirmed the broad range of collaborative activities and expressed their belief in its positive contribution to maintaining standards and enhancing quality at KILAW [M7]. The team considers that Kilaw's building of institutional relationships through the setting up of the Academic Advisory Board and network of Associate Universities is **good practice**, leading to an enhancement of academic activities and the protection of assessment standards.

1.7 English language courses at KILAW are accredited by the Commission on English Language Programme Accreditation (CEA). The most recent review conducted by CEA was in 2019 in which KILAW responded to eight reporting requirements, including evidencing the measurability of learning outcomes and appropriateness of the English curricular to the broad programme purpose [037; 040; 071; 072; 225]. Accreditation runs out in 2024 and, at the time of the review, KILAW was planning to apply for reaccreditation [001; M1].

1.8 External examiners provide regular and effective monitoring of assessment standards across courses [073; 074; M5]. External examiners visit at the completion of each semester and attend the External Examiner Committee. Their reports generate recommendations that feed into the External Examiner Committee for discussion. The review team investigated the responsiveness of KILAW in responding to these reports and concluded that KILAW positively engages with external examiner feedback, subsequently strengthening assessment standards over time [001; 075; 076; 088; 089; 235; 236; 237; 238]. During the review visit, reviewers met with representative members of the External Examiner Committee. The representatives highlighted KILAW's responsiveness to recommendations that external examiners made.

1.9 The review team focused on academic integrity as an area of interest following concerns over plagiarism and cheating in examinations expressed in previous QAA IQR reports [2023 QAA IQR Report]. The team concluded that KILAW are proactively taking measures to uphold academic integrity practices. Students were knowledgeable about what

constitutes plagiarism as well as measures taken by KILAW to prevent it. An example provided by students was the use of presentations to ensure that students could verbally back up what was in their written assignment. **[M3b]** Also, Turnitin is being used across courses to identify potential plagiarism in submitted coursework **[001; M3b]**. In addition, exam security is highly prioritised, with members of the Academic Advisory Board monitoring examinations and advising on enhanced security **[M7]**.

1.10 KILAW has developed structures to engage effectively with various stakeholders. Alumni are engaged in the committee structure and an alumni and parents club provide forums to suggest change **[022; 020; 021; M2; M8]**. The review team met with members of both clubs. The representatives viewed KILAW as responsive to suggestions that they made. **[M8]** Also, KILAW engages with both private and public sector employers. Employers are invited to a general meeting which provides them with the opportunity to give feedback on matters relating to the courses and students **[001; M6]**. The review team met with a representative from both sectors and from organisations who receive KILAW students on placements. While these representatives did not provide KILAW with direct feedback on courses, they provided KILAW with updates on matters of relevance to the institution, including the value of the students' English language skills **[M8; 283]**.

1.11 KILAW emphasises engagement with students as a means of ensuring quality and driving institutional enhancements. Students are members of the Students' Association which elects representatives. The representatives participate across the committee structure, including the Council **[001; 009; 010; 210; 211; 212; 213; 214]**. Also, all students are required to feed into the quality assurance process through the completion of anonymous surveys on each course and teacher. Students are required to complete a set of closed-answer questions and can complete a free text comment to express their thoughts on the learning experience **[001; 147]**. Suggestion boxes are additionally available to students. **[M3a; M3b]** While KILAW management highlighted, during the review visit, that they disagree with some student views, those students met by the review team expressed overall satisfaction and a belief that KILAW is responsive to their feedback. **[001; 082-085; 147; M1; M3b]**

1.12 The review team concluded that KILAW has clear policies and processes for managing quality assurance which comply with standards required by accrediting bodies. KILAW communicates these policies and processes to all staff through QAP and the review team found them to be operationalised through QAH. The review team therefore concludes that Standard 1.1: Policy for quality assurance, is **met**.

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 The curriculum frameworks for KILAW's academic programmes are structured and periodically updated in accordance with the institution's core guiding principles. Furthermore, the Board of Trustees supervises any significant modifications to the programme architecture and new advancements. These educational offerings are designed to be consistent with KILAW's strategic objectives and the State of Kuwait's higher education ambitions [004; M1; M2].

2.2 Course and programme approval takes place following the procedures set out in two regulatory manuals - one for courses and one for programmes [096; 097; 098]. Programme proposals must align with the institution's strategic vision and values and meet the requirements of the approval process [M2; M4; M6]. The emphasis on English language at KILAW is part of a broad institutional strategy to prepare bilingual legal students and provide them with a competitive edge in the job market. The English language programmes serve the purpose of instilling general English language skills, analytical skills and legal terminology in advance of the students' undergraduate or postgraduate programmes across which students study courses in both English and Arabic [001; website]. The programmes align with approval processes, with curriculum reviewed through the Curriculum Committee [220].

2.3 As described in detail under Standard 1.1, the review team noted that there are advisory committees that form part of a robust governance structure at KILAW [010]. Additionally, KILAW's network of Associate Universities plays a key role in the ongoing development and enhancement of its programmes and was found by the review team to be **good practice**.

