AY 2025-2026

QUALITY MANUAL_

University of Technology Bahrain

جامعة البحرين للتكنولوجيا

FOREWORD

The Quality Policy outlines the University's approach to the management of the quality and standards of its award bearing programmes and the different processes and procedures of its support structures. This document provides the means to which the University ensures and confirms that mechanisms are defined and in place for all the members of the academic and non-academic communities to achieve the standards set by it.

1. POLICY STATEMENT

"UTB ensures that the delivery of instruction, the conduct of its research initiatives, and its interaction with community is at the highest level of excellence, which is objective, credible and imbued with integrity."

This quality policy was designed to ensure that appropriate mechanisms to meet academic and non-academic standards are in place and properly disseminated to help the entire UTB community achieve these standards. This quality policy and its maintenance mechanisms are anchored on the University's Strategic and Operational Plans.

2. GUIDING PRINCIPLES

The quality policies and procedures are anchored on the following principles:

2.1 INTEGRATION AND COMPLETENESS

UTB's colleges, departments and units consistently apply approved quality policies outlined in the Operations Manual. Quality assurance procedures cover instruction, research, community engagement, and all other areas supporting the academic and non-academic community. It involves steps such as systematic planning, curriculum development, oversight and assessment, error correction and archiving.

2.2 OPENNESS AND TRANSPARENCY

UTB ensures the objectivity and integrity of its academic programmes and keeps records of all changes in its programme and curricular offerings. In its continuing efforts to achieve high quality of standards, external reviewers are selected to critique and provide advice pertaining to programme and curricular matters. This is to ensure that the academic programmes are relevant, attuned to the needs of time, and fit for purpose.

2.3 INTERNATIONAL STANDARDS

UTB will continue to seek local and international accreditation of its academic programmes and maintain such accreditations. It intends to build mutually beneficial partnerships with award-giving accreditation agencies and contribute in some way to the body of knowledge.

Quality Assurance and Accreditation Department

VISION

The University of Technology Bahrain will contribute to the advancement and application of knowledge and will have a transformative impact on the lives of learners and the society, whilst continuing to inspire students and the future generation to come.

MISSION

To contribute to the growth and sustainability of the economy and the expansion of human knowledge in business, science and technology by fostering continuous innovation and excellence in education and research, strategic partnerships, international recognition, and entrepreneurial development.

VALUES

1. Excellence and Quality
2. Professionalism
3. Creativity and Innovation
4. Growth and Development
5. Commitment and Engagement
6. Collaboration
7. Integrity

AUTHORIZATION FOR IMPLEMENTATION

The quality objectives, policies and processes described in this Quality Manual have the absolute support of the President of the University of Technology Bahrain.

All employees must understand the deep sense of responsibility for the attainment and assurance of quality goals. The requirements for control and documentation of processes or procedures to assure the quality of the curricular programmes, equipment and facilities and support services are of constant concern to executive management.

The Quality Assurance and Accreditation Department (QAAD) is responsible for the development of the University's quality assurance and management program including the establishment of the continuous improvement of this manual.

The QAAD has the mandate of enforcing the quality assurance program within the University and has the authority to identify quality problems and initiate corrective actions as necessary. There will be freedom to make decisions without hint of pressure or bias.

It should be recognized that continuous quality improvement is an interdisciplinary function involving all the organizational components and is not the sole domain of the Quality Assurance and Accreditation Department. Ultimately, the achievement of the quality objectives can only be attained by everyone performing assigned work, in strict compliance with standards, outlined in the policies and procedures manuals.

The Quality Manual is not intended to duplicate or contradict any other policy, procedure, orguideline. As such, this manual will reference prevailing documents in which a topic is addressed, andexisting coverage is deemed adequate. Information provided within is intended to be supplemental.

The Head of QAAD is responsible for the maintenance of the Quality Management System. Revisions to this manual shall be made as the quality system matures. Any proposed revision to this manual is to be submitted to the QAAD which recommends approval of the revision to the University Council.

This Quality Manual is hereby approved and accepted for use by all personnel.

DR. HASAN ALMULLA
President

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INTRODUCTION

1. ABOUT THE QUALITY MANUAL

The Quality Manual is a document identifying the quality policies of the University, key elements of the quality management system and the organizational responsibilities assigned to ensure the integrity of the system.

The manual is intended to provide a basis for improving quality procedure to ensure order of process in the University. By design, it serves two basic purposes --- it largely acts as a pointer to the policies, procedures, plans and process descriptions, and other related references which collectively comprise the records and documents used to develop and deliver the curriculum offerings and support services. It also identifies how the quality system satisfies the requirements of the Education and Training Quality Authority (BQA) and other regulatory bodies such as the Higher Education Council (HEC), and Ministry of Education (MOE).

2. PROFILE OF THE UNIVERSITY

In September 2002, University of Technology Bahrain (UTB) formerly known as AMA International University - Bahrain (AMAIUB) was established under the patronage of the Prime Minister of the Kingdom of Bahrain, H.H. Shaikh Khalifa Bin Salman Al-Khalifa. Its primary mission is to provide world-class training programmes and instruction to all Bahrainis.

UTB is committed to serve as a key player in the development and enhancement of education in the Kingdom of Bahrain. The University aims to promote academic excellence through cutting-edge and innovative curricular programmes and instruction; comprehensive training programmes, scientific research and publications; viable community engagement programs and sustainable academic and industry linkages taking into consideration the dynamics of the culture of the Kingdom of Bahrain.

The University offers undergraduate and graduate programmes in the field of business, engineering, computing, and medicine. In 2013, the university opted to discontinue the medical program.

The University adopts appropriate pedagogies in the delivery of its programmes and concludes all programmes with capstone projects or research projects. Moreover, to ensure high employability of its graduates, all undergraduate programmes contain managed practicum and on-the-job training courses under its industry attachment programs. The industry attachment program of each College aims to prepare the students for the world of work. The programs likewise provide working students with the opportunity to experience higher level of responsibilities and apply higher level of competencies within their major field of specialization.

1. LICENSURE & ACCREDITATION

The Ministry of Education of the Kingdom of Bahrain approved the offering of the following programmes at UTB:

- Bachelor of Science in Business Informatics;
- Bachelor of Science in International Business;
- Bachelor of Science in Accounting and Finance;
- Bachelor of Science in Informatics Engineering;
- Bachelor of Science in Mechatronics Engineering;
- Bachelor of Science in Environmental Engineering;
- Bachelor of Science in Computer Science;
- Master of Business Administration.

The University offers bachelor and graduate programmes which are on a par with the best universities worldwide. UTB takes pride of its programmes which have sustained the rigorous scrutiny of various international accrediting bodies.

The business programmes, under the College of Administrative and Financial Sciences, include the Bachelor of Science in Business Informatics, Bachelor of Science in International Business, Bachelor of Science in Accounting and Finance and Master in Business Administration. All these had received full accreditation status from the European Council for Business Education (ECBE). ECBE is an international organization which ensures that its accredited members satisfy the requirements of the European Higher Education set out in the Bologna Process and other European standards.

The engineering programme offerings under the College of Engineering are the Bachelor of Science in Informatics Engineering, Bachelor of Science in Environmental Engineering and Bachelor of Science in Mechatronics Engineering. These programmes are also accredited by ABET'sEngineering Accreditation Commission.

With this, UTB has made an indelible mark in Bahrain's academic community being the first private university to have ABET accredited computing and engineering programmes. ABET is the highest accrediting body in applied sciences, engineering, computing, and technology.

3. QUALITY MANAGEMENT SYSTEM (QMS) OVERVIEW

The Quality Manual is the established and maintained documented system that will ensure the standards of its academic programmes and related services. This commitment to quality shall permeate through the whole organization from the highest levels of management to where the responsibility for total quality management shall belong. This manual shall be made up of policies, procedures and other related documentation which shall be in conformance with the requirements of BQA, and other regulatory bodies like the Higher Education Council (HEC), and Ministry of Education (MOE).

The QMS is described in the following documents:

Quality Manual (QM) - The main document in the family of documents that defines the Quality Management System (QMS) of UTB contains the quality policies and objectives, organizational structure, business processes and top-level policies pertaining to quality as observed at UTB.

Operations Manual (OM) - This is the document that contains all procedures /implementing guidelines necessary for the operations of UTB.

Continuous Quality Improvement Records (CQIR) - Records of objective evidence of the achieved requirements, processes, assessments, audits and other examinations done to determine the level of achievement of a given quality requirement standards. The Quality Management System also includes assessment schemes, such as internal quality audits, and quality training for all employees involved in the implementation and maintenance of the system.

4. OBJECTIVES OF THE QUALITY MANUAL

To define the internal quality system and standards and to assure maintenance of quality by utilizing clearly stated policies, the Quality manual aims to confirm the compliance of the organization's quality system with the regulatory requirements from MOE-HEC, standards set by BQA and by other accrediting agencies to which it submits itself for review.

Associated purposes of this manual are to:

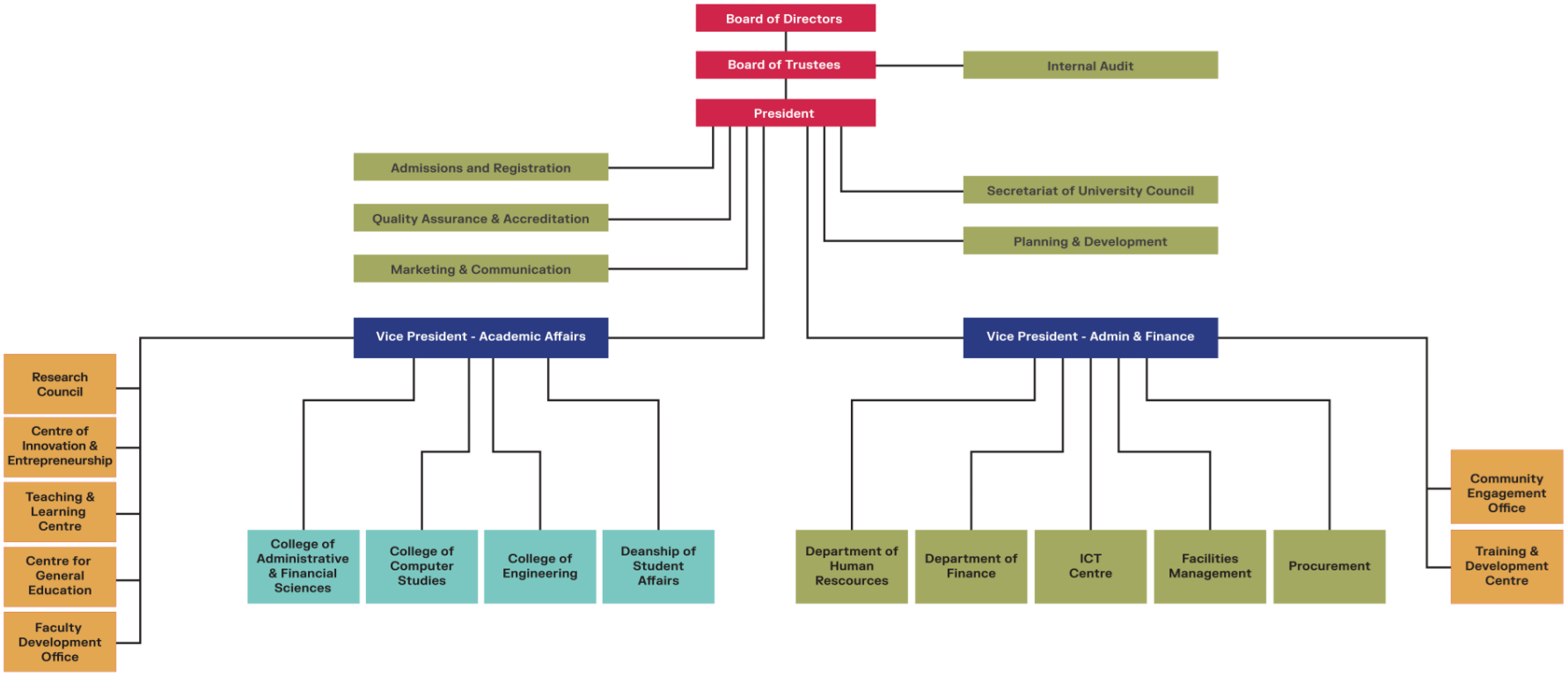
- Communicate the quality policies and objectives to all staff, faculty members and key stakeholders;
- Serve as the authorized standard of reference for implementing the quality management system;
- Together with the Operations Manual (OM), ensure orderliness and streamlining of operations;
- Together with the OM, enable all employees to understand the system and the impact of their work on the overall quality management system;
- Define the quality organizational structure and assign the responsibility of various work units, establish vertical and horizontal channels of communication on matters relating to quality; and,
- Serve as basis for continuous quality improvement through periodic internal quality audits (IQA) and management review.

5. SCOPE

5.1 This manual is made up of policies and processes written and implemented to achieve a desired quality level in the delivery of quality education and services.

5.2 This Quality Management System shall cover the operations, both, administrative and academic, defined through the organizational structure of UTB:

UNIVERSITY OF TECHNOLOGY BAHRAINORGANIZATIONAL STRUCTURE



DEFINITION OF TERMS

To ensure clearer understanding of the terms used in this Manual, the following are defined:

AAD - This term refers to the Academic Affairs Department.

Accreditation - The recognition accorded by an agency or other organization to either an education programme or to an institution to confirm that it can demonstrate that the programme(s) meet acceptable standards and that the institution has effective systems to ensure the quality and continuing improvement of its academic activities, according to published criteria.

Assessment - This term refers to the test to measure degree of performance of students using appropriate methods, criteria and tools to measure whether the

Intended learning outcomes are achieved.

Audit - A systematic and independent examination to determine whether quality activities and related results comply with planned arrangements and whether these arrangements are implemented effectively and are suitable to achieve objectives.

Benchmark/Reference Points - Benchmark statements represent general expectations about the standards of achievement and general attributes to be expected of a graduate in a given academic field or subject. Reference standards may be external or internal. External reference points allow comparison of the academic standards and quality of a programme with equivalent programmes in the Kingdom and internationally. Internal reference points may be used to compare one academic field with another, or to identify trends over a given time period.

