

Governance Models for Student Involvement in Higher Education: A Comparative Analysis

Bassam Alhamad¹, Kajal Hayat²

¹University of Bahrain

²Khyber Medical University

DOI: <https://dx.doi.org/10.47772/IJRISS.2025.903SEDU0610>

Received: 12 October 2025; Accepted: 18 October 2025; Published: 08 November 2025

ABSTRACT

The global importance of students' involvement in governance and quality assurance (QA) processes in higher education has grown. Students are recognized as essential stakeholders for institutional transparency, accountability, and relevance, as they are the primary beneficiaries of educational outcomes. This review paper examines governance models for student involvement in higher education across multiple regions, analyzing policies, standards, and governance frameworks from 2019 to 2024. The paper employs a comparative qualitative methodology of practices in Pakistan, Bahrain, the Middle East (e.g., UAE, Saudi Arabia), Europe (e.g., UK, Germany), North America (e.g., USA, Canada), and the Asia-Pacific (e.g., Australia), analyzing the different policies, accreditation reports, and institutional frameworks to reflect on student involvement, for example, in curriculum development, decision-making structures, and quality assurance mechanisms. The paper systematically reviews key policies, including the Bologna Process, the European Standards and Guidelines for Quality Assurance (ESG), and national accreditation frameworks such as the NCAAA in Saudi Arabia and HEC in Pakistan. A significant focus is placed on digital governance models, participatory decision-making structures, and hybrid approaches that integrate institutional autonomy with stakeholder inclusion. The findings highlight the impact of regulatory mandates, student advisory councils, and digital feedback platforms on ensuring transparency and accountability in higher education governance. For example, the Higher Education Commission (HEC) of Pakistan managed to increase the participation of students through the Quality Enhancement Cells (QECs), which have made student participation official through the establishment of student councils, surveys, digital engagement, and grievance procedures. Bahrain provided another good example of a systematic process, as it requires students to participate in quality assurance committees. This is done through program-specific student advisory committees, student councils, ombudsman positions, and digital feedback platforms. In North America, universities prioritize student participation through state legislation, accreditation standards, advisory committees, and thorough feedback channels. In contrast, schools in the Asia-Pacific region, such as those in Australia, include student guilds in academic and policy-making processes. This paper ends with recommendations for improving student participation by implementing hybrid governance models, creating policy frameworks that balance institutional autonomy with stakeholder inclusion, and encouraging digital transformation.

INTRODUCTION

This paper uses a comparative qualitative research approach to investigate governance models for student participation in higher education spanning several global regions. Combining concepts from policy documents, accreditation reports, institutional frameworks, and stakeholder participation systems was the methodical approach for data gathering, assessment, and comparative analysis that follows. The methodology is based on participatory governance in higher education (A Amaral & Magalhães, 2002; S J Marshall, 2018), which stresses a qualitative and document-based strategy to assess institutional governance systems.

The comparative case study analysis relied on the examination of many governance models of student involvement from Pakistan, Bahrain, the Middle East (UAE, Saudi Arabia), Europe (UK, Germany), North America (USA, Canada), and Asia-Pacific (Australia). This approach allows one to systematically evaluate

regulatory policies, student participation mechanisms, and institutional best practices.

In addition, a document analysis method was also included. This involved policies on higher education, including those of Bahrain's Higher Education Council, the NCAAA in Saudi Arabia, the HEC of Pakistan (HEC), the Bologna Process, and the European Standards and Guidelines (ESG) from national regulating authorities. Moreover, the article studied the models of university governance, including those related to quality assurance, student participation in decision-making, grievance handling systems, and quality assurance policies. Policy-driven governance models, ombudsman systems, advisory boards, student councils, and digital feedback systems were among other mechanisms for student engagement.

To provide a thorough and holistic inquiry, the acquired data came from many sources:

- Records on accreditation and institutional reports from nearby universities within the selected categories.
- National policy directives demanding student involvement in governance.
- National quality assurance agencies and institutions oversee surveys of student engagement as well as systems of quality assurance.
- Peer-reviewed publications and case studies examining student engagement in university governance and decision-making processes.
- Defining the data sources was a key theme area spanning student representation to feedback systems, quality assurance integration, curriculum creation, grievance resolution, and digital governance platforms.

Comparative topic research was conducted to identify patterns, analogues, and variances among political systems. The study followed these instructions:

- system of governance based on institutional policies and regional agendas.
- study of student involvement systems in order to identify mandatory rather than optional participation.
- evaluation of student impact on set policies, quality control maintained, and decision-making process.
- Identifying best practices and limitations; assessing governance effectiveness in support of student-led initiatives, openness, and diversity.

The comparative method was influenced by studies on higher education governance (Balbachevsky, 2015; Commission/EACEA/Eurydice, 2018), which stress institutional autonomy and regulatory mandates in establishing student engagement models.

For triangulation and validation, several sources were cross-checked to raise trustworthiness and authenticity. Legislative frameworks such as ESG, NCAAA, and AQF were compared to university data to verify student engagement standards. Consistency was examined between national policy and university-level surveys and polls. Referring to already published work helped one create the theoretical foundation for governance trends and student participation best practices.

Regarding ethical considerations, since the study largely focuses on secondary sources and document analysis, ethical authorization was not required. Still, institutional confidentiality is maintained, and all the specified resources are freely available.

In this methodology, there are research restrictions related to diversity and restricted access to internal university data. For example, the diversity in political models makes it challenging to provide direct comparisons that depend on institutional autonomy and country rules. In addition, the study relies on publicly accessible information; hence, governance efficiency may not be totally reflected. Besides all that, changing national policy affects governance strategies, so longitudinal research becomes difficult.

This comparative and qualitative approach provides a rigorous approach to looking at systems of governance for student participation. By means of legislative frameworks, institutional governance reports, and accreditation documentation analysis, the paper identifies regional best practices, challenges, and opportunities for hybrid governance models.

Governance Models for Student Engagement in Higher Education in Europe

The literature on higher education will cover the importance of student involvement in governance models and quality assurance (QA) processes. This section examines the foundations, methods, and difficulties of governance models from a range of areas, with a special focus on student engagement as stakeholders in decision-making, program assessment, and curriculum creation. Table 1 displays the many models that involve students in higher education (Alhamad, 2023; Alberto Amaral & Magalhães, 2002; Balbachevsky, 2015; European-Commission/EACEA/Eurydice, 2018; Stephen James Marshall, 2018).

The Bologna Process and the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) are legal frameworks that mandate the implementation of comprehensive participatory models by European universities (Bologna Process, 2007; Harvey & Purser, 2006a). Student representation in university senates and departmental councils is legally mandated in Germany to promote inclusivity and transparency (University of Heidelberg, 2023). The Student Partnership Agreement (SPA) paradigm in the United Kingdom institutionalizes co-creation in curriculum design and governance, with an emphasis on collaboration between students and faculty (University of Edinburgh, 2020).