2.4 The review team examined the structure and curriculum of the English language programmes and concluded that they are effective in ensuring that students build the English language skills they need for undergraduate and postgraduate studies. In preparation for undergraduate studies, the Pre-LLB English Language Programme is comprised of four courses which are organised sequentially and benchmarked on to the Council of Europe's Common European Framework (CEFR) [106; 107; 108; 109]. While the elementary language course at CEFR band A1 is optional and non-credit bearing, the additional three courses earn credits. A minimum of two from these three credit-bearing courses must be completed. Depending on students' English level, they have flexibility on which courses to study. The highest-level course at CEFR band C2 is viewed as an elective designed for those with strong language skills [001]. In preparation for postgraduate studies, the English Foundation Programme is designed to provide a balanced curriculum across four courses. These four courses develop students' advanced use of English, legal terminology and research methodologies, as is appropriate for entry on to a master's programme [001; 114; 115; 116; 117].

2.5 Student engagement in the process of course and programme development extends to representation on major committees such as the Curriculum Committee, Academic

Committee, and the KILAW Council [081; M2; M4]. The review team noted that students play an active role by contributing to discussions concerning development of new programmes and courses, and they have multiple opportunities to offer input through informal feedback and survey questionnaires [M3; 147]. Students clearly articulated where they could source additional information or guidance on the structure and content of degree programmes, noting specifically, the value of the online platforms enabling them to understand requirements to graduate and the available majors [M3].

2.6 Relevant stakeholder engagement in programme development includes private and public employers [022], alumni [020] and a parents' club [021]. They provide feedback on both existing programmes and new developments [M8a; 008b]. The review team noted that although KILAW has taken steps to engage stakeholders during the design of its programmes and courses, this tended to be through less formal processes. It may wish to consider if more formal ways of incorporating feedback from groups like students and industry could be more structured through its comprehensive committee structures.

2.7 KILAW's faculty members are instrumental in the continuous enhancement, development and design of the programme, participating through biannual meetings within the Deanery. They are able put forward proposals for new programmes or courses, including innovative pedagogies, to be reviewed by the curriculum committee following consideration by the relevant academic departments and reviewed by the Dean [127-129]. Additionally, course leads have the autonomy to adjust courses based on their own academic strengths, professional background and expertise [M2; M6].

2.8 The staff at KILAW acknowledged the provision of institutional training and guidance that supports them to develop the knowledge and skills associated with curriculum development, such as establishing suitable learning outcomes appropriate to both the programme and course level [135; M2; M4; M6].

2.9 The review team established that both faculty members and English language instructors are equally engaged in creating foundation courses. For instance, instructors contributed to the restructuring of English Foundation courses [110; 111] by developing and proposing new materials and teaching methods for the programme. Additionally, course leads have the autonomy to adjust courses based on their own academic strengths, professional background and expertise [M2; M6].

2.10 Overall, the review team considered KILAW to have robust procedures in place to ensure that new programmes and courses are holistically designed. The processes involve a broad range of stakeholders and ensure adequate consideration of the governance and resources required to support successful delivery. The governance framework, in harmony with the overarching strategic objectives of the institution, encompassed a detailed sequence of internal and external validations to confirm the suitability of the programmes offered. Moreover, thorough consideration was given to external benchmarks to guarantee that KILAW programmes are comparable with those offered in a broad range of higher education institutions. The review team therefore considered Standard 1.2: Design and approval of programmes, to be **met**.

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 KILAW has implemented a detailed strategic framework with five main strategic approaches to provide its students with the relevant skills needed for law, such as subject-specific knowledge, critical and analytical thinking, and practical expertise adaptable to multiple contexts in the legal field [001]. Moreover, the review team established that KILAW's execution of academic programmes is directed by a recent Learning, Teaching and Assessment Strategy [145; M1; M2], which also serves as a roadmap for varied and innovative teaching methods.

3.2 The review team acknowledged the existence of various tiers of review that occur annually both at the departmental and institutional levels aimed at improving the curriculum and student experience. KILAW has adopted a cumulative learning approach, which is augmented by a 'system of prerequisites', to guarantee that students progress and finish their studies promptly. It is understood that there is a wider review of programmes every two, three or four years, subject to the length of respective programmes and student outcomes [M1].

3.3 KILAW ensures that the Student Learning Outcomes (SLOs) for each course, provided, across all programmes, are consistent and tailored to meet the institution's vision and objectives [M2]. Every student receives comprehensive information about the course, including the syllabus, teaching resources and details on how they will be assessed [SED; M4]. KILAW offers practical, collaborative learning experiences, and a variety of extra-curricular workshops, which enable students to comprehend the application of legal aspects and its relative knowledge in real-world scenarios [134; M2; M3a; M5].

3.4 The English language programmes promote conversation in legal context and subsequently provide the linguistic skills for students to communicate in hands-on training events such as international competitions [M3a; M4]. This kind of practical training advances students' academic and professional growth. The English language programmes also provide skills that will serve students throughout their future legal careers, as stressed by employers that the review team met [M8a]. Students who the review team met valued the emphasis on English language within the institution and believed that the development of their language skills would benefit their career advancement [M3b].