BOD - This acronym refers to the Board of Directors of UTB.

BOT - This acronym refers to the Board of Trustees of UTB.

Competency - The proven ability to use knowledge, skills and personal, social or methodological abilities, to carry out tasks to an acceptable level of performance.

Controlled Document - It is any document issued to a particular department or individual and which has been uniquely identified as “Controlled Document” and it is traceable for recall. Only controlled documents and client-supplied products should be used for work affecting quality.

Corrective Action - An action which must be taken to correct an existing service which does not conform to policies and standards or other undesirable situation, as well as the action taken to identify and eliminate the root causes of the non-conformance to prevent recurrence.

Course - A unit within a programme. It forms the basic unit of learning to accumulate credit and fulfill learning requirements within the overall programme. Courses are either mandatory or optional within a specific programme.

Course Design - The process of converting course requirements into a set of learning activities for the purpose of instruction.

Course Outline - A description of the contents of a training programme expressed in terms of the main topics and time allotted to teach each topic.

Course Specifications - The detailed description of the aims, construction and intended outcomes of a specific course and the academic infrastructure and other resources that contribute to it.

Curriculum - A full range of courses, content, texts, assessment strategies, and other components that make up a programme or part of the programme.

Dean - refers to the academician who heads the efficient and effective implementation of the different programmes of a College.

Evaluation - The process of reviewing an activity in terms of how much or how far it has conformed to a set of standards.

Feedback - A response that provides data or opinion following an earlier action. This may include findings, conclusions, recommendations and lessons resulting from a particular assessment policy.

Improvement Plans - Realistic plans for improvement derived from the consideration of available evidence and evaluations; they may be implemented for more than one year, but should be prepared and reviewed annually at each level of courses, programmes and the institution.

HEC - This term refers to the Higher Education Council which is the government regulatory body in Bahrain that supervises the activities of Colleges and Universities and Schools delivering tertiary education.

Intended Learning Outcomes (ILOs) - Knowledge, understanding, skills and competencies that UTB seeks to help its students acquire upon completing a programme or course. They are linked to the Institution's mission and enable the achievement of pre-set academic standards at the appropriate level. They are expressed in the form of measurable results.

Program - For the purpose of this manual, a program may refer to a series of steps to be carried out or goals/projects to be accomplished or services intended to meet stakeholders' needs and which do not award any qualification.

Programme - A structured pathway of learning or training designed to equip a person with the knowledge, skills and competencies relevant to requirements for the award of a qualification. For the purpose of Programme Review an education programme is defined as one which admits students who, on successful completion, receive an academic award.

Programme Educational Objectives - Intended results that students on a programme are expected to achieve. These guide the development and implementation of strategic objectives (to ensure that the aims are met) and ILOs (to ensure that the students work towards attaining the specified outcomes).

Programme Specifications - Description of programme design details, along with its goals, overall objectives, structure, and content of its various components (modules, courses, etc.), the required learning outputs, teaching and learning techniques, assessment methods and weight attributed to each assessment component.

Quality - The totality of features and characteristics of an item or an activity that conforms to the requirements, which truly represent the given need; The American National Standards Institute defines quality as "a range of traits and specifications of a product or service that enables it to meet certain need."

Quality Assurance - The systems and procedures designed and implemented by an organization to ensure that its products and services are, at all times, of a consistent standard and are being continuously improved. It is also defined as a method to ensure that the institution's mission-based academic standards are well defined and verified, are consistent with similar standards locally and internationally, and the quality level of learning, research and community involvement are adequate, and meet stakeholders' expectations.

Quality Assurance and Accreditation Head - The person appointed to ensure that the quality management system is established, implemented, maintained, and monitored in compliance with the BQA standards, HEC regulatory and licensing requirements and other accrediting bodies.

Quality Document - This term includes instructions, procedures and manuals that are properly identified, filed, maintained, reviewed, approved, and controlled.

Quality Management - This term refers to the aspect of the overall management functions that determine and implement the quality policies.

Quality Policy - The overall regulatory framework within an institution that ensures the delivery of quality products and services.

Quality Standard System - The aspect of the overall management function that determines and implements quality system standards requirements.

Records - Refers to any document that memorializes and provides objective evidence of activities performed, events occurred, results achieved, or statements made. These are the documents created/received by UTB in relation to its operations.

Registrar - This term refers to the School Official who acts as custodian of school records, especially the academic records and grades of students.

Self-Evaluation - An institution's process of evaluating a programme as part of Programme Review and within an internal system of quality management and assurance.

Stakeholder - An organization, group or individual which has a legitimate interest in the educational activities of the institution both in respect to the quality and standards of education and also in respect to the effectiveness of the systems and processes for assuring quality. An effective strategic review process includes key stakeholders.

Teaching and Learning Methods - The range of methods used by teachers to help students achieve the ILOs for the course.

Trimester - This is a three (3) - month period which is referred to as one (1) term. Three (3) trimesters complete one (1) school year.

Verification - An investigation to confirm that an activity or service is in accordance with the specified requirements.

AUTHORITIES AND RESPONSIBILITIES

All levels of the management shall be responsible for the quality performance of its processes and support services. They shall be expected to demonstrate leadership and full support of the Quality Management System. They shall provide the necessary training, work environment and resources for their associates to successfully fulfill their respective responsibilities.

Within the organizational structure, employees concerned in the effective implementation and maintenance of the Quality Management System and service quality, have the authority and responsibility defined within their job descriptions to empower them to:

- Establish key performance measures, specifications or quality plan documents for specific contract or necessary regulatory requirements;
- Maintain effective implementation of procedural requirements;
- Delegate specific quality-related activities to designated personnel;
- Identify and formally document quality-related challenges within the University's operations; and,
- Identify, document, recommend, initiate or undertake remedial action/s to prevent or resolve non-conformity and verify completion of specified corrective action/s.

To ensure continuity and continual improvement of its internal quality assurance processes, UTB has the following committees, departments and positions that have directly affiliated in the implementation, monitoring and maintenance of the Quality Management within the University.

a. University Continuous Quality Improvement (UCQI) Committee
   The UCQI committee is established to propose and develop the university's quality assurance and enhancement framework, strategies in accordance with the university's mission and strategic planning.

   The University Continuous Quality Improvement (UCQI) committee shall be composed of the University President, VP for Academic Affairs, VP for Administration and Finance, Director of Quality Assurance and Accreditation Department (QAAD), the Faculty Members from each of the college/center (chairs of college CQI committee), the University Internal Auditor and the Supervisor of Document Control Center (DCC).

   The primary responsibilities of the University Continuous Quality Improvement (UCQI) Committee are the following:

   1. To propose and develop the university's quality assurance and enhancement framework, and strategies in accordance with the university's mission and strategic planning.
   2. To foster an inclusive environment by providing opportunities for more dialogue and engagement within the university upper management with respect to academic quality.
   3. To monitor and evaluate the impact of the university's approach to quality assurance and improvement on its operation.
   4. To recommend policies, procedures and practices to improve existing internal quality assurance system.
   5. To monitor and follow-up the conduct of administrative and academic audits.
   6. To provide support to QAAD in implementing the quality management system of the university.
   7. To report to the University Council, highlighting action that needs to be taken.

b. Quality Assurance and Accreditation Department (QAAD)

The QAAD is responsible for the implementation of quality assurance and enhancement strategy within the university as well as for the liaison with national and international agencies/bodies for the purposes of quality assurance, implementation and accreditation. QAAD is headed by a Director that reports to the President on appropriate academic and management structures. He/she is assisted with a Document Control Center (DCC) Supervisor.

Duties and Responsibilities of the Director of QAAD:

1. Implement the Quality Management System (QMS) adopted by the University.
2. Develop and implement quality enhancement, assurance and accreditation mechanisms across the university to fulfill national regulations and international accreditation requirements.
3. Maintain the spread of all new policies and procedures and proposed revisions to university regulations and quality processes as needed;
4. Review institution and programme review reports and other material prepared by BQA, HEC and other international accreditation agencies;
5. Assist all departments in preparation for internal and external review/accreditation processes and auditing;
6. Promote the culture of academic quality, self-assessment and improvement within the university by offering consultations and training workshops;
7. Coordinates with the planning department on providing mechanisms for feedback from students, internal customers and other stakeholders in order to improve the University's services;
8. Liaises with review agencies of the Kingdom of Bahrain, specifically the Director of Higher Education Review (DHR) and the Education and Training Quality Authority (BQA), on quality review matters;
9. Initiates the conduct of honest, transparent and critical institutional and academic programme's self-evaluation of the University;
10. Arranges and services the review and accreditation visits in coordination with the concerned University departments;
11. Monitors and follow-up on the improvements, status and action plans arising from academic internal audits, accreditation, statutory and regulatory bodies;
12. Manages and supervises the Quality Assurance exhibits, and other related resources of the University;
13. Reports his/her work to the President and communicate as appropriate to other offices concerned with the management of quality and standards; and,
14. Performs other duties as may be assigned by the President.

Duties and Responsibilities of the DCC Supervisor:

1. Assists the Director of the Quality Assurance and Accreditation Department in all his/her functions.
2. Maintains master copies (both in print and electronic forms) of the Quality Manual, Operations Manual, and other supporting documents related to the implementation of the Quality Management System.
3. Ensures that complete sets of the appropriate issues of documents pertinent to the performance of operations and essential to the effective implementation of the Quality Management System are available when required.
4. Ensures that print and electronic forms of invalid or obsolete documents retained for legal and/or knowledge preservation purposes are suitably identified.
5. Ensures that a master list of controlled print and electronic copies of documents and records are updated regularly.
6. Performs other related tasks as assigned by the Immediate Superior.

c. College CQI Committee

The college Continuous Quality Improvement (CQI) committee's main responsibility is to implement quality assurance system at the college level. The committee should execute and monitor QA activities within the college including compliance, assessment and accreditation activities. The committee reports to the College Dean as well as to QAAD.

The duties and responsibilities of the College CQI Committee are:

1. Execute and monitor QA activities within the college.
2. Maintain QA processes and records about QA activities in the college.
3. Serve as point person of the College during programme evaluation and accreditation undertakings.
4. Liaise with QAAD for all college-specific requirements and programs for effective quality management system.
5. Coordinate college-specific quality improvement initiatives and implement these mechanisms to ensure effectiveness of monitoring and evaluation.
6. Provide orientation and assistance to faculty in performing QA activities within the college.
7. Assist the College in the preparation, conduct and reporting of Self-Evaluation Surveys (SESs) and Self-Evaluation Reports (SERs).
8. Conduct internal quality audits (IQA) on academic-related internal processes and procedures such as moderation report evaluation and verify course portfolio components and coherence.
9. Monitor and follow-up on the improvements, status of implementing action plans arising from periodic reviews, assessment and IQAs.
10. Write reports about QA activities within the college and report to the Dean as well as to QAAD.
11. Attend the regular CQI meeting and include QA items in the college council meetings.
12. Assist the College in implementing any Quality assurance related policy (Academic and/ or administrative policies.
13. Conduct any required activity for training and workshop dealing with Quality Assurance aspects.

QUALITY MANAGEMENT SYSTEM (QMS) MODEL

1. SCOPE

University of Technology Bahrain shall adopt the ISO 9001:2015 Plan, Do, Check, Act (PDCA) Cycle to all its processes and to the Quality Management System (QMS) as a whole. The QMS aims to enhance stakeholders' satisfaction through effective implementation and monitoring of the system, including processes for continuous quality improvement and the assurance of conformity to stakeholders' and applicable regulatory requirements.

Associated purposes of the QMS are to:

- Define policies, systems and processes that can be clearly understood and managed to improve effectiveness and efficiency.
- Ensure effective and efficient operation and control of processes and metrics used to determine satisfactory performance of the organization.
- Promote the adoption of a process-approach when developing, implementing, and improving the effectiveness and efficiency of the system; thus, ensuring the transformation of inputs into outputs; and,
- Identify and manage numerous linked activities.

2. THE QUALITY MANAGEMENT MODEL

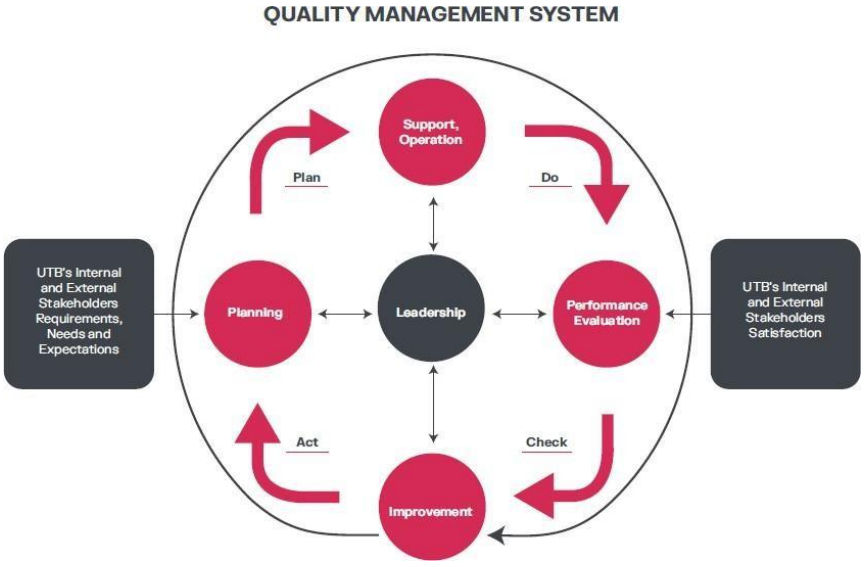


Figure 1. UTB Quality Management Model

3. PROCEDURES

3.1 The PDCA cycle has four interrelated phases as:

- Plan: establish the goals, initiatives, and resources necessary to implement the plan in accordance with the stakeholders' requirements, organization's policies, and identify and address risks and opportunities.
- Do: implement what was planned.
- Check: monitor and measure performance against policies, requirements, and planned activities, and report the results.
- Act: take actions to improve performance and/or incorporate into the next plan
- TB's management demonstrates leadership and commitment with respect to the QMS that *covers but not limited to:*
- Taking accountability for the effectiveness of the university's QMS.
- Ensuring that policies and procedures are established and are appropriate to support the strategic direction of the university.
- Work alongside with their employees in order to ensure that the QMS achieves its intended result(s).
- Ensuring that the policies and procedures are communicated, understood and applied across the university.
- Ensuring the integration of the QMS into university's processes.
- Ensuring that the resources needed for the QMS are available.
- Engaging, directing and supporting all colleges/centers and departments to contribute to the effectiveness of the QMS.
- Drive continual improvement and innovation.