The National Union of Students (NUS) in the UK works with university administrations to ensure that student representatives are engaged at all levels of governance, including committees that focus on curriculum and quality assurance (The National Unions of Students of Europe, 2002). Student guilds are present in universities in Australia, and they assist in determining institutional policies. Legislative requirements for student representation typically provide support for these guilds (University of Sydney, 2022). In Europe, students are represented adequately in university management bodies (senates) and quality assurance teams due to legal mandates such as the Bologna Process and the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) (Bologna Process, 2007; European-Commission/EACEA/Eurydice, 2018).

The National Commission for Academic Accreditation and Assessment (NCAAA) in Saudi Arabia played an important role in improving the quality of higher education (NCAAA, 2018). The NCAAA has set quality assurance standards to increase the involvement of students, faculty, and external stakeholders in the decision-making processes. For instance, the NCAAA's Handbook for Quality Assurance and Accreditation in Higher Education Institutions emphasizes the need to include stakeholders in governance structures, such as academic boards and quality assurance committees. This participative technique guarantees that a diverse variety of viewpoints are taken into account while planning for institutions and improving quality (NCAAA, 2018).

For higher education in Europe, the Bologna Process and the Standards and Guidelines for Quality Assurance in the European Higher Education Area set standards to allow students to take part in the management of higher education (Bologna Process, 2007; European-Commission/EACEA/Eurydice, 2018; Harvey & Purser, 2006b).

The Environmental, Social, and Governance (ESG) principles, which were updated in 2015, clearly state that students must be involved in quality assurance processes. ESG 1.3 states that “students should be represented in the governance and management of higher education institutions and in the internal and external quality assurance processes.” This legislative obligation guarantees that students are able to participate in decision-making bodies, including university senates and quality assurance committees (Bologna Process, 2007; European-Commission/EACEA/Eurydice, 2018; Harvey & Purser, 2006b).

For example, in Germany and the Netherlands, student representatives are significant members of university senates and quality assurance committees. They are involved in a variety of activities, including the development of curriculum and the management of the procedures for institutional accreditation. This level of representation is considered a best practice for fostering transparency, accountability, and learning environments that prioritize students (Fowlie & Forder, 2018).

Reflection on Governance Models in Europe

European universities are leading the way in the development of inclusive governance methods. These strategies are often backed by legislation that ensures that students are included in quality assurance procedures and institutional decision-making.

- University of Edinburgh, UK: The Student Partnership Agreement (SPA) of the University of Edinburgh promotes collaboration between students and teachers. Students are involved in the creation of the curriculum, the design of procedures, and the evaluation of quality assurance. This approach is an example of how partnerships may help foster a collective sense of accountability for the functioning of an organization (University of Edinburgh, 2020).
- University of Heidelberg, Germany: German universities, including the University of Heidelberg, are required by law to have students participate in university senates and departmental councils. This ensures that the government is open and responsible while also giving students the ability to have an impact on the policies of the school (University of Heidelberg, 2023).
- University of Helsinki, Finland: In Finland, universities such as the University of Helsinki set aside seats for students on governing boards. This guarantees that students have a say in choices that pertain to strategy and curricular development (University of Helsinki, 2021).

Governance Models for Student Engagement in Higher Education in Pakistan

The Higher Education Commission (HEC) in Pakistan has established Quality Enhancement Cells (QECs) in order to make student participation a permanent part of the educational system. In these QECs (HEC, 2020), students are able to provide feedback on the quality of instruction, the content of the course, and the amenities of the institution. Even though the Lahore University of Management Sciences (LUMS) and the National University of Sciences and Technology (NUST) have created advisory councils and focus groups, digital platforms for real-time engagement are still in the early stages of development (LUMS, 2021; NUST, 2021). However, the reinstatement of student unions in 2020 (Punjab University, 2021) provides an opportunity to revitalize participatory government.

The HEC of Pakistan has urged educational institutions to include students in academic and administrative committees, particularly in the procedures of program reviews and institutional accreditation. The higher education literature has placed a substantial emphasis on student participation in governance models and quality assurance (QA) processes. In this section, different frameworks, mechanisms, and challenges of governance models from a variety of regions are analyzed. The literature covers various areas of student participation in decision-making, program evaluation, and curriculum development. Table 1 shows the different models involving students in higher education.

QECs have been instituted by the HEC in Pakistan to institutionalize student engagement. The quality of instruction, the content of the course, and the facilities of the institution are all subject to student feedback in these QECs (Higher Education Commission, 2020). Some QECs, such as the one at COMSATS University Islamabad, include student representatives on their quality evaluation committees. These committees evaluate programs and suggest ways to enhance them. Despite the fact that LUMS and NUST have established advisory councils and focus groups, digital platforms for real-time engagement are still in the early stages of development (LUMS, 2021; NUST, 2021). Nevertheless, the potential to revitalize participatory governance is present with the reintroduction of student unions in 2020 (Punjab University, 2021).

The HEC has provided a group of guidelines for students' involvement. The HEC of Pakistan developed standards that require higher educational institutions to involve students in academic and administrative committees, especially in the processes of program assessments and institutional accreditation. There had been initiatives such as involving student representatives on governing boards at universities like LUMS and NUST, where they were required to provide feedback on academic policy. Despite the students' involvement, the practice varied from one school to another, questioning its governance. Student unions at universities, including Punjab University, are still in the process of emerging, but they are advocating for more transparency in the process of making academic choices.

A number of public and private universities in Pakistan have established Student Advisory Councils, which are made up of student leaders, whether elected or selected, to participate in the feedback process. Their involvement was noticeable, however limited, in the development of the policies, but more related to campus life, curriculum development, and extracurricular activities. For instance, the University of Karachi allows student representatives to propose modifications to programs during faculty meetings, but not directly related to policy

making or more effective governance with clear terms of reference (ToR).

Institutions such as LUMS and IBA Karachi administer feedback questionnaires in the middle and end of the semester in order to gather student opinions on course design, teaching effectiveness, and learning resources. The information is then used to assess the program and evaluate the instructors.

In comparison, it is observed that many of the above models are driven by quality assurance, which sets the student involvement in defined roles. However, the student participation in various levels is not always assured, as standards provide a generic guideline without specifying the type or expectations of the involvement. The western models had provided a more interactive and governing role, which was again guided by the quality assurance models. This emphasizes the role of the regulatory bodies or the quality assurance models in involving students as key stakeholders. However, the goal of the participation, the extension of this role, and the governance of ensuring well-defined and systematic involvement are not explicitly set, resulting in various models of student involvement that do not always achieve the required expectations.

A pilot study at Khyber Girls Medical College of Pakistan (Khyber Medical University-affiliated medical college) confirmed that the student's feedback will help in improving the overall quality of the curriculum (Mahsood et al., 2019).