3.5 KILAW recognises the increasing significance of technology, including the application of artificial intelligence (AI), in enhancing its programme offerings. Its virtual learning environment (VLE) hosts all course materials. Likewise, it is acknowledged that Microsoft Teams is extensively and efficiently employed throughout all programmes, with faculty consistently updating instructional material and information on these platforms [M3a; M3b; M5]. Faculty members are required to undertake regular training and development workshops to enhance their teaching practice [179-181]. The review team noted the variety of digital resources that have been made available, including new and traditional methodologies, to enhance the learning environment for students [101, M2].

3.6 A variety of assessment methods are currently utilised [139-143], and KILAW ensures its members of staff receive sufficient training and development consistent with the institution's Learning, Teaching and Assessment Strategy [145]. Assessment on the English language programmes balances end-of-course examinations with coursework and mid-term

tests. Grammar, use of vocabulary, listening, reading, writing and speaking are covered in assessment design to ensure a well-rounded measurement of students' language acquisition [106-111]. Clear marking rubrics are provided to provide clarity and consistency with marks generated [109].

3.7 The review team established that the Student Guide [136] serves as the principal reference for students' educational paths, containing details about students' rights and duties, academic behaviour, support networks and the process for lodging complaints. Additionally, it aids in guiding students through the choice of their elective courses [M3a].

3.8 The Students' Association serves as the primary representative body for students and operates in accordance with the rules set by Kuwait's Ministry of Education. The association also follows its internal Bylaws [138]. The review team's meetings with the students affirmed that every programme is represented on the association's board [M3a].

3.9 KILAW has set up policies and procedures for complaints that enable students to raise formal concerns or appeal decisions on issues such as academic matters, contesting grades from exams or coursework, absences and extenuating circumstances. The Student Guide sections [136; M3a; M3b; M6] detail the process for lodging complaints or appeals, which may involve reaching out to the Dean of Student Affairs, Associate Dean for Academic Affairs, the Examination Committee, the Student Affairs Committee, or the Dean of KILAW as necessary [SED]. The aim of these policies is to ensure that all students, including those who are in the process of enrolment, have the means to submit a formal complaint and obtain the support they require.

3.10 The review team recognised KILAW's continuous drive for its outstanding education, characterised by programmes that promoted student involvement in a broad range of practical learning experiences and activities - both within their courses and beyond. Additionally, students have more opportunities to apply their theoretical understanding in real-world contexts. The profound personal progress of KILAW students was highlighted to the review team by both current and alumni students who detailed the significant evolution they underwent during their education at KILAW [M3a; M8a; M8b]. The implementation of experiential learning including critical thinking, analytical skills and a varied assessment approach, along with practical training in English language programmes, has benefited student learning outcomes and has been identified as **good practice** by the review team.

3.11 The review team concluded that KILAW has successfully implemented a student-focused approach in its academic offerings. Throughout the review, there was evidence that both academic and support staff plan their programmes, courses and services to promote comprehensive student development. KILAW effectively assesses students' achievement and progress, utilising robust systems to oversee and pinpoint students who might need assistance, as well as high achievers, guaranteeing they receive necessary support or enhancements for an engaging educational journey. To this extent, the team considered Standard 1.3: Student-centred learning, teaching and assessment, to be **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', eg student admission, progression, recognition and certification.

Findings

4.1 Admissions are overseen at several levels within the institution. The board of trustees and council are responsible for strategic oversight of policies, and the Dean of Admissions is operationally responsible. Policies are reviewed and updated annually, and the admissions team discusses with students to check familiarity [149]. The institution monitors recruitment to maintain a set faculty to student ratio [149].

4.2 The institution sets out admissions requirements in the Student Guide, detailing the high school diploma scores, interview requirements and English test scores required for entry [136]. This document also details requirements to transfer from another institution, including grades required and credit requirements. There is an equivalency form to ensure recognition of prior qualifications/credits [154], and there is a set of processes in place for students with special needs [151; 152; 153]. Students apply using an application form [259] and are interviewed by faculty members [150].

4.3 Student progression is monitored by the registration department and is discussed at a strategic level at the Academic Quality and Standards Committee [260]. Programme leaders compile reports on student intake, progression and completion [82-5].

4.4 KILAW has addressed a previous recommendation by developing a policy to issue transcripts and graduation fulfilment documents [160; 161]. Students met by the review team were aware of certificates being issued to other students [M3a law students].

4.5 The review team considered the institution's approach to appeals against admissions decisions. There is a general complaints procedure for students, which is set out in the student handbook. Staff clarified that students who wish to appeal an admissions decision should do so using the complaints policy, which is set out in the student handbook; however, the policy itself does not make it clear that admission decisions can be challenged using this procedure. Furthermore, the application form through which prospective students must apply to join KILAW does not reference the right to appeal admissions decisions. Prospective students thus may be unaware of their right to challenge decisions which they think are unfair. The review team therefore **recommends** that the School ensures that applicants are aware of the process to challenge admissions decisions.