3.2 Planning

UTB develops plans both at institutional level and college or department level to ensure the realization of its vision-mission and goals. When planning, the university shall determine external and internal issues that are relevant to its purpose and its strategic direction and that affect its ability to achieve the intended result(s) of its quality management system. Stakeholders both internal and external are required to participate in the planning processes. Planning inputs may include but not limited to:

- **Statutory Requirements.** These are policies issued by relevant regulatory and statutory agencies such as the Higher Education Council (HEC) and Ministry of Education (MOE).

- **Education and Training Quality Authority.** The standards on quality assurance and management adopted by the Higher Education Review Unit (DHR) as the mandated agency of the Education and Training Quality Authority to review institutions offering tertiary education.

- **University Policies.** These requirements are issued by the Board of Trustees through its policies and resolutions governing the academics and non-academic processes and support services of UTB.

- **Industry Trends.** These requirements are those practices and developments in the academe and related industries that are recognized by regulatory agencies as well as by accreditation agencies.

UTB monitors and reviews these external and internal information to ensure that required inputs are clearly defined. It will also determine during planning the risks and opportunities that need to be addressed to give assurance that the QMS can achieve its intended result(s) and achieve improvement. The university shall plan actions to address these risks and opportunities *(Refer to Policy on Institutional Planning for detailed procedure).*

3.3 Support

UTB allocates manpower, financial and physical resources to support the strategies set to accomplish its institutional goals, and establishment, implementation, maintenance and

continual improvement of the QMS. Support includes but not limited to:

- Determination of the necessary competence, qualification, and/or experience of the required manpower.
- Provide required training to acquire the necessary competence and ensure that the personnel stay attuned with their field of specialization.
- Provide awareness to all personnel regarding university's policies and procedures as well as their contribution to the effectiveness of the quality management system including the benefits of improved performance.
- Determine the internal and external communications relevant to the QMS and designate person responsible for updates.
- Maintain and retain documented information to support the operation of its processes and to ensure that the processes are being carried out as planned.

3.4 Performance Evaluation

UTB evaluates the performance and the effectiveness of the QMS and retains appropriate documented information as evidence of the results *(Refer to Policy on Review and Improvement for detailed procedure).*

3.5 Improvement

UTB determines opportunities for improvement and implement any necessary actions to meet stakeholders' satisfaction as well as the university's mission, vision and goals. Results of performance analysis and evaluation, and the outputs of reviews are utilized to determine if there are needs or opportunities that require actions as part of continual improvement. All improvement plans submitted at the institutional and department/college levels regularly monitored to ensure actions are implemented within the planned timeframe.

INSTITUTIONAL PLANNING

1. POLICY

It is the policy of the university to implement a planning system that will allow the university to set priorities, focus energy and resources, strengthen operations, and assess and adjust the direction of the university in response to the dynamic environment where it operates.

2. PURPOSE

This policy established the planning framework which articulates the procedures on identifying not only on where the university is heading and the actions needed to make progress, but also on how itcould assess if it is successful in achieving its goals and objectives.

3. SCOPE

This policy covers both academic and non-academic priorities and operations to assure the synchronization of objectives and activities.

4. RESPONSIBILITIES

Board of Trustees - The Board of Trustees (BOT) shall be responsible for guiding the long-term vision of the University in its pursuit of its goals of academic excellence through the three core functions of the University which are instruction, research and community engagement. In addition, the BOT shall set the strategic vision, direction and goals of the University.

University Council - Oversees the development and implementation of both academic and administrative plans and policies to support the attainment of UTB Vision and Mission.

University President – Oversees the implementation and monitoring of both academic and administrative plans at the institutional level.

Vice President for Academic Affairs – Spearheads the implementation and monitoring of academic plans at the institutional level.

Vice President for Administration and Finance - Spearheads the implementation and monitoring of administrative plans at the institutional level.

Academic Council – Develop and implement academic plan and policies to support the attainment of UTB Vision and Mission.

Administrative Council - Develop and implement administrative plan and policies to support the attainment of UTB Vision and Mission

College Council – Develops and implement plans and policies at the college level.

Planning and Development Office (PDO) – in charge of the monitoring and evaluation of the achievement of both institutional level plans and operational plans (both academic and non-academic). In addition, the PDO also consolidates all accomplishment report to aid the preparation of the University President's Annual report.

College Deans – Spearheads the implementation and monitoring of academic plans at the college level.

Unit/Department Heads - Spearheads the implementation and monitoring of administrative plans at the department or unit level.

Committees – In consultation with the faculty members and the Dean of the College, prepares college level committee plan.

5. DEFINITION OF TERMS

Institutional Strategic Plan is a plan that is created every 5 years that shows both academic and administrative the priorities to ensure that employees and other stakeholders are working toward common goals, establish agreement around intended outcomes/results.

Academic Plan is created every 5 years in sync with the institutional strategic plan. An annual plan, however, is drawn from the 5 year academic plan to provide a more efficient mechanism for implementation and monitoring. This plan contains the academic priorities and corresponding sets of objectives and Key performance indicators.

Non Academic/Administrative Plan is created every 5 years in sync with the institutional strategic plan. Like the academic plan, an annual plan is drawn from the 5 year administrative plan to provide a more efficient mechanism for implementation and monitoring. This plan contains the priorities and corresponding sets of objectives and Key performance indicators for the

administrative side of the university.

Committee Plan is an annual plan created prior to the start of the academic year of implementation. This plan assures that all committee level plans are aligned

6. PROCEDURES

UTB develops plans both at institutional level and college or department level. Regardless of which level it is intended to operate, the university employs five (stages) to ensure that the principles of leadership, due diligence, data driven and continuous improvement are abided for. These stages include (1) Initial Phase (2) Fact Finding Phase (3) Strategic and Operational Planning (SOP) (4) Communication and Implementation, and (5) Closure Phase.

a. Initial Phase - Assures that the development of the plan is guided by appropriate leadership and proper identification of scope and objectives. This phase may include the creation of a steering committee who will eventually take charge of the identification of the scope and objective of the plan in line with the university mission and vision.

b. Fact Finding Phase - This phase puts in place the effort to assure that the process of coming out of a plan is backed up by relevant information both from within the university and from external stakeholders. It also assures that the process observe due diligence by allowing an investigation of facts as basis of the plans that will be used by the university. It also allows the full participation of stakeholders both inside the university (faculty, employees, students, staff) and outside the university (PIAP, alumni, etc.)

c. Strategic and Operational Planning – This stage consolidates the facts and information in the aim of creating the plan that is appropriate to the nature and the scope that it intends to operate. It is the stage that involves all the process structuring and writing the desired plan to achieve the set objectives.

d. Communication and Implementation - This stage involves all activities involved in the dissemination and actualization of the plan. This is the university's way to assure that everyone understands where the university is going, what are their roles in the process of achieving it and how will they know that they are successful in contributing to the achievement of the over-all objective.

e. Closure – The last phase of the planning framework assures that continuous improvement is practiced by the university. This involves all activities that allow a systematic review of the plan and its progress thus allowing the possible needs of adjustments whenever it is necessary. Equally so, the phase provides opportunity to identify critical areas that can be used for the next planning cycle.

f. As part of the assessment, the university, through the PDO, regularly monitors plans from the institutional, college, committee levels. The different offices or process owners must submit a periodic accomplishment report at every end of the trimester at the institutional and college level. The PDO is in charge of the collection of the said reports. The PDO must assure that appropriate evidence of implementation is attached to the report, and the documents have been duly verified by appropriate offices (the Vice President verifies all academic department reports for Academic Affairs while the Head for Administration and Finance verifies all Administrative Offices) to makes sure that the plans are effectively implemented as designed.

g. In the different committees at the university and college level, a periodic committee progress report is submitted every end of the trimester and is collected by the PDO. Likewise, The PDO must assure that appropriate evidence implementation is attached to the report and that appropriate offices have verified the documents.

h. Once all reports are verified and compiled, a dashboard that tracks the effectiveness of the plans in achieving the desired outcomes at their respective levels is prepared by the PDO. The dashboard utilizes the achievement of KPIs (both at the strategic and functional level) to assess the effectiveness of the plan. Thus, the dashboard serves as a means to monitor the effectiveness and progress of the plans. However, it also serves as a tool for the different process owners to adjust, if necessary, their plans to make sure that it achieves its intended outcomes given a specific time frame. The dashboard data is regularly reported to the different heads of offices every trimester during academic council meetings and administrative council meetings for academic and non-academic plans, respectively.

i. The figures on the succeeding sections show the planning framework to wit;

Figure 1- Institutional/Strategic Planning Framework
Figure 2- Academic Planning Framework
Figure 3 - Non Academic/Administrative Planning Framework
Figure 4 - Committee Planning Framework