In another study conducted at Khyber Medical University, the students' feedback on teachers' performance was analyzed. The findings revealed a significant improvement in teacher performance. Teacher's evaluations by students proved to be a valuable tool, fostering a collaborative environment where teachers and students worked together to achieve shared learning goals (Bukhari et al., 2017).

A qualitative study at medical colleges in Peshawar, Khyber Pakhtunkhwa, explored the views of undergraduate medical students regarding their participation in medical curriculum development. The student's involvement increased their motivation to learn, suggested improvement in faculty teaching skills and strategies, enhanced dialogue with teachers, and supported student self-esteem and productive faculty-student relationships (Qazi et al., 2019).

Reflections on the Governance Model in Pakistan:

- LUMS has created a solid feedback system that involves handing students questionnaires halfway through the semester and again at the end of the semester. Students assess the course material, the instructors' performance, and the effectiveness of the teaching techniques. This information is utilized to make modifications to the curriculum and to assess faculty members (LUMS, 2021). Advisory groups that include members of the student population are also involved in strategic decision-making.
- NUST includes students in focus groups and curriculum advisory boards. The QEC's methods ensure that student feedback is taken into account when developing programs and examinations for accreditation. Despite these attempts, students might only participate in consultation and not in decision-making (NUST, 2021).
- The University of Karachi has recently reintroduced student advisory councils as a component of its governance structure. These committees are responsible for addressing issues related to academic challenges and participating in discussions over changes to the curriculum (Punjab University, 2021). On the other hand, the lack of digital venues for participation remains a significant challenge.
- A qualitative study at medical colleges in Peshawar, Khyber Pakhtunkhwa, presents that the students' involvement increased their motivation to learn, suggested improvement in faculty teaching skills and strategies, enhanced dialogue with teachers, and supported student self-esteem and productive faculty-student relationships.

Models Of Governance in the Middle and the Arab Region

In the Arabian Gulf States, frameworks such as Vision 2030 prioritize student participation in institutional governance and quality assurance processes. Quality assurance authorities such as NCAAA in Saudi Arabia are heading to frameworks that are transiting from traditional governance to participatory models. While both Saudi Arabia and Europe are working towards participatory models, they are not adopting the same ways to implement

these models. In Saudi Arabia, the transformation is being driven by national reforms and the increasing standards of the NCAAA. The idea of including stakeholders is gradually being included in these standards. On the other hand, participatory governance in Europe is firmly established in legislative frameworks such as the Bologna Process and the ESG, which require that students be represented as a basic entitlement. The NCAAA's standards mandate that mission statements and program developments be defined in consultation with major stakeholders, ensuring their involvement in planning and decision-making (NCAAA, 2018).

The students of King Saud University are actively engaged in curriculum advisory committees and program evaluations, which is indicative of the broader regional trend towards participatory governance (King Saud University, 2023). Nevertheless, regional quality assurance organizations, including the NCAAA, promote student participation; however, they do not require it (NCAAA, 2018). Additionally, Qatar University has implemented digital platforms for surveys and real-time feedback to ensure that governance remains in alignment with the most recent technological advancements (Qatar University, 2023).

The HEC Bahrain encourages students to take part in institutional governance by campaigning for their inclusion in advisory and accreditation bodies. This includes information collected during institutional reviews and quality audits. Student representation is mandatory in institutional councils, quality assurance committees, and grievance mechanisms in Bahrain's governance models (Higher Education Council, 2023). The University of Bahrain (UoB) demonstrates structured student inclusion through the implementation of annual surveys and focus groups during accreditation processes (University of Bahrain, 2022). Ombudsman positions are responsible for the resolution of grievances, thereby guaranteeing transparency and impartiality (University of Bahrain, 2022). Bahrain's leadership in the integration of technology into governance is further demonstrated by digital feedback platforms, which further enhance student engagement (Ahlia University, 2022). For instance, the University of Bahrain (UoB) includes student representatives in its Academic Council and Quality Assurance Committees. This guarantees that their perspectives are taken into consideration when decisions are made.

Both program evaluations and student satisfaction surveys are applied in Arabian Gulf University (AGU) and Ahlia University to receive student feedback by means of satisfaction questionnaires (AGU, 2023; Ahlia University, 2022). The results of these surveys affect how teachers are evaluated, how programs are reorganized, and how resources are allocated. Focus groups for curriculum development are implemented at Ahlia University, holding student focus groups during program reviews/accreditation cycles to get detailed input regarding the relevance of the curriculum, teaching methods, and course delivery.

Digital platforms are utilized for student engagement, such as student feedback portals involving students. For example, feedback portals are used at the University of Bahrain that allow students to share their opinions on the quality of their courses, learning materials, and overall experience (AGU, 2023; Al-Alawi et al., 2009; Alhamad et al., 2018; University of Bahrain, 2022).

Student councils are also implemented in most of the universities in Bahrain (Higher Education Council, 2023). For example, universities provide student councils the power to work closely with the administrative personnel. For instance, student councils regularly meet with university management to advocate for improvements to academic resources and campus facilities. This ensures that the concerns of students are expressed in a fair manner at the level of governance. Student representatives in other higher-level councils, such as the department, college, and university councils, are limited in most universities. The usual case is involving them in the councils when needed (AGU, 2023; Al-Alawi et al., 2009; Alhamad et al., 2018; Alhamad & Aladwan, 2017).

In the United Arab Emirates, the universities are required, as per the national quality standards in higher education, to have students be part of advisory groups that evaluate the curriculum (Lizzio & Wilson, 2009). It is to be noted that the majority of the institutions in the Arab region (for example, UAE, Saudi Arabia, Bahrain, Qatar, Oman) have created student unions or councils as part of their governance structure. These groups provide elected student representatives with the opportunity to express their worries, propose enhancements, and take part in committees (Lizzio & Wilson, 2009).

Reflection on Governance Models in the Middle East and Arab Region

Bahrain has made great progress in encouraging students to take part in governance as a regular practice. The

Higher Education Council (HEC Bahrain) mandates that students be included in quality assurance committees and other decision-making organizations.