4.6 Overall, the review team concluded that the institution's approach to applying pre-defined and published regulations covering all phases of the student 'life cycle' including student admission, progression, recognition and certification is effective and that therefore Standard 1.4: Student admission, progression, recognition and certification 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 is required to comply with PUC standards and requirements with respect to teaching staff **[001; 062]**. An example is the requirement for a minimum of 70% of faculty members to hold PhDs and 67% of faculty members to be full time. At the time of the review, KILAW satisfied these conditions - 79% of faculty members held PhDs and 68% of faculty members were full time **[001; 263]**. KILAW also has its own strategic targets relating to teaching staff which are outlined in the Strategic Plan **[004]**. For instance, while the PUC requirement is for a staff-student ratio of no higher than 1:30, KILAW has sought to maintain a 1:22 ratio, which is achieved through the recruitment of extra faculty members **[001; M1]**.

5.2 KILAW has a clear employment strategy and comprehensive range of policies and practices to recruit, manage and develop members of staff. KILAW's employment strategy is to promote an inclusive and diverse international community **[001; 261; 263]**. While the recruitment policy and selection process emphasise the appropriate level of qualification, there is an additional focus on qualifications relating to international legal systems and cultures. Teaching experience is emphasised in the employment criteria with faculty members expected to have a minimum of four years teaching experience at an accredited university **[001; 004; 263; M2]**. All language instructors must hold a relevant language teaching qualification, though may be employed on condition of completing a KILAW-funded qualification such as a CELTA **[001; M5]**. The review team view these employment priorities as appropriate and aligned to the mission of the institution.

5.3 The review team investigated recruitment processes. These processes are outlined in detail in the Recruitment Process Manual **[165]**. The creation of a new role requires a submission to Council outlining how the role aligns with KILAW's strategic plan. To advertise the role requires approval from the Council and the Academic Committee of the Board of Trustees. Applicants for the role are processed by the HR department which supports an Employment Committee in the shortlisting of candidates. Following interviews, the Employment Committee selects their favoured candidate. The Committee's decision requires approval from the President prior to offering the post **[165; 001]**. The review team concluded that these processes are effective in serving the needs of the institution, with the governance structure providing suitable checks on the suitability of new roles and recruits. For new recruits, information on employee benefits, privileges and expectations are explained in the Employee Handbook, with a Promotion Policy providing clarity on the structure for promotion **[166; 188]**.

5.4 A line of enquiry followed by the review team was to investigate whether teachers were practising the methodological approach of KILAW that is emphasised in the Learning, Teaching and Assessment Strategy. KILAW emphasises innovation in teaching methodology with the intention of engaging students in dialogue and debate and encouraging students to express their own opinions on legal cases and systems **[001; 145]**. The review team found that this emphasis was being followed, with stakeholders and students stressing that teachers promote creative and critical thinking through presentations, group work and the use of the Moot court **[M3a; M3b; M7]**. The institutional emphasis placed on the practical application of law is also supported by KILAW's approach to select as part-time members of staff, specialist practitioners in the legal profession, such as judges, working lawyers and governmental legal advisers **[001; 168; 169; 264]**.

5.5 A further line of enquiry was to investigate whether KILAW has embedded processes to safeguard the quality of teaching and assessment. The review team concluded that processes are established and sufficiently robust to ensure quality. Central to a teaching monitoring process is student feedback. At the end of each semester students provide feedback on teaching across all courses through the student survey. Faculty members receive the student feedback which is used to promote reflection on teaching practices. Deans of academic courses are required to communicate any particular matters of interest or concern to faculty members **[001; 148; M6; Demonstration]**. Also, formal staff appraisals are conducted by heads of department which focus on discussing teaching performance and directing faculty members towards appropriate training opportunities **[001; 186; 265; 266; M5]**. Management observations of teaching are conducted by the relevant course leader and head of department **[001; 269; 270; 271; M2]**. While assessment standards are monitored by external examiners, senior management are actively monitoring student performance across courses and faculty members, with members required to report on particular high or low marks generated **[001; Demonstration]**.

5.6 KILAW is increasing its emphasis on research activities to strengthen the link between education and research. This increased emphasis is evident in the Learning, Teaching and Assessment Strategy which promotes research activities in curriculum and in increased research requirements in faculty members' KPIs **[001; 145]**. One of the four courses on the English Foundation Programme (Pre-Master's) focuses on Research Methodologies to prepare students for research activities on the LLM **[117]**. In addition, to support with research, the KILAW Journal, a peer-reviewed journal for law and sharia legal research, provides faculty members with the opportunity to publish academic research **[171; 175; Demonstration]**. Also, academic staff are supported by workshops and lectures organised by KILAW's Kuwait International Legal Studies and Research Centre (KILRC) **[023]**.