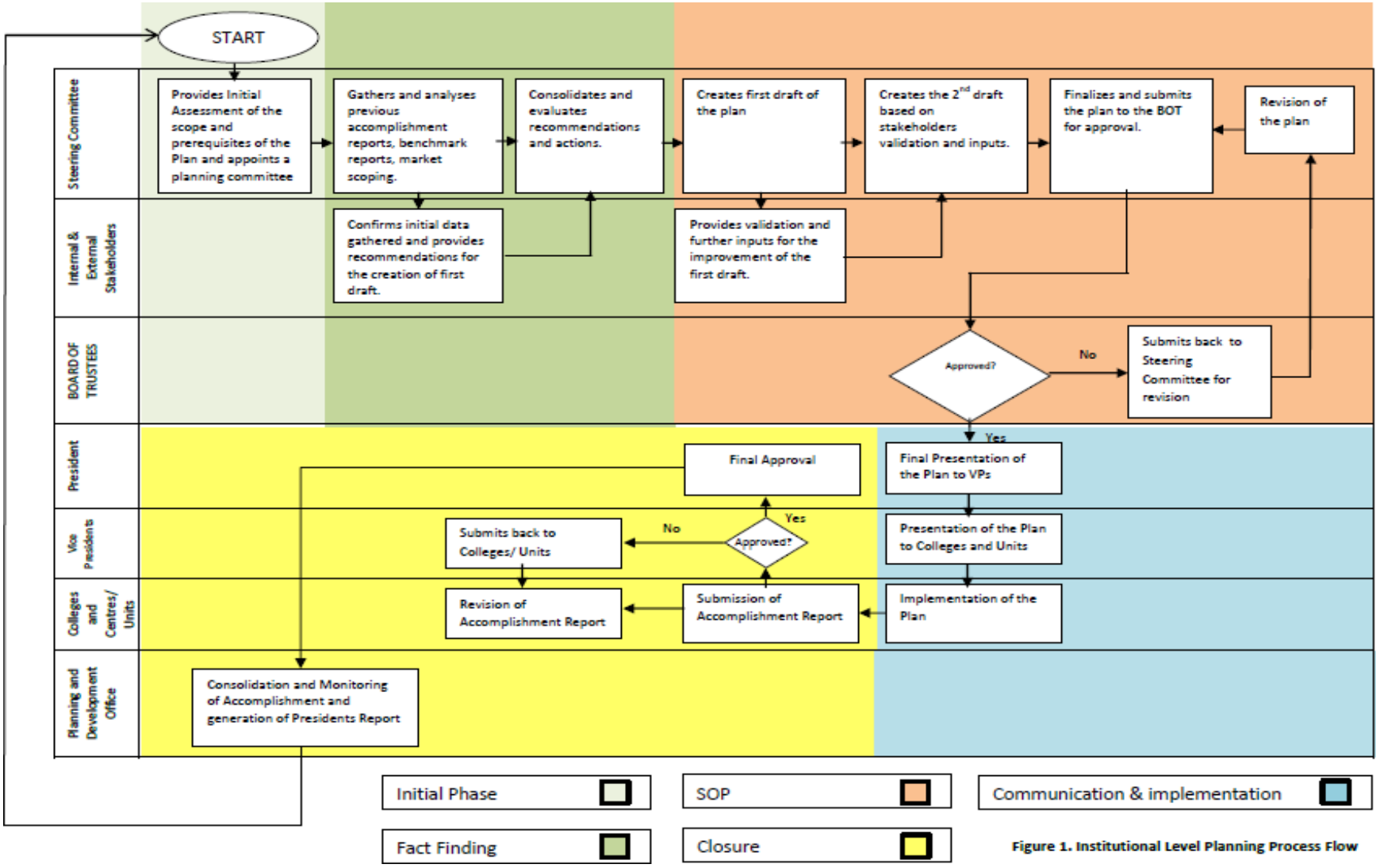


Figure 1. Institutional Level Planning Process Flow

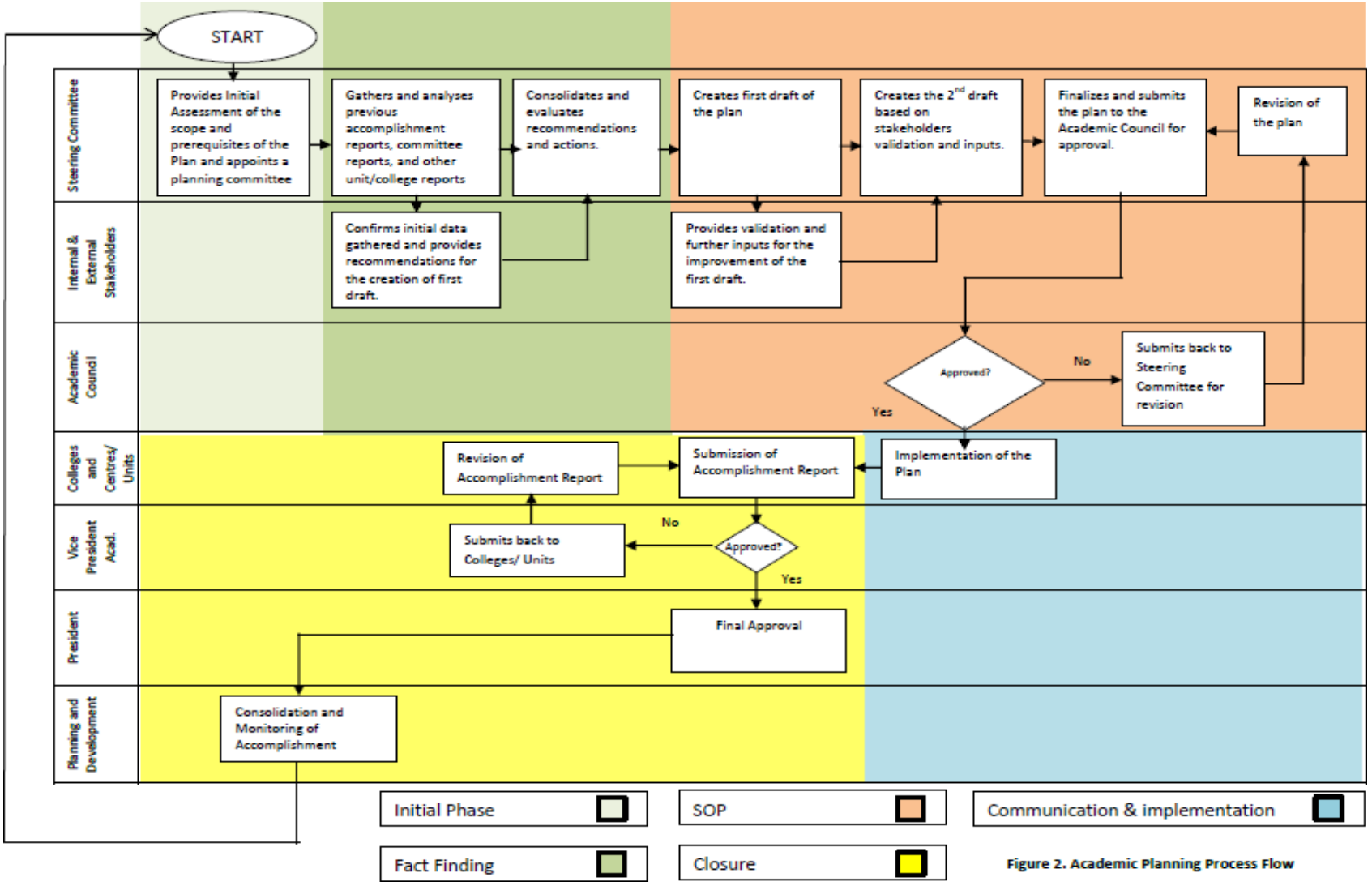


Figure 2. Academic Planning Process Flow

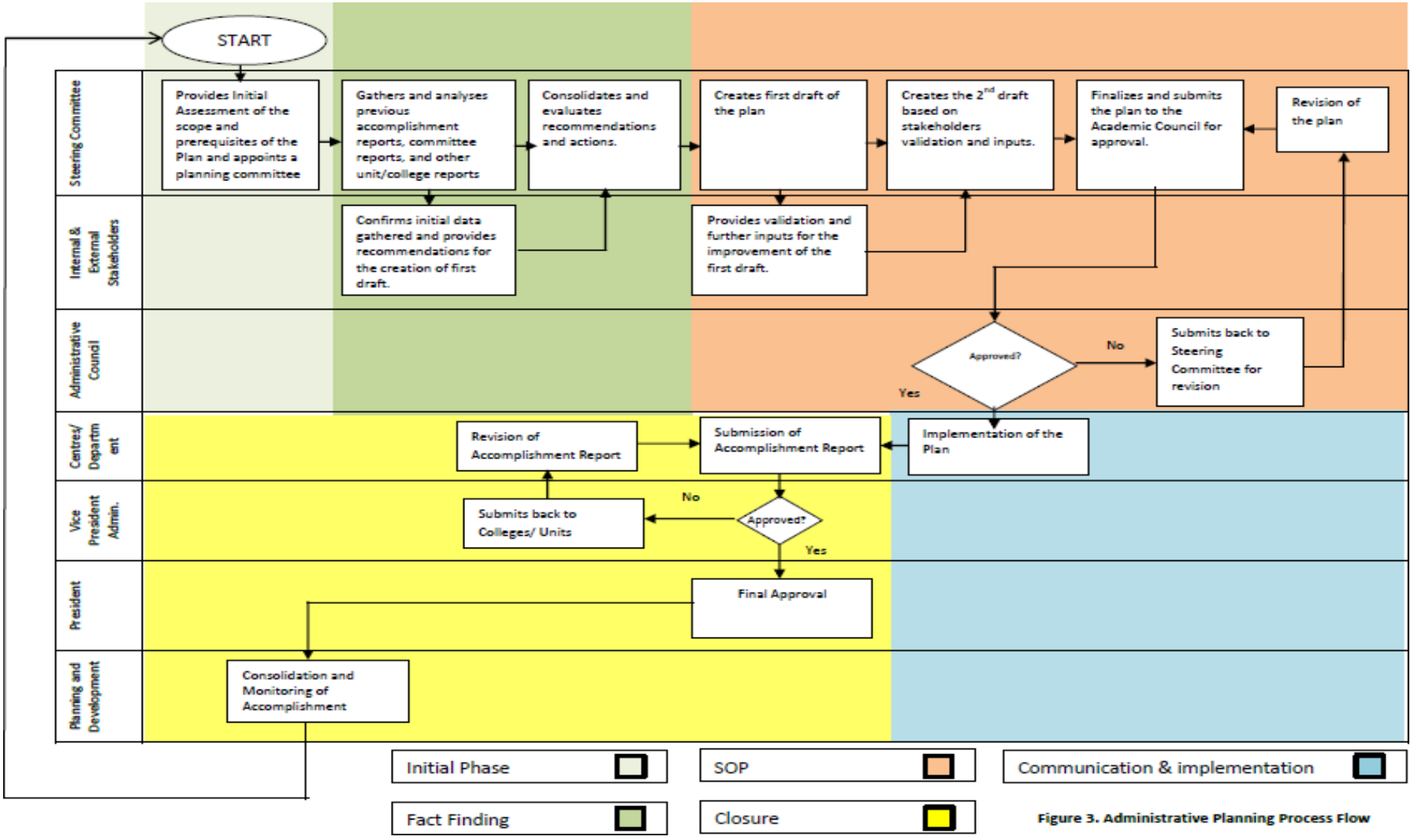


Figure 3. Administrative Planning Process Flow

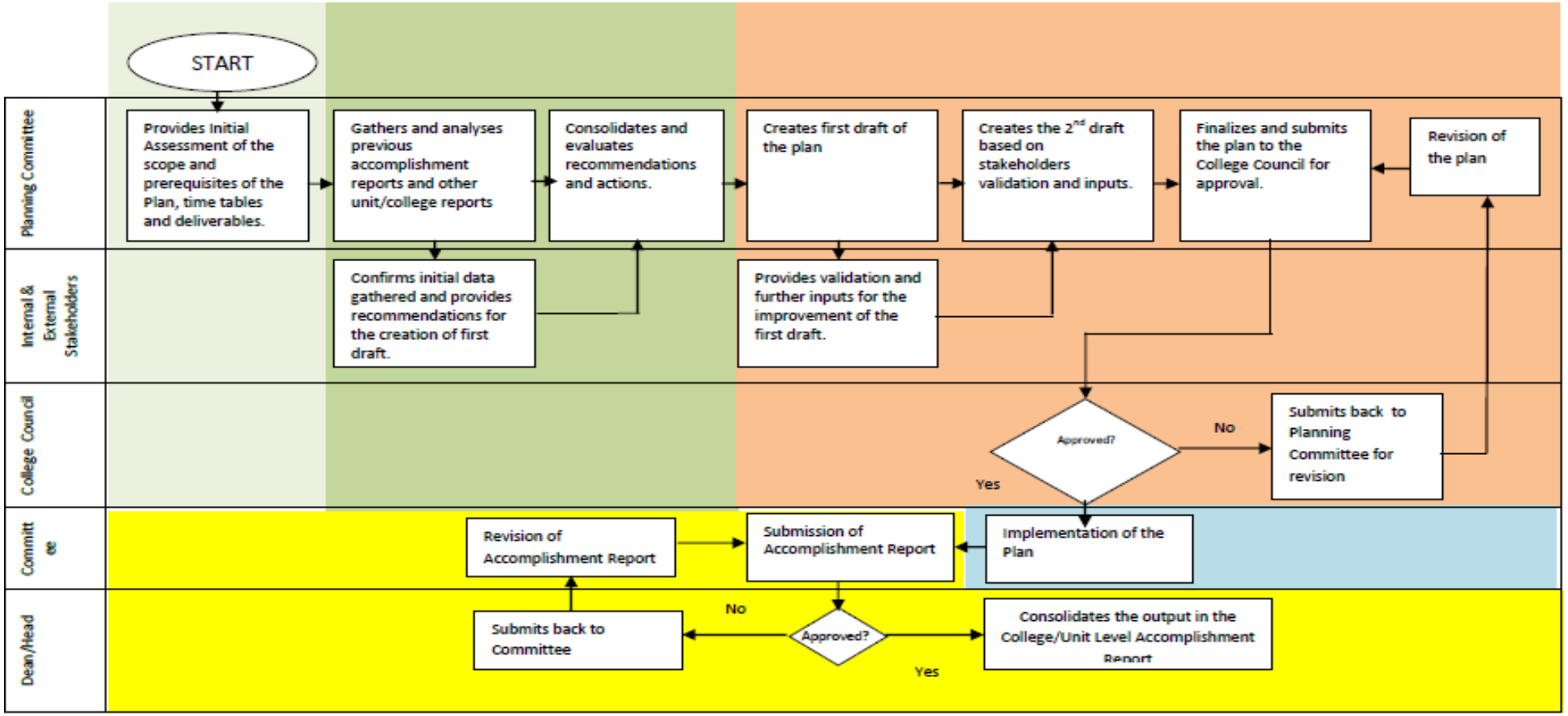


Figure 4. Committee Level Planning Process Flow

7. QUALITY RECORDS

Minutes of the MeetingAccomplishment Report

Institution/College/Department Operational and Strategic Plan

8. DISTRIBUTION LIST

University President

Vice President for Academic Affairs

Vice President for Administration and Finance

Planning and Development Office (PDO) College Deans

Unit Heads

PROGRAMME DEVELOPMENT, REVIEW AND ENHANCEMENT

1. POLICY

It is the policy of the University of Technology-Bahrain to ensure the responsiveness of its entire academic programme with regard to the current and future needs of the Kingdom of Bahrain and global communities. It undertakes core processes in the development of new programme or periodic review and enhancements of existing programme, to ensure alignment to University Mission and Vision, to the national qualification frameworkand in setting and maintaining of academic standards.

The policy and procedures cover the core processes in the design and development, periodic review andenhancement of all the programme of the University, including its approval prior to implementation.

2. SCOPE

The policy and procedures cover all the academic programmes at the University, both undergraduate and post- graduate.

3. RESPONSIBILITY

Academic Council –reviews and endorses the programme/qualification in the Institutional Level

College Council - reviews and endorses the programme/qualification in the College Level

Confirmation Panel – checks and verifies programme/qualification in the college committee level

Curriculum Oversight Committee – checks and verifies programme/qualification in the institutional committeelevel

Dean – approves the programme/qualification in the college level

Mapping Panel – conducts mapping activities of the qualification to the requirements NQF

President – final approval of the programme/qualification in the institutional level

Programme Head – chairs the mapping panel and spearheads the design, development, and review of theprogramme/qualification

University Council - approves the programme/qualifications in the institutional level

VP for Academic Affairs – endorses/approves the programme/qualifications in the institutional level

4. DEFINITION

Assessment - one or more processes that identify, collect and prepare data to evaluate the attainment of thelearning outcomes.

Course – a discrete unit of study leading to the award of credit. The minimum credit value is 1 credit corresponding to 14 hours of classroom instruction for lecture and 28 hours of classroom instruction forlaboratory.

Learning Outcomes - are statements that describe the knowledge, skills and competencies a learner should acquireon successful completion of a course or programme.

Programme/Qualification– a coherent programme of study comprising of requisite courses that meets theBahrain NQF requirements.

Programme Educational Objectives – are broad statements that describe what graduates are expected to attain within a few years of graduation. They are based on the needs of the programme's constituencies. (ABET Criteriafor Accrediting Programmes).

5. PROCEDURE

A. The College Programme Development Committee (PDC) assesses the need for any new programme on the basis of the following:

1. Strategic goals to meet the Vision and Mission of the University
2. Demands of the labor market;
3. Prospective student interests;

B. The PDC gathered and analyzed the following data to ensure the depth and breadth of curriculum which willbe developed:

1. Body of Knowledge of the programme (ACM, IEEE, ECBE, ABET, others)
2. Latest concepts, trends and application needs of the industry;
3. Curricula of leading local, regional and international Universities;
4. Standards required by the Higher Education Council of the Kingdom of Bahrain, the requirements of the BQA, the standards of any accrediting body being considered for the programme accreditation (i.e. international standards set by International Accrediting Organization, such as ECBE, AACSB, ABET, QAA-UK Subject Benchmark, etc.), and any occupational/professional society standards applicable to the programme.

C. The PDC ensures that the design meets the national framework and international standards in

terms of:

1. Programme Structure and Courses

   The programme is structured to provide academic progression year-on-year or course-by-course, it considers suitable workloads for students, and it balances between knowledge and skills, and between theory and practice.

2. Level and credits of the programme and of the courses

   The design of the programme shall indicate both the American Credit System (ACS) and National Qualification Framework (NQF) credits of programme and of the component courses.

3. Learning outcomes of the programme and of the course;

   There should be learning outcomes, in both programme and courses, following the conventions prescribed by the NQF to describe achievement at each level and should covered areas of knowledge, skills, and competence, where appropriate.