- University of Bahrain (UoB): UoB is a pioneer in Bahrain because it involves students in every phase of the quality assurance process. Students participate in university accreditation by sharing their thoughts in surveys and focus groups. The university's ombudsman system quickly resolves any issues and ensures that judgments are made in a fashion that is easy to comprehend (University of Bahrain, 2022).
- Ahlia University: Ahlia University frequently conducts focus groups as part of the process of obtaining accreditation. Students provide feedback on the relevance of the course topic, the professors' level of competence, and the usefulness of the learning resources. The university's strategic planning includes the results (Ahlia University, 2022).
- Arabian Gulf University (AGU): AGU has adopted a participatory governance approach, which means that students are involved in the creation of the institution and the assessment of its quality. Regular workshops make this collaboration possible by giving students and professors the opportunity to better understand one another (AGU, 2023). Governance Models from the Middle East Governance paradigms are shifting in the Middle East, particularly in Saudi Arabia and the United Arab Emirates, due to regional frameworks like Vision 2030, which stress the need for participatory government.
- King Saud University, Saudi Arabia: Students are involved in the curriculum committees and institutional quality evaluation panels. These platforms provide students with the opportunity to express their thoughts on instructional techniques, learning materials, and infrastructure (King Saud University, 2023). That being said, there are still problems, like the limited independence of student delegates.
- American University of Sharjah (AUS), UAE: AUS promotes student involvement in strategic planning by organizing seminars and hackathons. This allows students to contribute their innovative ideas to the development of the curriculum and the policies of the institution. These procedures guarantee that governance is in accordance with the present standards of the education system, according to the American University of Sharjah (American University of Sharjah, 2022).
- Qatar University (QU): QU has implemented digital technology for governance, allowing students to give feedback in real time. This system enables quick action to be done in response to student concerns and enhances transparency in decision-making (Qatar University, 2023).

Governance Models In North America

Student engagement is prioritized by North American universities through state policies, advisory committees, and quality assurance mechanisms. Student participation in decision-making processes is mandated by policies such as the Student Voice Act in specific jurisdictions by the American Council on Education (ACE) (American Council Education, 2018). Students have the opportunity to influence institutional policies and budget allocations by participating in Board of Regents meetings as members of the University of California System (University of California, 2022). In order to fortify student governance in quality assurance processes, comprehensive surveys and focus groups are implemented (CHEA, 2019).

Reflection on Governance Models in North America

In North America, institutions place a high value on student engagement, as demonstrated by state law, advisory boards, and quality assurance methods.

- University of California System, USA: Students at the University of California System take part in Board of Regents meetings, where they express their opinions on budgets, academic programs, and campus infrastructure. The system's comprehensive survey techniques also increase student participation (University of California, 2022).
- University of Toronto, Canada: The University of Toronto is mostly overseen by advisory boards and focus groups. Students work together with instructors and administrators to develop regulations for the curriculum and criteria for quality assurance (CHEA, 2019).
- Harvard University, USA: Harvard University includes students in its Graduate Council and curricular committees, which guarantees that their opinions have an impact on academic and administrative decisions (CHEA, 2019).

Governance Models In The Asia-Pacific Region

As per the Australian Qualifications Framework (AQF) (AQF, 2018), Australia integrates student guilds into the process of academic and administrative decision-making by implementing a governance model that is guild-based. The University of Sydney and the Australian National University guarantee that students are engaged in the quality assurance process and the development of curricula (University of Sydney, 2022). The aggregation of feedback is facilitated by anonymous surveys and digital platforms, which in turn foster a culture of inclusivity and accountability (University of Melbourne, 2023).

Reflection on Governance Models in Asia-Pacific Region

In Australia, the government is organized around guilds, and student guilds have a significant role in the process of making decisions.

- University of Sydney: The University of Sydney incorporates student guilds within its academic and administrative governance. These guilds assist students in pursuing their interests and provide support with curricular adjustments and quality assurance methods (University of Sydney, 2022).
- Australian National University (ANU): ANU provides seminars on strategic planning that include students and are conducted by guilds. The college also provides students with several opportunities to share their thoughts. These activities promote a culture of collaboration between students and university leadership (Bateman Giles Pty Ltd, 2006).
- University of Melbourne: The digital platforms at the University of Melbourne allow students to remark on governance problems as they emerge, which supports inclusion and efficiency (University of Melbourne, 2023).

Strategies For Involving Students As Part Of The Governance Models

There are many different ways to involve students, regardless of the type of governance model. The following are many methods and strategies for including students as key stakeholders in the quality assurance (QA) process in higher education: 1) providing a group of practices for students' involvement in the assessment of the program, 2) providing a group of practices for students' involvement in curriculum development, 3) providing a group of practices for students' involvement in quality assurance standards, 4) providing a group of practices for acknowledging students' engagement, 5) providing a group of practices for increased participation from the community. Table 1 summarizes the various students' involvement in higher education institutions.

Table 1: Models for Students' Involvement in Higher Education

Aspect	Pakistan	Bahrain	Middle East (e.g., UAE, Saudi Arabia)	Europe (e.g., UK, Germany)	North America (USA, Canada)	Asia-Pacific (e.g., Australia)	References
Student Representation	Student advisory councils, reintroduced unions, and participation in QECs (HEC Pakistan).	Mandatory student representation in QA committees, student councils, and ombudsman roles (HEC Bahrain).	Representation in advisory boards, curriculum committees, and QA panels (e.g., UAE and Saudi Vision 2030 initiatives).	Legal mandates for student seats in governance (e.g., university senates, faculty boards) (Bologna Process, European Students' Union).	Student advisory boards, policies like the Student Voice Act, representation in governing boards (American Council on Education).	Student guilds integrated into academic and policy-making bodies (University of Sydney, Australian National University).	(American Council Education, 2018; European-Commission/EACEA/Eurydice, 2018; Higher Education Commission, 2020; Toumi, 2018)