5.7 Professional development across the teaching community is promoted by KILAW. Many members of staff are members of external professional bodies which provide them with specialised training opportunities **[001; M5]**. Internally, KILAW has established a range of central structures to ensure that staff are supported with relevant professional development. KILAW has established an Academic Development Office (ADO) to lead on teacher development with professional work teams creating training tasks **[010; 012; 170; 178; 264]**. In addition to central structures, KILAW oversees individual professional development activities to ensure that activities align with the institution's broad strategic objectives. Staff members are required to consult with management on identifying their own development activities. KILAW's appraisal process provides a discursive platform through which to consider individual development needs and ensure that training aligns with the priorities set by KILAW **[001; 171; 182; 183; 185; 187; 265; 266]**. To promote training opportunities, funding is available to staff through a formal application process. Staff members submit an application to the Head of Department which is reviewed and requires the approval of the Associate Dean for Academic Affairs **[001]**. The Associate Dean of Academic Affairs additionally receives an annual report of individual training activities from each member of faculty to ensure broad oversight of activities is maintained **[171; 182; 183]**.

5.8 At a peer-led level, KILAW provides further structures for academic staff to work collaboratively to collectively develop teaching and research skills. Annual peer observations provide the opportunity to disseminate good practice with teaching staff meeting informally to discuss feedback and teaching methods **[001; 267; 268; 269; M5]**. Also, model lectures are presented by faculty members each semester to promote innovative practice **[001; M5]**. KILAW additionally encourages engagement in activities offered through the Associate University network, including several training courses on subjects, such as writing exam questions, academic research skills and methods of presenting data **[001; 005; M9; 135; 171; 172; 173; 174; 179; 180; 181]**.

5.9 The review team recognised that the range of development activities available to teaching staff has a positive impact on the students' learning experience and supports staff retention. Academic and professional support staff felt supported and enriched by the opportunities available to develop themselves [M4; M5; M6]. Despite regional competition to attract qualified academics, at the time of the review over 78% of faculty members had been with KILAW for at least four years [001; M1]. The review team therefore concluded that the extensive support provided for all staff for their professional development and training, which enhances the learning environment for students and supports staff retention, is a feature of **good practice**.

5.10 The review team concluded that KILAW has a clear strategy to drive quality of teachers. Processes for staff recruitment, professional development and performance review align with the requirements outlined in Standard 1.5. Therefore, the review team concludes that Standard 1.5: Teaching staff, 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 At a strategic level, KILAW's oversight of student resources and support is largely undertaken by the Education and Student Experience Committee **[191]** which oversees the Guidance and Orientation Office, the Academic Advisory Committee, the Examination Committee, the Students' Activities Office and the Social Services Office. There are periodic reports on the operation of library services **[193]**. There is a Students' Association with representation on the governing body, providing a direct way for students to feed into decisions around student support **[010]**.

6.2 KILAW has a broad range of physical resources, including well-equipped classrooms, a library and various resources for extracurricular activities **[campus tour]**. Information about these facilities is set out in student handbook. Students met by the team found the library to be highly responsive to requests for new books or online resources, ensuring access less than a day after the request was made **[M3a; Campus tour, M2]**.

6.3 A range of digital resources are available to students and staff. There is an online library, which includes access to Arabic and English legal databases **[campus tour]** and is of particular benefit for English students. The institution has a VLE **[Item 39 in 'Request for further documentation']**, although this was not frequently used, having been replaced by a stronger reliance on Microsoft Teams **[M3a students]**.

6.4 Students are supported in their learning by a team of teaching assistants. Students are also assigned an academic adviser, who has responsibility for monitoring student progress and providing a wide range of advice to students, especially if at risk of falling behind **[189, 195]**. The institution has processes and tools to collect, monitor and act on information on student progression.

6.5 A previous QAA report made a recommendation to 'strengthen and consistently embed the role of academic and administrative advisers as well as focusing on how the service is communicated to students'. Academic advisers are linked to students during orientation **[195]**. There is a system for tracking student engagement with academic advisers **[screenshot provided shortly after final meeting with institution]** twice a year, although this valuable conversation, which can provide students with guidance on their course or programme, can be substituted with correspondence over email. Some students met by the review team had not spoken with their academic adviser at all during the year and KILAW may wish to consider how students can be encouraged to make better use of this resource **[M3a]**.

6.6 The Social Services Office supports students with special needs **[197]**. Such students are given mitigations as appropriate and provided with a wide range of support **[274; 273]**. The team heard of several students with special needs who had been supported with appropriate mitigations and the review team noted that the building has a range of features and adaptations designed to facilitate wheelchair access **[M6; campus tour]**.

6.7 There is a range of useful support for students at risk of falling behind, including a summer semester which gives priority access to students who do not have sufficient credits to graduate. Faculty staff keep office hours for students to make use of **[198]**.

6.8 Overall, the review team concluded that effective resources for learning and teaching activities were in place and that adequate and readily accessible learning resources and student support are provided. Standard 1.6: Learning resources and student support is therefore **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 KILAW has an effective process for using information to measure and evaluate the KPIs stated within the strategic plan. The central Planning Office is responsible for collating information into a single annual report and submitting it to the President for consideration at Council [004; 200; 201]. Proposed adjustments or additions to the KPIs within the strategic plan are discussed at Council with any changes requiring ratification by the Board of Trustees [201; 202; 203]. An example of a recommendation from the Planning Office in 2024, is to raise the rates of student performance indicators following two years of comparatively high levels of achievement [201].