4. The Intended Learning Outcomes (ILOs) must be appropriate to the aims and levels of the:
   - Programme and they are aligned to the mission and programme aims;
   - Course/module and they are mapped to the programme and courses.
   - Suitable assessment arrangements in both programme and courses to assure academic standards.The arrangements shall include both formative and summative functions.

5. Ensures alignment and availability of teaching and learning resources such as laboratories, hardware and software, books, and other library resources.

D. Stakeholders Consultations

a. The PDC sets meeting with the different stakeholders both internal and external to present the initial draft of programme specifications. Internal stakeholders include students, faculty experts and academic and non-academic support staff while external stakeholders include Alumni and Programme Industry Advisory Panel (PIAP).
b. The PDC solicits feedback from the internal and external stakeholders on relevance and responsiveness of the programme aims, programme intended learning outcomes, curriculum structure, teaching and learning methods, assessment and evaluation methods, learning support and resources including infrastructure, software, laboratories, and library resources among others.
c. The PDC consolidates and evaluates recommendations provided by the internal and external stakeholders.
d. The final draft of the programme specification is presented to all the stakeholders for final review and approval.

A. Mapping

1. The PDC acting as the Mapping Panel (MP) designs and develops qualifications incorporating the results of NQF and accrediting bodies, labor market research, benchmarking, and consultative meetings with internal (faculty experts and student representatives) and external stakeholders especially the Programme Industry Advisory Panel (PIAP);
2. PDC maps the qualifications to these requirements and prepares a draft programme specifications;
3. PDC prepares the mapping score card to ensure that all courses sit at appropriate NQF levels and that the resulting programme/qualifications sits on the appropriate level based on NQF.
4. PDC prepares the checklist including the teaching and student learning resources needed to implement the programme.
5. Records of all meetings, deliberation and approval shall be kept and properly documented.
6. PDC submits the programme specifications to the Confirmation Panel. The accompanying PDC checklist shall also be provided during the submission.

B. Confirmation

1. The Confirmation Panel (CP) conducts checking and verification of the programme specifications received from the Mapping Panel.
2. The Programme Specifications may be endorsed without recommendations, in such case it will be returned to the PDC for submission to the College Council.
3. The Programme Specifications may be endorsed with recommendation, in such case it will be returned to the PDC for revision. A report on action taken shall be provided to the confirmation panel before submission to the College Council,
4. The Programme Specifications may be rejected, in such case it will be returned to the PDC for revision and resubmission to the CP.
5. Records of all meetings, deliberation and approval shall be kept and properly documented.
6. The PDC submits and presents the programme specifications to the College Council for approval.
7. The Dean of the College submits and presents the programme specifications to the Academic Council for approval.
8. The Academic Council forms the Curriculum Oversight Committee (CoC) to perform check and validationat the institutional level. The CoC verifies and validates that the qualifications conform to all the requirements such as those set by Ministry of Education – Higher Education Council (MOE-HEC), BahrainQuality Authority for Education and Training (BQA) and accrediting bodies If the COC has recommendations, the proposal will be submitted back to the PDC via the Dean for revision. If not, the COC endorses the proposal to the Academic Council.

9. The VPAA submits and presents the programme specifications to the University Council for approval andendorsement to the Board of Trustees (BoT).
10. After the qualification is approved by the BoT, it is submitted to the Higher Education Council-Ministry of Education (HEC-MOE) for licensing and approval.

It is imperative for each college to monitor the effectiveness of their programme and maintain academic standards by ensuring that the programme and requisite courses remain relevant to the needs of the students, employers and other stakeholders. The monitoring shall follow an annual cycle and shall include all the stakeholders of the programme including students, employers and alumni through their ProgrammeIndustry Advisory Panel (PIAP).

a. The College sets meeting with the different stakeholders both internal and external to identify gaps or best practices on the areas of: Learning Programme, Efficiency of the Programme, Academic Standards of the Graduates, and Quality Assurance and Management. Internal stakeholders include students, faculty experts, academic and non-academic support staff, while external stakeholders include Alumni, Employer, External Examiners, and Programme Industry Advisory Panel.

b. The College consolidates and evaluates recommendations/actions to be taken provided by the internal and external stakeholders to address the gaps or to adopt best practices.

c. The College prepares the programme self-evaluation survey (SES) which follows the BQA framework and submits to the Quality Assurance and Accreditation Department (QAAD) towards the end of eachacademic year.

d. The College implements the recommendations stated in the SES in coordination with the QAAD in order to ensure proper implementation and monitoring.

Programme review follows a 3–5 years cycle whereby possible changes in curriculum, ILOs, and some aspects of teaching, learning and assessment can be reviewed and evaluated. This is to maintain synergy and relevance of graduate attributes to the current demands/requirements of the labour market.

The periodic review of programme follows exactly the same procedure from the design stage up to the finalapproval of the revised programme specifications. However, cohort reports of recent graduates pertaining to their academic achievements and achievements of the learning outcomes are included in the review. In addition, the following documents are considered:

a. Summary of feedbacks from students, employers and alumni including reposts on PILO/SO attainmentand PEO attainment;

b. Preparation of the PDC checklist that shows the inputs used in the revision of the programme, revisions made on the various sections of the programme specifications that includes PEOs, PILOs, TLA, notional learning hours, admission requirements as well as requirements of HEC and applicable accreditation body, and required manpower and learning facilities to support the revised programme.Details on curriculum enhancement will be discussed in the programme review summary report that includes a detailed rationale of the changes on the programme and summary of changes on the curriculum content and factors that trigger the changes;

c. Revised programme specifications clearly indicating the levels, credits, interned learning outcomes, curriculum skills map.

For the new programme offering, the University Registration Office submits the following to HEC:

a) Application letter requesting for the licensing of a new programme to the General Secretariat of theHEC at the latest before end of July of the current year;
b) Programme specification;
c) Rationale for offering the programme and the projected local and regional demands for graduates ofthe programme;
d) List of the programme resource requirements including the necessary infrastructure, various educational resources, appropriately qualified Faculty;

Upon receipt of the positive resolution or notification of acceptance and approval from the HEC, UTB will implement the new programme and provides the necessary resources provisions to support the teaching and student learning.

The Office of the Vice President for Academic Affairs provides copy of the new approved programme to the: University Library for the acquisition of the required books and learning materials; Head of HRD for the hiring of appropriately qualified faculty members; Head of Accounting Department for the preparation of studentfees; College Dean, for the encoding of the programme to the CIS; to the Head of Corporate Communications Office for inclusion to all Academic publications and catalogues of the University.

Implementation- Revised Programme

The Office of the Vice President for Academic Affairs provides copy of the revised programme to the: University Librarian for the acquisition of the required books and learning materials; Head of HRD for the hiring of appropriately qualified faculty members; College Dean, for the encoding of the programme to theCIS; to the Head of Corporate Communications Office for inclusion to all Academic publications and catalogues of the University.

Upon receipt of the positive resolution or notification of acceptance and approval from the HEC, UTB will implement the revised programme and provides the necessary resources provisions to support the teachingand student learning.

7. RELEVANT FORMS

PDC Checklist

Mapping Score Card

COC Checklist

Curriculum Revision Summary

Programme Specifications

8. DISTRIBUTION LIST

President

VP Administration and Finance

VP Academic Affairs

Deans of Colleges

BENCHMARKING

1. POLICY

The University ensures that high standards of performance in the areas of teaching and learning, research, community engagement, academic support services and associated administrative activities are maintained by conducting an evaluation of its performance in these areas through benchmarking activities against national and/or international peers or standards and best practices.

2. PURPOSE

The policy aims to ensure that the University's performance is comparable to national and international standardsand best practices. It also serves as a mechanism to improve current provisions on both academic and non- academic departments. In addition, this policy aims to ensure that benchmark activities are conducted according to the prescribed process and procedure and it supports continuous quality improvement and UTB's overall strategic plan.

3. SCOPE

The policy covers benchmarking activities undertaken by the University, faculty members, staff, and student in theareas of teaching, learning and assessment, research, community engagement or special projects.

4. RESPONSIBILITIES

Institutional Benchmarking Committee – responsible for conducting university-level benchmarking activity and indefining the set of criteria and benchmark areas.

College Benchmarking Committee - responsible for conducting college/programme-level benchmarking activity and in defining the set of criteria and benchmark areas.

Course Review Committee – responsible for conducting course level benchmarking as per area defined in the terms of reference

5. DEFINITION OF TERMS

Benchmarking- a means of comparing the University's performance or standards, or both relating to practices, strategies, policies and procedures, and processes, with other similar universities;

University – refers to the University of Technology Bahrain College – refers to the degree-hosting unit of the university

6. PROCEDURES

1. Benchmarking Principle

Benchmarking is undertaken by the University to monitor its relative performance, identify gaps, seek new approaches to bring about improvements, set goals, establish priorities for change and resource allocation, and follow through to effect continuous improvement.

2. BENCHMARKING PROCEDURE

A. Benchmarking activity shall ensure that:

1. The benchmarking activity considers the mission and vision of the University and that of the college/unit;
2. The person/team should establish a benchmarking framework and a clear term of reference for theconduct of benchmarking;
3. The person/team develops and executes an action plan to satisfy this benchmarking policy;
4. For a formal benchmarking activity that will involve external institution/s, an agreement should be executed between the institutions with clear terms of reference such as the purpose, responsibilities of the institutions, intellectual property, disclosure, and confidentiality among others.
5. All benchmarking activities between partners including the results that will be generated shall be treated with utmost confidentiality and comply with the University rules and regulations of both institutions. Any exchange of information, publication, or external communications needs prior approval from the appropriate office.

B. Major activity includes:

1. Identification of areas for improvement
2. Gathering of appropriate information to enable comparison and to improve performance. Comparisonmay be made against the following
    a. Individual benchmarking peer or partner institution
    b. Internationally accepted set of standards that may result in accreditation or certification
    c. Requisite units within the University
    d. Historical performance data
3. Identification and selection of proper benchmark institution

4. Conduct of a benchmarking activity
5. Select benchmark indicators to quantify measures of achievement
6. Documentation and Reporting
7. Approval and Implementation of benchmark findings
    a. For institution, by the University Council through the President of the University
    b. For programme, by the College Council through the Dean of the College
    c. For course, by the Programme Head where the course is offered

C. Periodicity of Benchmarking Activity

1. Institutional benchmarking is conducted to coincide with the strategic plan; every 3 years intended formidterm review and/or 5 years intended for full review.
2. Programme benchmarking is conducted every 3-5 years to coincide with the programme review.
3. Course benchmarking is conducted every year to coincide with the annual course review.

7. RELEVANT FORMS

FORMAL BENCHMARKING

INFORMAL BENCHMARKING

8. DISTRIBUTION LIST

President

VP Administration & FinanceVP Academic Affairs

Director, Quality Assurance & Accreditation Department

Head, Planning and Development

Deans of Colleges

Heads of Department/Unit

INTENDED LEARNING OUTCOMES (ILOS)

1. POLICY

It is the policy of University of Technology Bahrain to ensure that all its programme offerings are fit-for- purpose and that its graduates have the knowledge, skills and competencies expected upon successful completion of their programme, through development, assessment and evaluation of intended learning outcomes at institutional, programme and course levels.

2. PURPOSE

The purpose of this policy is to provide the procedure in developing assessing and evaluating the intended learning outcomes at institutional, programme and course levels.

3. SCOPE

This policy covers all programmes offered in the university, both undergraduate and graduate, and the identified mechanisms in developing, assessing and evaluating intended learning outcomes at institutional, programme and course levels.

This policy and procedures require that every programme has a set of well-defined programme intended learning outcomes (PILOs)/student outcomes (SOs) that are appropriate to the level and nature of the programme and anchored to the programme educational objectives (PEOs) as well as to the institutional intended learning outcomes (IILOs).

This policy and procedures also require that assessment and evaluation of these intended learning outcomeswill be implemented based on the periodicity defined in this policy and procedures.

1. DEFINITION OF TERMS

Intended Learning Outcomes (ILOs)- are statements that describe the knowledge, skills and competencies a learner should acquire on successful completion of a qualification.

Institutional Intended Learning Outcomes (IILOs)- a measurable set of expectations covering knowledge, skills,abilities, attitudes, values and competencies that are demonstrative of our students to achieve university's mission.

Programme Educational Objectives (PEOs) – are broad statements that describe what graduates are expectedto attain within a few years of graduation. They are based on the needs of the programme's constituencies. (ABET Criteria for Accrediting Programmes)

Programme Intended Learning Outcomes (PILOs) / Student Outcomes (SOs)– are outcomesthat describe whatstudents are expected to know and be able to do by the time of graduation. These relate to the knowledge, skills, and behaviors that students acquire as they progress through the program. (ABET Criteria for AccreditingProgrammes)

Course Intended Learning Outcomes (CILOs) – are measurable set of expectations covering knowledge, skills,abilities and competencies that are expected to know and be able to do by the time of completing a course.

Assessment – is one or more processes that identify, collect, and prepare the data necessary for evaluation. (ABET Criteria for Accrediting Programmes)

Evaluation – is one or more processes for interpreting the data acquired though the assessment processes in order to determine how well the programme educational objectives and student outcomes are being attained.(ABET Criteria for Accrediting Programmes)

Curriculum Review Committee– is a committee composed of college officers ad faculty members, established in each College to ensure that the assessment and evaluation of programme educational objectives and programme intended learning outcomes are performed as scheduled.

2. PROCEDURES

5. 1 Development

1. UTB must develop a set of measurable Institutional Intended Learning Outcomes (IILOs) covering knowledge,skills, abilities, attitudes, values and competencies that are demonstrative from any of its graduates to achieveuniversity's mission. These IILOs must be closely weavedto the Programme Educational Objectives (PEOs) and Programme Intended Learning Outcomes (PILOs) of every programme offered in the university. The PEOs andPILOs must reflect the type and level of the programme. In addition, individual courses offered in every programme must also have a set of Course Intended Learning Outcomes (CILOs) that are aligned with the PILOs of the programme where the course is mapped.

2. In developing intended learning outcomes, it is important to consider the following:
    - UTB's mission
    - Bahrain's National Qualification Framework (NQF) level descriptors
    - Professional Societies (body of knowledge)
    - QAA-UK Subject Benchmark
    - Taxonomies of Learning (e.g. Bloom's Taxonomy)
    - Benchmarking result with local, regional or international universities
    - Requirements of local and/or international accrediting bodies (e.g. BQA, ABET, ECBE, etc.).