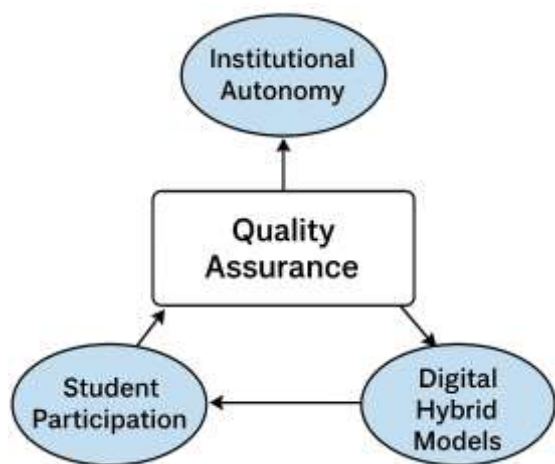
Feedback Mechanisms	Surveys conducted by QECs, program feedback forms, and focus groups (LUMS, NUST).	Digital portals, satisfaction surveys, and focus groups during program accreditation (University of Bahrain).	Surveys, focus groups, and participatory planning workshops (King Saud University, Qatar University).	Robust course evaluations, focus groups, and partnership agreements like Student Partnership Agreements (SPA) (University of Edinburgh).	Extensive surveys, peer reviews, and advisory board feedback (University of California System).	Anonymous surveys, guild feedback systems, and faculty-student evaluations (Australian Quality Framework).	(King Saud University, 2023; LUMS, 2021; University of Bahrain, 2022; University of Edinburgh, 2020)
QA Integration	QECs include student representatives for program evaluations and accreditation processes (HEC Pakistan).	Students participate in QA audits, satisfaction surveys, and institutional governance (HEC Bahrain).	Regional QA bodies like NCAAA and CNAQ support student inclusion in QA (e.g., Saudi Arabia, Qatar).	QA frameworks like the Bologna Process and ESG require student inclusion in QA teams (European Association for Quality Assurance).	Accreditation bodies enforce student involvement in QA processes (Council for Higher Education Accreditation, CHEA).	National QA standards integrate student guilds into QA frameworks (Australian Qualifications Framework).	(CHEA, 2019; European Commission/EACEA/Eurydice, 2018; Higher Education Commission, 2020; The National Unions of Students of Europe, 2002)
Grievance Mechanisms	Developing ombudsman roles in select institutions (e.g., COMSATS).	Established ombudsman offices to address grievances (University of Bahrain).	Piloting ombudsman roles in some universities, grievance redressal via councils (American University of Sharjah).	Ombudsman offices are widely established across universities (University of Oslo, Germany's legal requirements).	Formalized grievance mechanisms through ombudsmen or committees (University of California System).	Guilds act as intermediaries for grievance resolution (University of Sydney, 2022).	(American University of Sharjah, 2022; University of Bahrain, 2022; University of Oslo, 2020)
Curriculum Development	Feedback integrated via surveys, student advisory councils, and focus groups (Institute of Business Administration, 2025).	Focus groups during accreditation cycles and regular feedback mechanisms (Ahlia University).	Curriculum committees allow student input; occasional curriculum hackathons (American University of Sharjah, 2022).	Mandated student participation in curriculum and program committees (University of Helsinki, 2021, 2023; University of Manchester, 2023).	Advisory boards and focus groups collect student input for curriculum changes (University of Toronto).	Guilds and focus groups propose and co-design new curricula (Australian Universities Accord).	(Ahlia University, 2022; American University of Sharjah, 2022; Baird, 2010; Bradley et al., 2008; Brewer & Walker, 2010; Institute of Business Administration, 2025; University of Helsinki, 2021; University of Toronto Students' Union, 2025)
Digital Platforms	Limited use of online feedback mechanisms	Online portals for real-time feedback	Expanding use of digital platforms	Digital systems for participatory	Centralized online platforms for	Comprehensive digital platforms for	(Higher Education Commission, 2020; University of Bahrain, 2022; University of

	(HEC Pakistan).	and QA input (University of Bahrain).	for surveys and governance input (e.g., UAE, Qatar).	governance and feedback integration (University of Oxford).	continuous student engagement (University of California System).	governance participation and feedback collection (Australian National University).	California, 2022; University of Sydney, 2022)(University of Oxford, 2023).
National QA Frameworks	HEC mandates QECs to involve students indirectly in QA processes (HEC Pakistan).	HEC Bahrain promotes active student involvement in QA reviews (HEC Bahrain).	Regional frameworks (e.g., NCAAA, CNAQ) support student inclusion (Saudi Arabia, Qatar).	Bologna Process and ESG require direct student participation in QA (European Association for Quality Assurance).	Accreditation bodies enforce student involvement in QA processes (CHEA, USA).	National QA standards integrate student guilds into QA frameworks (Australian Qualifications Framework).	(AQF, 2018; CHEA, 2019; European-Commission/EACEA/Eurydice, 2018; Higher Education Commission, 2020; NCAAA, 2018)
Student-Led Initiatives	Limited to union activities and campus-level advocacy (Punjab University).	Student councils engage in advocacy and governance partnerships (University of Bahrain).	Regional collaborations and local initiatives for participatory governance (Arabian Gulf University).	National and cross-institutional student networks advocate for change (European Students' Union).	Student-driven advisory networks and leadership councils (Council for Higher Education Accreditation, USA).	Student guilds manage initiatives with institutional collaboration (University of Sydney).	(AGU, 2023; Punjab University, 2021; The National Unions of Students of Europe, 2002; University of Bahrain, 2022; University of Sydney, 2022)

BUILDING THE CONCEPTUAL FRAMEWORK

This study is guided by a conceptual framework that links institutional autonomy, student participation, and digital hybrid models as interdependent drivers shaping governance and quality assurance in higher education (Figure 1).

Figure 1. Conceptual Framework Linking Institutional Autonomy, Student Participation, and Digital Hybrid Models



Institutional autonomy represents the degree of policy flexibility, financial control, and academic independence that institutions possess to design inclusive governance systems. Autonomy provides the structural capacity for student voice to be institutionalized without excessive external interference.

Student participation refers to formal and informal mechanisms, such as representation in academic councils, feedback systems, and co-creation in curriculum design, that ensure that the student perspective is integrated into decision-making and policy development. Participation legitimizes governance by fostering transparency and shared responsibility.

Digital hybrid models integrate e-governance tools, real-time feedback analytics, and online quality assurance dashboards that extend participation beyond physical meetings. These systems enhance responsiveness, inclusivity, and data-driven decision-making, especially in post-COVID hybrid environments.

Quality Assurance and Policy Impact occupy the central position in the model, representing the ultimate outcome of the interaction between these three pillars. When autonomy supports participatory practices and digital systems are effectively implemented, institutions achieve higher levels of accountability, continuous improvement, and stakeholder trust.

In this framework, the bidirectional arrows illustrate a dynamic and cyclical relationship: Autonomy enables participatory governance, while active student involvement strengthens institutional legitimacy. Digital hybrid systems reinforce both autonomy and participation through transparency, analytics, and feedback loops. The outcome, which I would name “effective quality assurance,” feeds back into institutional policies, reinforcing improvement cycles and sustainability in governance.

To reflect the conceptual framework on the different governance models, providing examples will be beneficial. For example, several institutions in Europe (for example, Germany and Finland) provide institutional autonomy, encouraging their students to take up roles in governance bodies, such as university senates, faculty boards, and departmental committees. This is a legal requirement and is referred to as a co-governance model. For example, the University of Helsinki (University of Helsinki, 2021, 2023) reserves up to 25% of its senate seats for students, which guarantees that their opinions will have an influence on strategic choices. Similarly, in the United States, there are several states that have legislation, such as the Student Voice Act, that forces universities to incorporate students in the decision-making process. Student advisory boards are created by universities in collaboration with quality assurance departments. For example, the University of California System has student representatives who attend Board of Regents meetings to discuss changes to governance and policy.

With the same objective of student involvement as part of the governance model, the HEIs in the United Kingdom and Ireland implement the Student Partnership Agreement (SPA) model, which is used by universities to outline the specific duties of students and staff in governance. Curriculum co-design and institutional quality assurance functions are often included in the services that SPAs provide. For instance, the University of Edinburgh hires SPAs to formally include students in the development of an inclusive curriculum.

Enhancing governance through student involvement is employed by the Scandinavian institutions (for example, those in Sweden and Norway), using models that feature student ombudsmen who serve as intermediaries between students and the university administration to ensure that governance is fair.