7.2 At departmental level, detailed information relating to student performance and stakeholder feedback is provided in annual programme reports [082; 083; 84; 85; 86; 87]. In these reports, departments present performance indicators, such as the number of students with a low grade point average, drop-out rates and overall final grades. Event feedback following the hosting of conferences or training is also presented [001; 194; M3b].

7.3 During the visit, the review team received demonstrations of the systems used by KILAW to collect and analyse information. These demonstrations showed that KILAW uses a range of data to support the student experience across all courses and monitor assessment standards. KILAW uses a Student Information System (SIS) which is hosted on an institutional server to manage student and course data. SIS provides KILAW with a single point of truth for data in real-time and on-demand. The Application Programming Interface (API) allows KILAW to create customised screens, dashboards and reports.

7.4 SIS is an effective tool used to track student performance throughout the academic year. Faculty members are required to input student scores which ensures that, at an individual level, scores are identifiable for those who need to consider them - such as course leaders or academic advisers [001; 286; Demonstration]. Through the recording of student performance, SIS provides a tool to generate warning alerts and subsequently identify and support students at risk of failing. Once identified as struggling, measures can be taken to support students, such as buddying up with a friend or being referred to the teaching assistants for additional support [001; M5; Demonstration].

7.5 SIS's interactive analytical dashboard generates effective data to allow management to oversee student performance and identify collective trends. Data includes the number and percentage of students on GPA warnings and drop-out rates, and can be broken down to analyse student performance according to specific teachers, courses and programmes [82; 83; 84; 85; Demonstration]. The dashboard also provides management with the opportunity to consider relationships of interest, such as the relationship between performance and different student profiles, including qualifications upon entry [Demonstration]. The dashboard additionally supports management in the analysis of the student survey on teachers and courses. The analysis provides management with the opportunity to evaluate the results of the student survey across individual or multiple teachers and across courses [Demonstration]. To ensure that management can utilise the data effectively, KILAW has supported management with training on how to use data and statistics in decision-making [181].

7.6 The SIS system provides a secure environment in which access is only available to those with suitable permissions and security credentials **[001; 286; M6; Demonstration]**. To provide security, the system provides six levels of user access with different functionalities for each. Users access the appropriate level according to their roles and needs **[286; M6]**. The SIS system additionally secures data privacy through being hosted on a KILAW server with an advanced firewall to protect the system from intrusion. Automated daily backups protect the system from loss **[001; Demonstration]**.

7.7 KILAW has established a personalised student portal (MyKilaw). From MyKilaw students have access to their own performance data and the electronic evaluation forms to complete course surveys. Students met confirmed that they were using this functionality and, while some highlighted concerns that their results were not available when expected, KILAW highlighted that this was because students are trying to access results prior to their stated time of release **[M3a; M9]**.

7.8 KILAW is using technology to implement an effective registration system used to record and process attendance. Students use ID cards to register in class which allows non-attendance to be immediately identified by administration **[001; Demonstration]**. They receive an automated message when absent reminding them of institutional expectations and a chance to explain their non-attendance. The system provides the opportunity for administration to follow up with students, issue warnings and explore the reasons for non-attendance **[001; M2]**. The efficiency of the registration system allows administration to identify students with potential welfare concerns. Furthermore, during the review KILAW stressed the system's value in discouraging non-attendance and subsequently promoting a positive study culture of attendance and engagement **[Demonstration]**. The functionality supports with the implementation of a strict three-stage attendance warning process which leads to an exclusion notice and potential withdrawal, with the consent of the Student Affairs Committee **[001; M6; Demonstration]**.

7.9 To conclude, KILAW has implemented various methods to collect reliable information which supports the analysis of student performance, stakeholder feedback and attendance. The results of the analysis feed into the internal quality assurance process to maintain standards and drive quality across courses. The review team therefore concludes that Standard 1. 7: Information management, 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 KILAW has established committees, such as the Publications Standards Committee [204] and the Public Relations and Marketing Department, to review and approve the accuracy and consistency of published information before dissemination. KILAW has implemented an effective and comprehensive approach to publishing clear, accurate and accessible public information. In line with the Public Information Policy [205], the institution utilises multiple channels - including its website, student guides and direct communication - to disseminate information about its programmes, policies and activities. The established committees and procedures for reviewing and approving published information help ensure the accuracy and consistency of the information provided to stakeholders.

8.2 Meetings with senior staff revealed that a dedicated committee receives and authenticates information from staff before it is shared publicly. The President highlighted the institution's commitment to transparency, mentioning the use of various media formats, including social media. Students confirmed that they rely heavily on social media platforms, particularly Instagram and X for most information. They noted that the website is regularly updated and provides necessary information, although some inconsistencies were observed, such as an outdated academic calendar [M3a; M3b].