There is no pre-determined structure for learning outcomes, as their final form is always dependent on what students are expected to achieve in every specific course or programme. In all cases, learning outcomes must be specific, achievable and assessable and should:

- State what students should be able to know or do upon successful completion of the course or programme. The writer should focus on learning outcomes that precisely indicate what main skills, abilities and knowledgewill be acquired by students at the completion of the unit of learning.

- Use clear language that is easily understood by learners and wider stakeholders. Write clear, simple and concise sentences that can be understood by students, peers, internal and external bodies

- Write learning outcomes in the future tense and choose a verb, from taxonomy, able to describe most precisely the intended outcome. It is recommended to use only one verb appropriate both to the level and the discipline to structure each outcome.

- The use of verbs specific to different levels included in this guide facilitate the design of meaningful learning experiences for students, increase transparency and alignment to standards for quality in teaching and learning.

- In writing learning outcomes it is important to keep in mind that we assess what is taught. Learning outcomes should relate to the assessment criteria and should be assessable, observable and measurable. Also consider whether the learning outcomes encourage the use of a diverse range of assessment methods and encourage both formative and summative assessment.

- Look for learning outcomes that can collectively lead to the achievement of the aims of the program and are aligned with graduate attributes and university mission.

3. Alignment of intended learning outcomes from various levels is required and should be shown through mapping.Statements of intended learning outcomes for each course of study are informed by the overall aims of the university, programme or course. They are informed and should align with the generic skills and attributes requiredof graduates and their context within the field of study. Hence, Institutional Intended Learning Outcomes (IILOs) will be achieved through the attainment of Programme Intended Learning Outcomes (PILOs) which are then achieved through courses in a specific field of study. PILOs may be developed or adopted based on best practicesand depending on the decision of the college.

   In addition, it is important to design learning outcomes in alignment with assessment tasks and teaching strategies,and to create opportunities for students to use learning experiences to achieve measurable outcomes. This constructive alignment reflects the shift to outcomes-based education. It facilitates the use of learning outcomesas an integral part of a cycle designed to secure an ongoing improvement of teaching and student experience and learning.

5.2 Assessment

Student learning is fundamental to the attainment of UTB mission through clearly articulated learning outcomes at different points at all levels of the student experience and student-centered assessment practices. The processes, measures, and academic support systems related to the annual assessment of student learning support a continuous cycle based on planning, implementing, analyzing and reporting results, and making institutional or instructional adjustments.

5.2.1 Institutional Intended Learning Outcomes (IILOs)

The assessment of IILOs, which are broad categories of competence, enables our students to be successful in theireducation and career and contribute to their broader communities and serve as a shared, university-widearticulation of expectations for all degree recipients.

Assessment of student outcomes is done at the end of academic year but the University may choose to assess specific IILOs in a particular trimester. However, the University needs to ensure that all IILOs are assessed in the entire year. The assessment of IILOs is composed of direct measures through selected courses using summative assessments and indirect measures through senior exit

survey and peer evaluation.

The assessment of IILOs rests on the Curriculum Oversight Committee of the Academic Council which will draw contributions from the colleges through the Curriculum Review Committees. The two committees must agree onthe set of courses for inclusion to the assessment cycle as well as specific content area in the senior exit survey and peer evaluation that directly contribute to students' attainment of IILOs.

The expected level of attainment of each learning outcome is 3.00 (measured as average) for cohort of student achieved satisfactory performance in each of the IILOs.

Acceptable Target: 75% of student records will receive a grade of 1.0 and better on relevant content criteria mapped to the ILO.

Ideal Target: 80% of student records will receive a grade of 1.0 and better on relevant content criteria mapped tothe ILO.

IILO1: Demonstrate specialized knowledge, skills, and competencies in their chosen fields of study and apply thisethically in real-life contexts

Direct Assessment: Embedded criteria in Capstone Course and Competency-based criteria in Practicum/Internship Course

Indirect Assessment: Senior Exit Survey

IILO2: Plan and undertake projects or research and develop reasoned and creative solutions

Direct Assessment: Embedded criteria in Capstone Course, In-course project in selected professional courses

Indirect Assessment: Peer Evaluation in selected professional courses

IILO3: Develop a variety of intellectual skills, including analytic inquiry, information literacy, diverse perspectives,and quantitative fluency in drawing reasonable conclusions

Direct Assessment: Embedded criteria in Capstone course, In-course project in selected professional coursesIndirect Assessment: Senior Exit Survey

IILO4: Communicate effectively, using academic and professional conventions, both orally and in writing, todiverse audiences

Direct Assessment: Embedded criteria in Capstone course, ENGL403 and ENGL502 courses

Indirect Assessment: Peer Evaluation

IILO5: Collaborate positively with others to achieve a common purpose

Direct Assessment: Embedded criteria in Capstone course, In-course project in selected professional coursesIndirect Assessment: Senior Exit Survey, Peer Evaluation

5.2.2 Programme Educational Objectives (PEOs)

The Assessment of the PEOs includes the preparation of the survey instrument, identification of respondents, conduct of the survey and the collation of the survey results.

The College prepares the survey instrument to assess the attainment of the PEOs. The survey instruments are submitted and communicated to the Head of the Alumni and Career Development Center (ACDC).

The Head of the ACDC identifies the list of respondents for the 2 surveys. He administers the Alumni SurveyQuestionnaire to the graduates of the programme (3 years after graduation for the Bachelor and 2 years after graduation for the Master), and the Employer Survey Questionnaire to the employers of the said graduates.

The Head of the ACDC collates and summarizes the results of the survey and submits it to the PDD for evaluation and analysis, together with the accomplished survey instruments. The PDD submits the report tothe colleges which will be used by the college in planning and developing an appropriate action plan.

5.2.3 Programme Intended Learning Outcomes (PILOs) / Student Outcomes (SOs)

Assessment of student outcomes is done at the end of each trimester where the programme may choose to assess specific PILOs/SOs in a particular trimester. However, the programme needs to ensure that all PILOs/SOs are assessed in the entire year.

PILOs/SOs are assessed using the following methods, if applicable: 1) direct assessment by the faculty for selected

courses; 2) senior exit survey; 3) assessment of the PILOs/SOs for terminal project/research project course(s); 4) self-evaluation survey on PILOs/SOs by the students; and 5) student's practicum supervisor's evaluation of the PILOs/SOs. The weighted contribution of each of the assessment methods is defined by the CRC committee at the start of each evaluation period.

The expected level of attainment of each learning outcome is 3.00 (measured as average) for cohort of student achieved satisfactory performance in their ability to apply and integrate their knowledge of the course(s) or better.

a. Direct assessment of PILOs/SOs through courses by the Faculty

The programme identified courses where specific PILOs/SOs shall be assessed in a particular trimester. The lists of courses are provided to concerned faculty members for reference and guidance.

Faculty members handling the selected courses submit the assessment results at the end of each Trimester using the assessment and evaluation templates. Each faculty member submits a CILO report to the College Committee of SO/PILO Assessment and Evaluation regarding the assessment of the Course Intended Learning Outcomes (CILOs). The faculty members use various assessment methods, to determine the attainment of the specific SOs/PILOs mapped to their courses. Each college develops the appropriate SO/PILO tool which isused as basis for the PILOs evaluation.

b. Senior Exit Survey

The Guidance Office administers a Senior Exit Survey to the graduating students during their last trimester ofthe programme. The results of the survey are submitted to the college committee for SO/PILO Assessment and Evaluation for incorporation to the overall attainment of PILOs/SOs.

c. Assessment of the PILOs/SOs for capstone project/thesis

Assessment of PILOs/SOs for capstone project/thesis course(s) make use of embedded criteria where PILOs/SOs are mapped into capstone rubrics. The faculty member handling the capstone/thesis course submits a competency-based assessment to the College Committee for SO/PILO Assessment and Evaluationat the end of the trimester for incorporation to the overall attainment of PILOs/SOs.

d. Self-evaluation survey on SOs/PILOs in selected professional courses

Before the end of each trimester, students who are enrolled in selected professional courses fill out a self- evaluation survey assessing the attainment of the SOs/ PILOs for that particular course. Faculty members handling these courses submit the survey report to the College Committee for SO/PILO Assessment and Evaluation at the end of the trimester for incorporation to the overall attainment of PILOs/SOs.

e. Competency-based Evaluation of the PILOs/SOs in a Practicum/Industrial Attachment Course

The student's Company Supervisor accomplishes a competency-based evaluation form on the students' achievement of SOs/PILOs. The competency-based evaluation criteria are mapped to the PILOs/SOs. The Practicum course coordinator submits the result to the College Committee for SO/PILO Assessment and Evaluation at the end of the trimester for incorporation to the overall attainment of PILOs/SOs.

5.2.4 Course Intended Learning Outcomes (CILOs)

Assessment of intended learning outcomes in individual courses is an essential component of the learning process. Assessment relies on a broad range of formative and summative assessment tools as declared in the Policy on Teaching, Learning and Assessments. All assessments must be designed to ensure that individual learners have the opportunity to demonstrate their achievement of different learning outcomes.

The expected level of attainment of each learning outcome is 3.00 (measured as average) for full cohort of student achieved satisfactory performance in their ability to apply and integrate their knowledge of the course or better.

5.3 Evaluation

IILOS

The evaluation of the IILOs rests on the Office of VP for Academic Affairs in coordination with the colleges. The OVPAA collates reports of IILOs achievement from colleges and analyzes the results. The report includes detailedanalysis of the IILO attainment of the students from different colleges which includes among others charts, tables,and filled-out survey forms.

The VPAA evaluates the report and considers the analysis as part of continuous improvement in coordination with the Academic Council and the Quality Assurance and Accreditation (QAA)

Department.

PEOS

The evaluation of the PEOs rests on the College Curriculum Review Committee (CRC). The Committee studies andanalyzes the results and decides on the allocation of weighs to each surveys based on the number of respondentsand the quality of survey turn-outs and concludes as to what degree the PEOs are achieved on the established satisfactory criteria.

The Committee submits the PEO Evaluation Report to the College Dean and Programme/Department Head to close the process of the PEO evaluation. The report of the Committee covers detailed analysis of the results of thePEO evaluation, which includes among others charts, tables, and filled-out survey forms. The report includes suggestions and recommendations, which the Committee feels, are needed as part of the continuous quality improvement.

More importantly, the Committee highlights in the report the level of which the PEOs are attained. A copy of the report is also provided to the Programme Head and the Committee for Continuous Quality and Improvement (CQI).

PILOS

The evaluation of the SO/PILO rests on the College Curriculum Review Committee (CRC) for Assessment and Evaluation of PILOs/SOs, which is composed of faculty members of the specific programme. The aggregated data from the assessment methods listed above are used by the committee in concluding whether the student outcomes are successfully attained. The college CRC submits reports to the Dean. The Dean evaluates the report
and considers the analysis as part of continuous improvement in coordination with the Programme Head and theCommittee for Continuous Quality and Improvement (CQI).

CILOS

The evaluation ofthe CILOs in individual courses restson the course coordinator in coordination with the member teachers. CILO attainment is measured through students achievements in the assessment items mapped to the CILO as per the approved CILO Assessment Plan. The expected level of attainment of each CILO is 3.00 (student achieved satisfactory performance in their ability to apply and integrate their knowledge of the course(s)) or better. A CILO Evaluation Report that

includes specific recommendations on how to improve the CILO attainmentis submitted at the end of the trimester to the Programme Head. This report also serves as an input during annualcourse review to continuously improve the course its content and TLA design and strategies.

3. REFERENCES

ABET Self-Study Questionnaire:

Template for Self-Study Report 2019-2020

Review CycleQAA-UK

Quality Code

4. DISTRIBUTION LIST

Academic Council Members

PDD

ACDC

MAPPING OF QUALIFICATIONS TO NQF

1. POLICY

University of Technology Bahrain (UTB) ensures that all offered qualifications are mapped to the National Qualifications Framework (NQF) of the Kingdom of Bahrain.

2. PURPOSE

This policy and procedures provide information on the processes and implementation of mapping a qualification to the NQF. Specifically, this policy and procedures explains the mapping and confirmation processes by which qualifications are mapped on to the framework. This standard approach to mapping and confirmation provides a means of equivalency between the different qualifications that are available in the Kingdom of Bahrain. It also provides assurance to all stakeholders that UTB's qualifications have met the requirements for quality and for international recognition.

3. SCOPE

This policy covers relevant procedures of the NQF that provides a reference point to UTB to comply with the NQF policies enabling UTB to map their existing and newly developed qualifications on to the framework.

4. PROCEDURES

All currently running and newly developed qualifications shall be mapped onto the Bahrain's National Qualifications Framework. The process of mapping a qualification to the NQF involves the following:

a. Proposing the NQF level of the qualification and number of credits.
b. Mapping qualifications to the NQF involves the allocation of an NQF level and the number of credit units.
c. The NQF Level Descriptors are used to map qualifications to the framework which has10 levels.
d. Bachelor's degree programme is defined at leveland Master's degree programme defined at level.

Each level of the NQF is defined by a Level Descriptor which relates to generic statements that

describe the expected level of achievement in:

- Knowledge (knowledge and understanding)
- Skills(application and action)
- Competence (autonomy and accountability)

e. Estimating the notional hours it would take a typical learner, at the proposed level, to achieve the learning outcomes.

f. Mapping of the unit qualification and the overall qualification to the NQF.

g. Confirmation of the proposed NQF level and credit value in the college level and institutionallevel.

h. Verification and Validation of the confirmed level and credit by the NQF Unit at GDQ.On Course Specifications and Mapping Scorecard

i. The preparation of the course specifications is the responsibility of Course Coordinator in coordination with the member teachers. During the development/review of the course specifications, the Course Coordinator and member teachers shall accomplish the following:

- Identification of the NQF level of the course/unit qualification based on the approved programme specification. For Bachelor's degree, Yearcourses are mapped to NQF level, while Yearcourses are mapped to NQF level, and Yearand Yearcourses are mapped to NQF level. For Master's degree, all core courses are mapped to NQF levelexcept for pre-MBA courses which are mapped to levelas these are preparatory courses. The course description shall reflect the NQF level where the qualification shall be mapped.
- Formulation of the course intended learning outcomes (CILOs) using the NQF level descriptors. The level of a qualification provides an indication of the intellectual demands made on the learner, the complexity and depth of achievement and the learner's autonomy in demonstrating that achievement. The NQF level also provides guidance i n identifying appropriate TLA methodologies for qualifications to be mappedon to it.

j. Mapping of these CILOs to NQF sub-strands and programme intended learning outcomes shall also be accomplished.