The digital hybrid model in the Arab region increased and enhanced student involvement; however, some parts of the region are providing power through effective governance representation, which is to be part of the hierarchical model. The efforts by the Arab Network for Quality Assurance in Higher Education (ANQAHE) were supportive and guiding but not enforceive to motivate students to participate in quality assurance, although the techniques that are employed to do this differ from one region to another. Serious efforts out of the norm in KSA and UAE include students in participatory workshops for institutional planning and assessment, participation in accreditation and quality assurance reviews, and provide special emphasis on the involvement of students in the design of universities. Incorporating students in the curriculum and quality assurance committees in most regions does not yet have the same level of legislative support for institutional autonomy as required in the conceptual framework. In spite of the fact that governance models differ across regions, the integration of digital platforms, mandatory student representation, and structured grievance mechanisms are prevalent trends. Nevertheless, obstacles persist, including the inconsistent implementation of technology (e.g., Pakistan) and the absence of policy mandates in specific regions (e.g., the Middle East). The implementation of hybrid governance models, which integrate innovative digital tools with traditional practices, is advised to rectify these deficiencies. The governance model in the Middle East and the Asian region could be upgraded through engaging students (by policy) to influence institutional policies and budget allocations. In the Middle East, there had been recent implementations in the last few years involving student representatives on boards that manage

academic-industry linkages, such as being part of Saudi Aramco's Educational Programs. However, this example is very limitedly implemented in the region.

Comparative Study of Models Of Higher Education Student Governance

Reflecting differences in institutional design, legislative constraints, and cultural circumstances, the governance models for student involvement in higher education vary widely amongst nations. Trends, best practices, and challenges in student engagement are found by performing a comparative analysis of governance policies in Pakistan, Bahrain, the Middle East, Europe, North America, and the Asia-Pacific region. Supported by regulatory responsibilities such as the Bologna Process and the European Standards and Guidelines (ESG), European countries have the most organized systems of student involvement. These systems allow students to participate in academic senates, regulating bodies, and quality assurance processes. Two examples are the Student Partnership Agreement (SPA) of the University of Edinburgh and Germany's demand for student involvement in university decision-making.

Governance models in the United States and Canada likewise give student engagement significant emphasis, with universities involving students in advisory boards and decision-making committees, including Harvard and the University of California System. Policies such as the Student Voice Act enable certain states to ensure responsibility and transparency, therefore motivating student involvement.

Student guilds provide the foundation of basic governing systems in Australian institutions. Though with an eye towards digital engagement, these guilds actively participate in institutional quality assurance, curriculum development, and decision-making following a European model.

Although Saudi Vision 2030 encourages student involvement, legally driven involvement is not as robust as in Europe. Universities like King Saud University and the American University of Sharjah include students on advisory panels even if enforcement is still unequal. Bahrain exhibits one of the most orderly models in the Middle East, with required student representation in quality assurance committees and grievance processes at institutions such as Ahlia University and the University of Bahrain. Still, institutional culture shapes student impact to some extent.

HEC set up QECs to compile student opinions, basically shaping Pakistan's student government system. While universities such as LUMS and NUST have established advisory committees, engagement often is more consultative than directive. Though different institutions use different strategies, digital participation is still somewhat low. Summarizing, it is observed that Europe and Australia have the greatest student government systems, whereas North America blends student participation via advisory models. The Middle East and Pakistan are heading towards participatory democracy even if they struggle to implement it.

To speed up and organize student comments, Australia, Saudi Arabia, and Bahrain have efficiently applied digital governance systems. Online methods for quality assurance evaluations, feedback reporting, and governance engagement exist for students of the University of Sydney and the University of Melbourne. Bahrain's universities also use digital platforms for real-time student participation. Pakistan has not entirely merged digital platforms for administration. Institutions like NUST and LUMS perform feedback surveys even though involvement is not totally systematized. European institutions use digital technology with traditional student governing structures in hybrid fashion. For instance, the University of Oxford and the University of Helsinki employ internet portals with required student representation in university councils. Summarizing, using hybrid systems combining digital engagement with legal obligations (Europe) would enhance student engagement.

Europe stands out for their very clear student roles in quality assurance (QA). Their universities demand student involvement in QA audits, accrediting panels, and courses of assessment.

Under advisory councils and feedback surveys in Bahrain, Saudi Arabia, the UAE, and Pakistan, students participate in QA processes; yet, in most cases, they lack decision-making authority. Students at King Saud University and Qatar University engage in program reviews, although a statutory mandate for coordinated engagement is lacking.

Universities in the USA, Canada, and Australia often establish advisory boards for quality assurance and probe students' level of pleasure. Unlike Europe, though, engagement is institutionally driven rather than legally enforced. The student seats in bodies of decision-making are reflected in the Bologna Process. While institutional governance rules North America and Australia, Europe seeks student QA involvement. Though Pakistan and the Middle East show improvement, they still need stronger legal structures for regular student involvement. Structural obstacles & insufficient policy implementation were the main challenges. Extending legal responsibilities to include co-governance duties outside of advisory roles is crucial for enhancing student engagement. Table 2 shows the comparative synthesis of governance models for student participation in higher education.

The comparative analysis reveals areas of success and challenges in student governance across several nations.

Lack of policy enforcement and structural barriers.

Digital utilization in student engagement.

Unequal representation and influence.

Table 2. Comparative Synthesis of Governance Models for Student Participation in Higher Education

Region	Legislative Mandate for Student Representation	Digital Governance & Feedback Systems	Extent of Student Participation in QA & Curriculum Governance	Distinctive Features/Observed Gaps
Europe (e.g., UK, Germany, Finland)	Legally mandated through the Bologna Process and ESG: student seats in senates, councils, and QA panels.	Highly digitalized QA portals (e.g., University of Oxford, Helsinki).	Active co-creation via Student Partnership Agreements (SPAs).	Mature co-governance culture; strong policy enforcement.
North America (USA, Canada)	State laws (e.g., Student Voice Act) and accreditation agencies (CHEA) require involvement.	Centralized survey dashboards and advisory board feedback systems.	Students sit on advisory/regents boards and accreditation teams.	Engagement is policy-driven but decentralized.
Asia-Pacific (Australia, New Zealand)	AQF promotes guild-based governance with student representation.	Robust hybrid digital platforms (Sydney, Melbourne).	Students co-design curriculum and participate in QA reviews.	Digital governance is well-embedded; strong student guilds.
Middle East (Saudi Arabia, UAE, Qatar)	QA bodies (NCAAA, CNAQ) recommend but do not legally mandate participation.	Emerging online feedback and real-time QA systems (QU, AUS).	Students engaged in advisory boards and focus groups.	Limited autonomy; participation depends on institutional culture.
Bahrain (GCC Model)	HEC mandates representation in QA committees and grievance systems.	Nationally promoted digital feedback portals (UoB, Ahlia).	Students in advisory and QA councils; structured ombudsman roles.	Regional benchmark for participatory digital governance.
Pakistan	HEC establishes Quality Enhancement Cells (QECs) to include student feedback.	Developing digital engagement, mainly surveys and forms.	Student councils and unions are in the re-emergence stage.	Implementation is inconsistent; digital adoption is minimal.