8.3 Students also mentioned that they receive information directly from professors and through Microsoft Teams, which serves as a primary form of online communication. Word-of-mouth from relatives and friends who have attended KILAW was cited as an important source of information for prospective students [M3a; M3b].

8.4 Faculty members reported that information must go through committees to check for accuracy before publication. They also mentioned their involvement in providing information to prospective students through social media, email, attendance at fairs and exhibitions, and press communications [M4; M5]. KILAW also produces annually an updated version of the Student Guide [002].

8.5 KILAW has implemented comprehensive and effective mechanisms to ensure the provision of accurate public information through multiple channels and established review processes. The institution's commitment to transparency and its involvement of various stakeholders in these processes contribute to the overall effectiveness of its approach. Based on the evidence provided and the review panel's evaluation, the review team concluded that Standard 1.8: Public information, 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's processes for ongoing monitoring and periodic review of programmes are rigorous and involve input from various stakeholders, including students, faculty, employers and external bodies. The institution comprehensively considers relevant aspects such as programme content, societal needs, student progression, assessment procedures and learning environment. KILAW has also implemented a Quality Management structure with dedicated committees - such as the Education and Students' Experience Committee [016]; the Academic Quality and Standards Committee [130]; the Research Committee [018]; and the Awards and Progress Committee [019] - to oversee the ongoing monitoring and review processes.

9.2 The President highlighted regular meetings with market stakeholders occurring at least twice a year to receive comments on all aspects of the curriculum. Student placements with local institutions and surveys are also utilised to gather feedback. Senior staff mentioned that students are members of the Curriculum Committee, and their feedback is collected through discussions, surveys and meetings [M1; M2].

9.3 The English language faculty reported that monitoring and review processes are primarily driven by the Curriculum Committee, with each professor required to complete a course review following delivery [M4]. There is a published schedule for the submission of reports, and assessments are conducted at the end of each semester at both course and programme levels. Course reports are submitted to the Vice-Dean of Academic Affairs and then considered through the committee structure [085].

9.4 Students expressed satisfaction with the institution's responsiveness to their feedback, citing an example of a professor improving their teaching based on student comments. They also noted that course content is updated to reflect real-world issues [M3a; M3b].

9.5 KILAW has implemented comprehensive and effective mechanisms for continuous monitoring and periodic review of its programmes, ensuring their alignment with societal needs, student progression and assessment procedures. The institution's commitment to continuous improvement and its involvement of various stakeholders in these processes contribute to the overall effectiveness of its approach. The review panel particularly noted the inclusion of students in the Curriculum Committee and the responsiveness to student feedback. Based on the evidence provided and the review team's evaluation, Standard 1.9: Ongoing monitoring and periodic review of programmes, is **met**.

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 KILAW actively engages in external quality assurance activities through accreditation, external examiners and advisory boards. Particularly, the institution undergoes accreditation processes with various bodies, such as the Kuwaiti Private Universities Council (PUC) [062, 063, 064, 065]; the Quality Assurance Agency for Higher Education (QAA) [066, 067, 068, 069, 070]; and the American Commission of English Language Programme Accreditation (CEA) [071]. KILAW has also established the External Examiner Committee [073] to evaluate final exam procedures and the Academic Advisory Board [221] to review academic performance and provide advice on academic issues. Additionally, KILAW's programmes are evaluated biennially by Associated Universities. The institution effectively utilises the feedback and recommendations from these external reviews to inform and enhance its internal quality assurance processes.

10.2 The President emphasised the formal channels for submitting reports to regulators and the institution's participation in conferences attended by ministry representatives. Senior staff highlighted the role of the External Examiner Committee, explaining that recommendations from external examiners are used to develop action plans involving relevant faculty and departments. The outcomes of these reviews are communicated to faculty and used as a focus for staff development sessions [M1; M2].

10.3 Faculty members described the process following external assessments, which includes meetings with the Dean's Department to discuss outcomes. They receive emails about the reviews and participate in developing action plans based on external recommendations. The Quality Assurance department oversees this process, and circulars from the Dean communicate recommendations from reviews to staff [M2].

10.4 The Advisory Board and External Examiner Committee reported conducting formal reviews annually, which provide opportunities to target specific areas for improvement [M7].

10.5 KILAW has implemented effective mechanisms for engaging with external quality assurance activities, involving various accreditation bodies and external experts. The institution's commitment to continuous improvement and its utilisation of external feedback contribute to the overall effectiveness of its quality assurance approach, driving the institution forward. The review panel particularly noted the systematic approach to developing and implementing action plans based on external recommendations, as well as the use of these outcomes for staff development. Based on the evidence provided and the review panel's evaluation, Standard 1.10: Cyclical external quality assurance, is **met**.