- Assignment and estimation of the notional learning hours on various learning activitiesof the course/unit qualification.
- Filling-out of the mapping scorecard form where appropriate rationale is provided thatexplains the NQF level of the course/unit qualification.

Mapping to the NQF Level

The mapping of the course/unit qualification to the framework is assigned to the Mapping Panel.

The Dean appoints the members of the Mapping Panel per programme . The Mapping Panel is comprised of the programme Head as chairman together with course coordinators and member teachers as members of the Panel. The Mapping Panel shall undergo an induction process by the Director of Quality Assurance and Accreditation (QAAD) in coordination with the Office of the Vice President for Academic Affairs (VPAA) to ensure that the Mapping Panel will be able toexecute the mapping process accordingly.

The members of the Mapping Panel should make an initial assessment of the best fit level and credit for the units and the overall qualification. The initial assessment shall be based on the following relevant documents that must be provided to the members of the Mapping Panel:

- Course Specifications
- Mapping Scorecard
- Policy on Mapping of Qualifications to NQF
- NQF Level Descriptors
- Course Portfolios (if available)

During the meeting, the Mapping Panel shall discuss and evaluate their initial assessments. The Mapping Panel should agree the “best fit” NQF level for each submitted unit qualification and the overall qualification. The Mapping Panel should evidence that the qualification meets all the NQF requirements using the following standards criteria (lifted from BQA document):

- Justification of Need
- Qualification Compliance (for existing qualifications)
- Appropriateness of Qualification Design, Content and Structure
- Appropriateness of Assessment
- Appropriateness of NQF Levels and Credit Values

In the case that a joint decision cannot be agreed, the panel may decide to record the majority decision. The minutes of the meetings should be recorded including unit document and evaluation, and any major differences of opinion.

Mapped qualifications with complete documentation shall be submitted to the Confirmation Panel.

5. CONFIRMATION OF QUALIFICATIONS

The Confirmation Panel members shall be independent from the Mapping Panel. The Confirmation Panel comprised by the CRC members and the specialization coordinator relevant expertise and experience covering the targeted discipline from the college where the qualification to be confirmed is offered shall be appointed by the Dean of the College.

Confirmation of qualifications begins with the submission of programme Specifications documents that include the proposed NQF level and credit value from the Mapping panel. Where the Confirmation Panel disagrees with the proposed NQF level and credit values, clarification or resubmission of scorecards should be sought from the Mapping Panel and through the internal discussion that aims to eventually reach agreement on the NQF level and credit value of the units and the overall qualification.

Once a consensus has been achieved between the Mapping Panel and Confirmation Panel, the confirmed NQF level will be submitted by the Confirmation Panel Chair to the College Council for approval.

Internal verification and validation of the submitted qualification is spearheaded by the Academic Council through the appointment of Curriculum Oversight Committee (COC) members. The COC checks, verifies and validates that the qualifications conform to all the requirements such as those set by MOE-HEC, BQA and accrediting bodies. If the COC has recommendations, the proposal will be submitted back to the PDC via the Dean for revision. If not, the COC endorses the proposal to the Academic Council for the University President's Final approval.

Verification and Validation of Qualification by the NQF Unit from GDQ.

Having internally mapped and confirmed the NQF level and credit value of a particular qualification, verification and validation process will start with the submission of the Qualification Placement Application to GDQ.

The succeeding procedures are excerpt from the NQF Handbook:

Once administrative check has been successfully completed by GDQ, verification process will follow where a verification report will be completed along with a proposed list of Validators.

Validation of qualifications will be conducted by the Validation Panel appointed and approved as per BQA guidelines. Applicant institutions are required to comply with the Validation Standards:

- Justification of Need
- Qualification Compliance
- Appropriateness of Qualification Design, Content and Structure

- Appropriateness of Assessment
- Appropriateness of NQF Levels and Credit Values

For each of the validation standards, the Validation Panel will choose one of the following three judgments: Met, Partially Met or Not Met. Once each standard receives a judgment, an overall judgment will be given to the submitted Qualification Placement Application where a qualification can be: Valid, Deferred for Condition Fulfillment or Not Valid. Qualification with Valid judgment will be approved and registered in the National Qualification Framework in the Kingdom of Bahrain.

6. REFERENCES

General Directorate of National Qualifications Framework Handbook

7. QUALITY RECORDS

Mapping Scorecard Form Qualification
Placement Application

8. DISTRIBUTION LIST

Academic Council
Faculty Members

COURSE IMPLEMENTATION AND REVIEW

1. POLICY

These policies and procedures provide guidelines to ensure an effective course delivery throughperiodic course review and enhancement.

2. SCOPE

This policy includes course implementation and course review or enhancement procedure.

3. PROCEDURES

A. Course Implementation

1. The Course Coordinator, in coordination with the member teachers prepares reviews and enhances the course specification that explicitly enumerates Intended Learning Outcomes (ILO's) that a student should be able to accomplish after successful completion of the course. The formulation of ILOs is anchored on the level of complexity, relative demand and autonomy expected from the learner upon completion of a unit of learning or degree programme.
2. The Specialization Coordinator and Programme/Department Heads check and verify the course specification.
3. The Dean approves the course specification, as recommended by the Associate Dean.
4. The Programme Head consistently monitors the implementation of the course specification.
5. The students participate in the course evaluation conducted in every course offered in a trimester.

B. Teaching and Learning Methods

1. According to the Teaching, Learning and Assessment policy, the Course Coordinator ensures that theteaching and learning strategies are appropriate according to the level of the course.
2. The Course Coordinator ensures appropriate and up-to-date text book and references that includesrelated faculty researches are used.

C. Assessment Methods

1. The Course Coordinator, with the member teachers, identifies appropriate and effective assessment strategies to ensure the attainment of the course intended learning outcomes (CILO's). Each CILO's shouldbe mapped to the programme learning outcomes (PILO's) to guarantee each course's contribution to theattainment of the PILO's. Suitable assessment

rubrics should be used to objectively indicate course performance.

2. The core documents in assessing the course success are the course assessment plan and the course evaluation report which outline the range of assessment methods (e.g. written examination, case studies/in-course projects, capstone projects, thesis, and practicum), performance criteria, assessment rubrics, evaluation results, and the degree of contribution to the attainment of course outcomes.
3. The Course Coordinator and the Specialization Coordinator checks coherence of formative assessments to

   summative assessments as exhibited in the course portfolio where students' assessed works are filed.

D. Evaluation Methods

1. The Course Coordinator with the member teachers conducts Course Evaluation Survey at the end of eachtrimester.
2. Each course coordinator conducts an evaluation and assessment of ILOs for all courses that includes all summative assessments conducted for the particular trimester. Aspects for evaluation are the attainment of course ILOs in relation to the teaching and learning methodologies, assessment criteria and performance rubrics, and learning materials.

E. Course Review / Enhancement

1. The Course Coordinator, in coordination with the member teachers conducts review and enhancement ofcourse specification after the 2nd trimester of the current academic year. It includes the review of CourseDescription, Course Intended Learning Outcomes, Course Content, Teaching and Learning Methods, Assessment Methods, Evaluation Methods, Learning materials, and components of the Grading System.
2. The team considers the following reports during the course review:
   - Course Report for the past 3 trimesters that includes CILO, PILO attainment, results of CourseEvaluation survey and achievement rates.
   - Course Benchmark Report
   - Recommendations from course external examiners and/or CQI Committee, if any.
   - Recommendations as a result of external programme reviews such as those conducted by DHR-BQA.
3. The team ensures that the course content and delivery are aligned to international standards byconducting regular benchmarking activities.
4. The course coordinator organizes a focus group discussion to discuss results of reports as mentionedabove with the member teachers and therefore accomplishes the Course Review/ Enhancement Form.
5. The team proposes the recommendations to the Specialization Coordinator, which may

include:

a. Changes to syllabus (addition/deletion of topics)
b. Changes to assessments (tasks, rubrics, points allocation)
c. Changes to books and references
d. Additional learning tools (software, equipment)
e. Changing the nature of the course from lecture to lecture-lab and vice versa

6. The Specialization Coordinator verifies the appropriateness of the recommendations considering global vision inside the specialization.
7. If the Specialization Coordinator has no further comment, he/she endorses the outcome of the course review to CRC for further evaluation and final endorsement for approval of the Programme Head, Associate Dean and the Dean.
8. The Programme Head provides appropriate action to be implemented by the Course Coordinators, in coordination with the Specialization Coordinator, after seeking approval from the Dean.
9. The Course Coordinator reflects all recommendations in the revised course specification, which will take effect in the first trimester of the new academic year.

F. Implementation and monitoring (closing the loop)

1. All suggested improvements in the course review report are reflected in the revised course specifications
2. The course coordinator conducts an interim review, which is after one trimester, to measure the impact
   of the recommendation to the course in terms of students' performance.
3. The course coordinator reports his/her interim review findings on the impact/effectiveness ofrecommendations to the college council.

4. QUALITY RECORDS

Course SpecificationsCourse Report

Course Review Report

5. DISTRIBUTION LIST

College Council

Curriculum Review CommitteeCQI

QAAD

TEACHING, LEARNING AND ASSESSMENT

1. POLICY

University of Technology – Bahrain (UTB) ensures that the teaching, learning and assessment methods are upto the level of the course and are appropriate to the attainment of objectives and intended learning outcomesof the programme and the course. The policy requires that faculty members use recent and variety of teaching, learning methods and assessment strategies.

2. PURPOSE

This policy and procedures ensure that quality of teaching, learning and assessment (TLA) processes and outcomes is provided across all Colleges at UTB. The TLA policy supports the processes for effective teaching and are focused on design and development of the curriculum; delivery of programmes; assessment of students' learning outcomes; and improvement of TLA experiences for the students.

3. SCOPE

This policy covers procedures of all academic units including colleges and centers of the university to ensure the continuous improvement of TLAs as shown by student feedback for good teaching, relevant skills, and overall satisfaction through peer/classroom observation and in student retention. It includes the role of the quality of teaching, learning and assessment in the design of the programme and course structure. It also presents procedures along the delivery of the programme, assessment of students' learning outcomes and the improvement of the teaching-learning experience of the students.

4. RESPONSIBILITY

Course Coordinator – prepares course specifications with member teachers using mapping score card.Moderator –checks and verifies whether the marks awarded to the students are appropriate

Programme Head – prepares programme specifications and leads the mapping of the qualification to NQFDean – approves the course and programme specifications

Specialization Coordinator- Review and approve summative assessments and ensure synergy with theformative assessments in a specific course.

VP Academic Affairs – leads in academic planning and constructive alignment of teaching, learning andassessment to learning outcomes

5. DEFINITION

Academic misconduct - is any action which gains, attempts to gain, or aids others in gaining or attempting to gain unfair academic advantage. It includes plagiarism, collusion, contract cheating, fabrication of data as wellas the possession of unauthorized materials during an examination, any other academic misconduct.

Assessment - one or more processes that evaluates student learning and performance against specific learningoutcomes and assessment criteria. Assessments can be either formative or summative.

Course - a discrete unit of study leading to the award of credit. The minimum credit value is 1 credit corresponding to 14 hours of classroom instruction for lecture and 28 hours of classroom instruction for laboratory.

Formative assessment: any task or activity that creates feedback (or feedforward) for students about their learning. It has a developmental purpose and does not carry a grade which is subsequently used for summativepurposes.

Learning – the process of acquiring new understanding, knowledge, behaviors, skills, values, attitudes, and preferences.

Learning outcomes - are statements that describe the knowledge, skills and competencies a learner should acquire on successful completion of a course or programme.

Marking scheme: a detailed framework for assigning marks, where a specific number of marks is given to individual components of the assessment.

Moderation of assessment – a quality assurance processes that aim to assure appropriateness, and fairness of assessment judgments and the validity and reliability of assessment tasks, criteria and standards.

Pre-Internal moderation- a process used to ensure the form and content of assessment tasks are appropriate,fair and valid, reflecting the learning outcomes and presenting an appropriate level of challenge in terms of academic standards.

Post Internal moderation - a process used to ensure that the grades awarded are reliable and consistent to ensure parity of standards; normally carried out through blind or non-blind double marking.

External moderation -a process of objective engagement by experienced academic peers (external examiners),independent of the University, to ensure that the assessment and level of achievement of students reflects the required academic standards and is comparable to similar programmes nationally.

Programme - a coherent programme of study comprising of requisite courses that meets the Bahrain NQF requirements.

Summative assessment: Summative assessment is any assessment that contributes to the final grade/mark ofa module or course to provide a measure of student achievement in relation to the learning outcomes and assessment criteria.

Teaching – is the engagement with learners to enable their understanding and application of knowledge, concepts and processes. It includes design, content selection, delivery, assessment and reflection.

6. PROCEDURES

6.1 On Teaching

6.1.1 Teaching Philosophy

The university educational philosophy is to achieve continuous innovation and academic excellence in teaching, learning and research and that every faculty member and student achieve their full academic potential; faculty members and students are effectively engaged and committed to their curricular and extra-curricular activities through quality programmes that are locally recognized and internationally accredited; graduates are equipped with technical, practical, entrepreneurial and employability skills necessary to

compete in world stage; and academic resources are efficiently and effectively utilized. The academic affairsare deeply committed to an all-around or holistic education.

6.1.2 Teaching Methodology

1. Constructive Method. Learners must be fully engaged and active in the process of constructing meaning and knowledge based on their prior knowledge and experiences

through the process of doing, making, writing, designing, creating, and solving. It allows teachers to implement differentiated learning, authentic assessment practices and incorporate technologies to improve individual learning experiences. It includessimulations, in-course projects, field trips, digital content, group discussions and reflections. This method strives to improve achievement by consciously developing learners' ability to consider ideas, analyze perspectives, solve problems and make decisions on their own thereby making them more responsible and independent.