These findings direct institutions to carry out the following strategies to raise student participation in governance:

Combining digital platforms with traditional controlling mechanisms will increase access and real-time engagement. Building digital governance tools should not only receive student input but also enhance their engagement and allow for tracking governance decisions.

Improve legal systems for student involvement. This may demand student seats in bodies of decision-making. This means that legal responsibilities are extended to include co-governance duties outside of advisory roles.

In line with the decision-making role, the institution should work on developing students' capacity development. This may involve providing structured seminars for student leaders on democratic processes. The institution should make sure that student representatives not only provide views but also actively engage in decisions. Measuring how student feedback shapes political decisions is critical for this student's engagement.

Policy Implications and Strategic Recommendations

The comparative review reveals that embedding student voice within governance frameworks requires not only participatory intent but also enforceable and technologically adaptive systems. The following policy implications are proposed for developing nations and transitional higher-education systems. Efforts should be implemented to ensure legislative institutionalization of student voice. Governments could embed student representation clauses within higher education and quality assurance laws, similar to the Bologna Process or AQF mandates. In addition, HEIs should integrate hybrid digital governance models through established centralized digital platforms where students can submit feedback, participate in QA reviews, and track institutional responses in real time. On the other hand, students should be introduced to structured training on governance literacy to be leaders on quality-assurance frameworks and data ethics for student representatives. Independent grievance-resolution offices should be mandated in each institution to ensure impartial handling of student concerns. Moreover, national QA agencies (e.g., HEC, NCAAA) should align their criteria with ESG principles, requiring evidence of student participation in program reviews and accreditation cycles. Annual institutional reports should include student participation indicators (e.g., proportion of committees with student representation, response-to-feedback ratios).

CONCLUSIONS

For institutions of higher education to be both inclusive and effective, it is necessary that students engage in governance and quality assurance (QA). Governance models vary from nation to country due to the disparities in culture, laws, and institutions that exist between them. However, they all have the same goal: to provide children with the opportunity to participate in activities.

Countries such as Pakistan and Bahrain have made great progress in incorporating student input into their quality assurance (QA) systems. They have achieved this by using procedures like QECs and mandating that students take part in organizations that make decisions. Bahrain has implemented grievance mechanisms and digital platforms, which offer them an edge over Pakistan in terms of digital adoption and the enforcement of regulations.

In the Middle East, initiatives supported by frameworks such as Saudi Vision 2030 have made participatory government easier, yet there are still gaps in legislation. It is a legal requirement for colleges in Europe to create models of representation. These are some of the most effective methods for promoting openness and accountability. In North America, both state laws and advisory panels place a similar focus on student involvement in institutions. At the same time, Australia's guild-based approach effectively gets students involved in governance structures by leveraging digital platforms and collaborative ways.

Even if there are differences across areas, there are also numerous parallels that are becoming more and more obvious. These include the growing dependence on technology to improve student involvement, the need for clear regulations about representation, and the desire for efforts that promote the ability to make student contributions more meaningful. That said, there are still certain sectors where growth is being impeded by impediments such as outmoded governance structures, insufficient technological infrastructure, and uneven execution of quality assurance standards. In order to solve these deficiencies, it is vital to build hybrid governance models that mix historic institutions with current technologies, legislative mandates for student representation, and a culture of inclusiveness. By tackling these difficulties, educational institutions throughout the world may

make sure that students' thoughts are not only heard but also taken into account when making choices regarding the future of higher education.

The conceptual framework proposed in this paper integrates institutional autonomy, student participation, and digital hybrid models as interdependent dimensions of modern governance. When autonomy empowers institutions to design inclusive systems, student participation ensures transparency, while digital models sustain continuous feedback and accountability. Together, these interactions reinforce quality assurance and policy impact, creating a dynamic loop of participatory improvement. The framework therefore provides an analytical foundation for future research and policy design in inclusive governance. The above-mentioned recommendations of the policy implications and strategic recommendations section highlight a roadmap for higher education systems seeking to institutionalize student voice.

In conclusion, strengthening the synergy between institutional autonomy, student participation, and digital governance can ensure that student voice is not merely consultative but truly decision-shaping. This model positions students as active partners in ensuring accountability, relevance, and innovation within higher education institutions. The findings thus offer both a theoretical contribution, through the proposed conceptual framework, and a practical roadmap for policy reform and institutional enhancement across diverse regional contexts.

REFERENCES

1. AGU. (2023). Participatory Governance and Student Engagement in Bahrain. Arabian Gulf University.
2. Ahlia University. (2022). Focus Groups and Accreditation Cycles. Ahlia University.
3. Al-Alawi, Y., Al-Kaabi, D., Rashdan, S. & Al-Khaleefa, L. (2009). Quality Assurance and Continuous Improvement: A Case Study of the University of Bahrain. *Quality in Higher Education*, 15(1), 61–69.
4. Alhamad, B. (2023). Quality Assurance Breaking Down Barriers with External Stakeholders: An Investigation of Current and Potential Roles of Stakeholders. In S. T. Saeed & K. H. Sherwani (Eds.), *Quality Assurance in Higher Education in the Middle East: Practices and Perspectives* (Vol. 54, pp. 19–48). Emerald Publishing Limited. <https://doi.org/10.1108/S2055-364120230000054002>
5. Alhamad, B. & Aladwan, R. (2017). Internal Quality Assurance- Enhancing HE quality and graduate employability (U. IIEP, Ed.). IIEP, UNESCO. <http://unesdoc.unesco.org/images/0026/002613/261356E.pdf>
6. Alhamad, B., AlJawder, O. & Dahneem, E. (2018). Enhancing employability opportunities through student empowerment at University of Bahrain. In ANQAHE (Ed.), *Third ANQAHE Regional Conference, Quality Higher Education in the 21st Century, Achieving Effectiveness and Adding Value*, National Bureau for Academic Accreditation and Education Quality Assurance.
7. Amaral, A & Magalhães, A. (2002). The emergent role of external stakeholders in European higher education governance. In A Amaral, G. A. Jones & B. Karseth (Eds.), *Governing Higher Education: National Perspectives on Institutional Governance* (pp. 1–21). Springer Netherlands. https://doi.org/10.1007/978-94-015-9946-7_1
8. Amaral, Alberto & Magalhães, A. (2002). The Emergent Role of External Stakeholders in European Higher Education Governance. In Alberto Amaral, G. A. Jones & B. Karseth (Eds.), *Governing Higher Education: National Perspectives on Institutional Governance* (pp. 1–21). Springer Netherlands. https://doi.org/10.1007/978-94-015-9946-7_1
9. American Council Education. (2018). Student Voice Act and Governance Models. American Council on Education.
10. American University of Sharjah. (2022). Annual Report 2022–2023. https://www.aus.edu/sites/default/files/annual_report_0.pdf
11. AQF. (2018). National Standards and Student Governance. AQF Council.
12. Baird, J. (2010). Proceedings of Australian Universities Quality Forum 2010. In null: Vol. null.
13. Balbachevsky, E. (2015). The Role of Internal and External Stakeholders in Brazilian Higher Education. In S. Schwartzman, R. Pinheiro & P. Pillay (Eds.), *Higher Education in the BRICS Countries: Investigating the Pact between Higher Education and Society* (pp. 193–214). Springer Netherlands. https://doi.org/10.1007/978-94-017-9570-8_10