List of evidence

- M1 – Meeting with President
- M2 – Meeting with Senior Management
- M3a – Meeting with Students of Law Programmes
- M3b – Meeting with Students of English Language Programmes
- M4 – Meeting with academic staff teaching Law Programmes
- M5 – Meeting with academic staff teaching English Language Programmes
- M6 – Meeting with Professional Support Staff
- M7 – Meeting with Representatives of the Academic Advisory Board and External Examiner Committee
- M8 – Meeting with External Stakeholders
- M9 – Final Meeting with Senior Staff

- 001 Self-Evaluation Document QAA 30April2024.pdf
- 002 Students Submission 2023-2024.pdf
- 003 KILAW Establishment Decree 144.pdf
- 004 Strategic Plan - 2021-2025.pdf
- 005 Associate Universities - Academic Conference.pdf
- 006 Associate Universities - WorkShops.pdf
- 007 Associate Universities - referees.pdf
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- 009 KILAW Council Formation.pdf
- 010 Academic committees formation.pdf
- 011 Deanship Committee.pdf
- 012 Task Force teams formation.pdf
- 013 Quality and Monitoring Committee - President Decision.pdf
- 014 Re-forming the QAAO - Decision.pdf
- 015 KILAW Council - Terms of References.pdf
- 016 Education and Students Experience Committee - Terms of References.pdf
- 017 Academic Quality and Standards Committee - Terms of References.pdf
- 018 The Research Committee - Terms of References.pdf
- 019 Awards and Progress Committee - Terms of References.pdf
- 020 Decision of Reformation of the Alumni Club.pdf
- 021 Decision of Formation of Parents Club.pdf
- 022 Decision of involvement of public and private employers.pdf
- 023 The Kuwait International Legal Studies and Research Center.pdf
- 024 MoU with Manchester University.pdf
- 025 MoU with Durham University.pdf
- 026 AIQALAM test report.pdf
- 027 Strategic plan approval- Deanship committee.pdf
- 028 Strategic plan approval- School council.pdf
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- 030 Post Graduate Office establishment.pdf
- 031 Post Graduate Office committee.pdf
- 032 Establishment Committee of the School of Governance and Systems.pdf
- 033 KILAW Self Study 2017 - Deanship Committee minutes.pdf
- 034 KILAW Self Study 2017 - School Council approval.pdf
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- 036 Programmes Self Study 2018 - Deanship approval.pdf
- 037 Self-studies approval - School Council - Programmes-CEA-PUC Self Study 2018.pdf
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- 039 PUC Self Study 2018 - Deanship approval.pdf
- 040 CEA Self Study 2018- Deanship approval.pdf

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- 044 PUC Self Study 2024 - Deanship approval.pdf
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- 046 PUC Re-accreditation 2024 - Academic Committee approval.pdf
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- 049 Staff invitation to participate in the QAA events.pdf
- 050 KILAW SED Workshop.pdf
- 051 Quality Assurance Policy - 2023.pdf
- 052 Quality Assurance Handbook - 2023.pdf
- 053 Distance Learning policy for the LLB.pdf
- 054 Distance Learning policy for the LLM.pdf
- 055 Quality Assurance Policy for Distance Learning - Operational regulations.pdf
- 056 Quality Management Structure.pdf
- 057 Quality Assurance Calendar.pdf
- 058 The Government and Compliance Committee Report.pdf
- 059 Standards of the PUC regarding the distance learning system.pdf
- 060 Self-assessment study of the distance learning experience.pdf
- 061 Research review - Letter and form.pdf
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- 063 PUC accreditation 2014-2018.pdf
- 064 PUC accreditation -2019-2023.pdf
- 065 PUC Accreditation - Action plan.pdf
- 066 QAA Re-accreditation certificate 2024.pdf
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- 068 QAA LLM re-accreditation 2024.pdf
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- 083 LLM Annual report July 2023.pdf
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- 090 Award and students' progress committee meeting.pdf
- 091 Award and students' progress committee - KILAW Council Meeting Minutes No 8 dated 25 July 2023.pdf
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- 095 Warwick report on reviewing KILAW programmes 2006.pdf
- 096 Committee to follow up the two manuals.pdf
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- 098 Manual of Academic programmes - Part 2.pdf
- 099 Manual of Approving Academic Courses and Programme - KILAW Council 1.pdf
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- 103 Brochure of Diploma of LAW.pdf
- 104 Major Sheet - Diploma.pdf
- 105 Major Sheet - LLB.pdf
- 106 101E. Course Outline - 2nd Semester 2023-2024.pdf
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- 117 404E Academic Research Methodology Course.pdf
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- 125 Anti-corruption course - School Council approval.pdf
- 126 National Culture Course- Curriculum Committee.pdf
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- 130 Curriculum Committee Discussion of employees suggestions.pdf
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- 152 Special Needs students - Admission Rules - Deanship approval.pdf
- 153 Special Needs students - Admission Rules - School Council approval.pdf
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- 159 LASC statement.pdf
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- 161 Official Graduation Certificate - PUC.jpg
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- 184 Faculty members induction programme.pdf
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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.

Condition

Conditions set out action that is required. Conditions are only used with unsatisfactory judgements where the quality cannot be approved. Conditions may be used where quality or standards are at risk/continuing risk if action is not taken or if a required standard is not met and action is needed for it to be met.

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.

Externality

The use of experts from outside a higher education provider, such as external examiners or external advisers, to assist in quality assurance procedures.

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.

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