14. Bateman Giles Pty Ltd. (2006). Review of the Australian Universities quality agency, final report, May 2006. In null: Vol. null.
15. Bologna Process. (2007). Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). European Higher Education Area.
16. Bradley, D., Noonan, P., Nugent, H. & Scales, W. (2008). Review of Australian Higher Education Final Report. In null: Vol. null.
17. Brewer, A. & Walker, I. (2010). Proceedings of the Australian Quality Forum 2010. In null: Vol. null.
18. Bukhari, A., Mahboob, U., Atiq, S. & Ahmed, J. (2017). SIGNIFICANCE OF STUDENT'S FEEDBACK ON IMPROVING THE TEACHING PRACTICES OF THE FACULTY. KHYBER MEDICAL UNIVERSITY JOURNAL, 8(3), 142. <https://www.kmu.jkmu.edu.pk/article/view/16196>
19. CHEA. (2019). The Role of Students in Institutional Accreditation. CHEA.
20. Commission/EACEA/Eurydice, E. (2018). The European Higher Education Area in 2018: Bologna Process Implementation Report. Publications Office of the European Union.
21. ENQA. (2015). Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). ENQA.
22. ENQA. (2023). Student Participation in QA Processes. ENQA.
23. European-Commission/EACEA/Eurydice. (2018). The European Higher Education Area in 2018: Bologna Process Implementation Report. In A. and C. E. A. Education (Ed.), Chapter 5: Opening Higher Education to a Diverse Student Population. European Commission/EACEA/Eurydice.
24. Fowlie, J. & Forder, C. (2018). Employability, work placements, and outward mobility: views from England and Germany. Higher Education, Skills and Work-Based Learning, 8(2), 151–163. <https://doi.org/10.1108/HESWBL-10-2017-0084>
25. Harvey, L. & Purser, L. (2006a). EUA Bologna Handbook: Making Bologna work. In null: Vol. null.
26. Harvey, L. & Purser, L. (2006b). EUA Bologna Handbook: Making Bologna Work. European University Association.
27. Higher Education Commission. (2020). Quality Assurance Framework in Higher Education Institutions. Higher Education Commission of Pakistan.
28. Higher Education Council. (2023). Student Involvement in Governance: Policy Guidelines. Higher Education Council Bahrain.
29. Institute of Business Administration. (2025). Student Council and Societies. <https://www.iba.edu.pk/society-guidelines.php>
30. King Saud University. (2023). Student Involvement in Quality Assurance Frameworks: Saudi Arabia Case Study. King Saud University.
31. Lizzio, A. & Wilson, K. (2009). Student Participation in University Governance: the Role Conceptions and Sense of Efficacy of Student Representatives on Departmental Committees. Studies in Higher Education, 34. <https://doi.org/10.1080/03075070802602000>
32. LUMS. (2021). Student Feedback and QA Integration: Annual Report. LUMS.
33. Mahsood, N., Khan, N., Ahsan, A., Aziz, S. & Ali, I. (2019). Medical Student's Feedback on Foundation Module of Integrated Curriculum at Public Sector Medical College: A Pilot Study. Journal of Medical Sciences (Peshawar), 27, 90–97.
34. Marshall, S J. (2018). Internal and external stakeholders in higher education. In Shaping the University of the Future: Using Technology to Catalyse Change in University Learning and Teaching (pp. 77–102). Springer Singapore. https://doi.org/10.1007/978-981-10-7620-6_4
35. Marshall, Stephen James. (2018). Internal and External Stakeholders in Higher Education. In Stephen James Marshall (Ed.), Shaping the University of the Future: Using Technology to Catalyse Change in University Learning and Teaching (pp. 77–102). Springer Singapore. https://doi.org/10.1007/978-981-10-7620-6_4
36. Millican, J. (2014). Higher Education and student engagement: implications for a new economic era. Education + Training, 56(7), 635–649. <https://doi.org/10.1108/ET-07-2014-0077>
37. NCAAA. (2018). Handbook for Quality Assurance and Accreditation in Higher Education Institutions. NCAAA.
38. NUST. (2021). Quality Enhancement Strategies and Student Involvement. NUST.
39. Punjab University. (2021). Reintroduction of Student Unions and Advocacy Roles. Punjab University.
40. Qatar University. (2023). Digital Transformation in QA and Governance. Qatar University.

41. Qazi, A., Mahsood, N. & Mahboob, U. (2019). Perceptions of the undergraduate medical students about their engagement in curriculum development. *The Professional Medical Journal*, 26, 1884–1891. <https://doi.org/10.29309/TPMJ/2019.26.11.3092>
42. The National Unions of Students of Europe. (2002). *European Student Handbook on Quality Assurance in Higher Education* (ESIB, Ed.).
43. Toumi, H. (2018). Higher Education Council to hand out 355 “controversial” degrees. *Gulf News*.
44. University of Bahrain. (2022). *Annual Report on Student Feedback Mechanisms*. University of Bahrain.
45. University of California. (2022). *Annual Governance Report*. University of California System.
46. University of Edinburgh. (2020). *Student Partnership Agreements: A Case Study*. University of Edinburgh.
47. University of Heidelberg. (2023). *Student Representation in Governance*. University of Heidelberg.
48. University of Helsinki. (2021). *Annual Review 2021*. <https://www.helsinki.fi/en/about-us/university-helsinki/annual-reviews>
49. University of Helsinki. (2023). *Mandated Student Participation in Curriculum Committees*. University of Helsinki.
50. University of Manchester. (2023). *Financial Statements for the year ending 31 July 2023*. <https://documents.manchester.ac.uk/DocuInfo.aspx?DocID=71367>
51. University of Melbourne. (2023). *Digital Platforms for Governance and Feedback*. University of Melbourne.
52. University of Oslo. (2020). *Ombudsman Roles and Student Grievance Mechanisms*. University of Oslo.
53. University of Oxford. (2023). *Digital Platforms for Participatory Governance*. University of Oxford.
54. University of Sydney. (2022). *Student Guilds and Governance Structures*. University of Sydney.
55. University of Toronto Students’ Union. (2025). *About UTSU*. <https://www.utsu.ca/about/>