2. Inquiry based Method. Learners develop cognitive skills like critical thinking and problem solving by working on questions, problems, or scenarios and formulate creative solutions. The teachers use either structured, guided or open inquiry to facilitates learning. As a process, learners are involved in their learning by formulating questions, investigating, building their understanding and creating meaning and new knowledge on a certain lesson. Typically, activities include laboratory sessions and research-based activities.

3. Collaborative Method. Learners are divided into small groups to learn something together and capitalize on one's other resources and skills, evaluating one another ideas, and monitoring one another's work. It allows students to actively interact by sharing experiences and take on different roles. Typically, studentsare provided with problems or projects that they work on together to search for understanding, meaning,or solutions and each group is expected to work together developing or formulating solutions and present the solution in class. The activities include think-pair-share, jigsaw, or round-robin which effectively engage students to complete the tasks.

4. Experiential learning method is the process of learning by doing. By engaging students to hands on experience which attempts to apply theories and knowledge learned in the classroom to real-world situations. This may include team challenges, simulations, company visits/fieldworks and other extracurricular activities. Experiential learning opportunities exist in a variety of course- and non-course- based forms and may include community service, service-learning, undergraduate research, study abroad, and culminating experiences such as internships, student teaching, and capstone projects

6.1.3 Programmes and Course Structure

In the design and development of curriculum, UTB expects that its courses and programmes:

- Have learning outcomes that are appropriate to the level of the programme and of the courses andmeets the requirements of the Bahrain Qualification Framework

(NQF) in terms of strands.

- Reflect an ongoing commitment to pedagogy, and good teaching should be supported by relevant andrecent scholarships;
- All courses in each programme are allotted a certain number of notional learning hours. Based onNational Qualification Framework, the University has set 10 notional hours for each NQF credit.
- Provide students with opportunities for directed and self-directed learning following the requireddirected and independent learning hours based on the level of the course;

The table below shows sample distribution of percentages of contact hours, directed learning andindependent learning per year level in a 3-unit course with and without laboratory components:

Year Level	Contact Hours	Direct Learning		Independent Learning		Total Notional Hours
		Percentage	Hours	Percentage	Hours	
Lecture Only						
First Year	42	75%	36	25%	12	90
Second Year	42	60%	29	40%	19	90
Third Year	42	45%	22	55%	26	90
Fourth Year	42	30%	14	70%	34	90
Lecture and Laboratory						
First Year	56	75%	26	25%	8	90
Second Year	56	60%	20	40%	14	90
Third Year	56	45%	15	55%	19	90
Fourth Year	56	30%	10	70%	24	90

- are designed to consider the equitable workloads, student support for learning, student assessment, marking practices, assessment of competency or grade distribution, and formative feedback on progress;
- ensure that students receive planned learning resources provision;
- ensure the alignment of CILOs with assessment tasks and the associated teaching and learningactivities;
- conform to all quality-related requirements, rules, policies and processes developed by or through theAcademic Council;

- meet the learning needs of a diverse multicultural student profile; and
- meet the requirements as outlined in the relevant Work-Based Learning (WBL) activities.

6.1.4 Delivery of Courses

In the delivery of programmes, UTB requires that:

- students who are officially enrolled receive course materials, assessment tasks and assessment criteriawithin the marking timeframes;
- systems are in place (e-Learning/Moodle Learning Management Systems)) to ensure the developmentand delivery of course materials that are good quality and delivered on time;
- courses at all levels across colleges are consistently well taught;
- consideration is given to diverse multi-cultural backgrounds and learning needs of students;
- consideration is given in using variety of teaching methods as required by the course level and thecourse topics as well as the expected ILOs
- students receive equity of learning resources provision and guidance to support learners' achievement
  of learning outcomes;
- concerned faculty member helps to ensure that students in any course of study are engaged and enjoytheir learning and teaching experiences, particularly in relation to the moderation of assessment; and
- faculty members plan for and accommodate the progression of student work from introductory tasks and knowledge to competency and proficiency with discipline specific skills and academic writing for each marking period. Particular attention will be given to the first year of study, when students shouldbe introduced to the field of knowledge, academic conventions, and technical capability, and should be given support, guidance and opportunities for formative improvement through varied assessments.

For students with special needs:

- For students with visual and hearing impairments, faculty should identify strategic location duringclassroom discussion.
- For left-handed students, appropriate chair and table should be provided.
- For other students with physical disabilities, advanced accommodation should be arranged with theGuidance Office.

6.2 ON LEARNING

UTB supports students to learn on multiple modalities which include formal, non-formal and informal settings.Formal learning is considered a lifelong process whereby the student acquires attitudes, values, skills and knowledge from daily experience in the university and the educative influences and resources in his or her environment; the university concerns about informal learning that is beyond limitations and goes on outside of a traditional formal learning environment such as university or college. The informal learning bases on the daily life experiences like peer groups, industry training, media or any other influence in the learner's surrounding. The university also concerns about non formal learning, which is any organized learning activity outside the regular formal learning system. The university offers different sources for non-formal learning; The University offers different sources for non-formal learning as shown in the social program.

UTB promotes and encourages students to:

- be active and independent learners, maximizing their knowledge and skills for lifelong learning;
- improve their oral and written communication in the course of learning their respective courses whichutilize English as the medium of instruction;
- apply knowledge and skills acquired in the University to solve real-world problems;
- develop employability and leadership skills, and strong ethical values;
- inculcate a sense of citizenship and social responsibility; and
- Contribute in transforming Bahrain's oil-based economy to knowledge-based economy.

1. The students need to identify their preferred learning styles and let the teachers know about this sothat the teachers will be able to create avenues that suit the students' learning preferences.
2. The students are supported during completion of directed learning and independent learningactivities.
3. The students communicate their learning experiences with their teachers, classmates, and peers.

4. The students need to think positively critical through questioning, investigating, testing, etc.
5. For students with special needs, advanced accommodation should be arranged with the GuidanceOffice.

For postgraduate students:

Finding a balance between optimum teaching methods and preferred learning styles can prove to be difficult,but at the very least, a graduate student can:

a. Articulate information but also manage to apply it to real-world business situations through casestudies and experiential learning;
b. Learn by active doing and participating through projects, presentations and group works;
c. Learn from discussion boards, research activities, e-book platforms and other forms of directed andindependent studies;
d. Assimilate knowledge and concepts through power point, lecture videos, and simulations.

6.3 ON ASSESSMENT

6.3.1 Assessment Design

a. Each course should develop an assessment plan that clearly shows the mapping of course learning outcomes with the assessment methods to be used to test the outcomes. The course learning outcomes should be aligned with the programme intended learning outcomes where the course is mapped.
b. Assessment should reflect the nature and level of the course, and should provide opportunities for students to demonstrate their knowledge, abilities, and competencies in a variety of tasks relevant tothe topic.
c. The number of assessment tasks and its corresponding weightings shall be approved by the college. The weight of the assessment task toward the final grade should reflect the task's size and complexityand the relative importance of each learning outcome.
d. No single assessment may exceed 50% of the final grade.
e. Assessment tasks and its weightings should be communicated to students during course orientation.
f. Competency based assessment is utilized in the evaluation of student learning outcomes relating to professional and practical skills, critical thinking and cognitive ability, and relevant knowledge recall, in accordance with set performance criteria;
g. The Specialization Coordinator reviews the summative assessments including the mapping of questions to CILOs shown in the pre-moderation form and marking

scheme/rubrics submitted by theCourse Coordinators and sees to it that it is aligned with the CILO's and meeting the assessment criteria.

h. The course external examiner reviews and approves the final examination scripts of the course prior to administration to students.

6.3.2 Approval of Assessment Scripts and Administration of Final Examination

a. The conduct of student assessment is transparent and fair and follows the approved assessment standards for all assessment tasks which are provided to students.
b. All summative assessments must follow the approved pre-moderation process in the development ofassessments to verify the appropriateness of the assessment and the alignment to the CILOs.
c. For examination schedule, the College prepares the schedule of examinations which will be reviewed by the Chair of the Central examination Committee and to be approved by the Vice President for Academic Affairs and will be posted in the Moodle.
d. During in-campus examination, the course coordinator prepares the examination scripts, keeps it in asealed envelope and submits it to the programme head a week before the examination week. Only the programme head has access to the submitted examination scripts.
e. During examination week, each college appoints at least two faculty members who can assist the programme head in the distribution of assessment scripts to the assigned faculty member before thetime of the examination.
f. Attendance of students who took the examination shall be recorded.

6.3.3 Marking Criteria and Internal Moderation

a. The faculty members make use of established rubrics in checking the assessment and providing marksto the students;
b. To ensure fairness, consistency and transparency, on the conduct of assessment on the course level, all courses implement Internal and External Moderations of Assessment.
c. The internal moderator verifies whether the mark provided by the course coordinator corresponds accurately to the answers provided in the test booklets. In case of discrepancy, a grade resolution and/or double marking can be initiated.
d. The internal moderator also checks the feedbacks provided by the course coordinator to the students

   usually in a form of written comments in the students' booklets.
e. The results of the in-course assessments are provided by the faculty member to the

studentsimmediately within the week where faculty members provide oral feedbacks in addition to written feedbacks, to the students.

f. Students can validate the marks received for each assessment in and raise corrections when appropriate. Marks on the final exam can be verified during the release of grades where students aregiven one week from the release of grade to file a grade appeal.

6.3.4 Feedback to Students Following a formative assessment:

Faculty members shall provide timely feedback on all formative assessments provided to students. In general,faculty members shall

- only provide feedback after the student/s has attempted a solution;
- focus on the tasks of the formative assessment and not on the learner;
- use praise sparingly and shall focus on how the task was performed;
- provide feedback real-time for formative assessment provided in class or on the following meeting forcases such as homework and assignment.

Following a summative assessment:

Faculty members shall provide oral feedbacks to students by:

- Discussing and presenting all the answers to the examinations by showing the logical flow of solutions(for problem solving) and the reasoning for essay-type questions;
- Allowing student/s to ask/raise clarification for better appreciation and understanding

In addition to oral feedback, faculty members shall provide written feedback on the test booklets of the students. The written feedbacks should clearly inform student on both the positive (commendation) and negative (course of mistakes) aspects of the student achievement. The written feedback may be in a form of instruction, formulas, flow-chart, and elaborative comments which should help the student identify areas of further readings and improvements.

For online examination, the written feedback shall be provided in every item of the test for the essay type andproblem-solving type of examination.

6.4 PLAGIARISM AND ACADEMIC MISCONDUCT

a. All assessments are treated with integrity and free from academic dishonesty.
b. All final manuscripts of theses, practicum reports, in-course projects, design projects and other capstone requirements are subjected to anti-plagiarism software where students have to maintain a similarity index below 20% for capstone reports and for

practicum reports.

c. In addition to (b), all homework, assignments, and cases will be included in the plagiarism check and should maintain a similarity index below 20% for acceptance.
d. Students who will be found cheating and committing academic dishonesty receive an automatic gradeof 5.0 in the course once proven guilty of such infraction through a systematic and fair investigation. The list of offenses and corresponding sanctions are specified in the student handbook.

6.5 ON IMPROVING TEACHING AND LEARNING EXPERIENCES FOR STUDENTS

For further improvement of teaching and learning experiences for students, UTB requires that:

- The Academic Council considers that the student learning experience depends on good teaching and effective student learning support using varied teaching and learning methods, such as CollaborativeApproach, Lecture, Discussion, Intra-group discussion, and sound curricula that have their basis in knowledge, and professional experience. Teaching, learning support and the curriculum must therefore be well informed and subject to continuous reflection, evaluation and review.
- UTB has an online system for learning called Moodle; the Moodle learning management system can be used as a tool for e-learning. E-learning is a learning system based on formalized teaching but with the help of electronic resources. E-learning helps communication between teachers and students in or out of the classrooms; the use of computers and the Internet forms the major component of E- learning.
- Teaching, course materials and courses are routinely and reliably evaluated with a view to formativeimprovement.
- Student feedback and satisfaction data are regularly collected and reported, contribute to continuousimprovement in teaching, learning and the curriculum, and information on improvements made is provided back to students;
- Opportunities for the improvement of teaching practice, and knowledge about student learning be made available to faculty members; and
- Faculty members maintain and develop their professional skills in teaching and facilitate learning, in student assessment practices, and in course and unit review procedures.

6.6 ON MONITORING OF IMPLEMENTATION

The implementation of the Teaching, Learning, and Assessment Policy will be periodically monitored versusthe performance measures that include:

- Classroom Observation
- Peer Evaluation
- Teacher's Behavioral Inventory

- Course Pass/Fail Rates
- Course Assessment and Evaluation
- Student Satisfaction Survey

7. QUALITY RECORDS

Programme Specifications

Course Specifications

8. DISTRIBUTIN LIST

VP for Academic Affairs

College Deans

MODERATION OF ASSESSMENT

1. POLICY

University of Technology-Bahrain (UTB) ensures that assessment tasks are well designed and applied consistently across the University and its programmes. It supports assessment practices in which students' assessed work, mainly examinations and course projects, are appropriately and fairly marked across all students undertaking the same assessment.

2. PURPOSE

The purpose of this policy is to establish a set of guidelines and procedures for the conduct of pre- and post-assessment moderations. This policy supports and elaborates the expectations of the University's Teaching, Learning and Assessment Policy, and in particular, the educative principles that learning activities and assessment are clearly aligned with stated learning outcomes and assessment procedures and practices are valid, fair, and appropriate and incorporate clearly defined assessment criteria. This policy seeks to assure all stakeholders that good practice in assessment is applied consistently across the colleges and their programmes; student performance is properly, fairly and consistently marked across all students undertaking the same course of study, and standards expected of, and achieved by, students are appropriate, reliable and comparable to best practices at the Universities locally, regionally and internationally.

3. SCOPE

The policy and procedure cover the internal and external moderation for all summative forms of examinations, of both the undergraduate and graduate programmes.

4. DEFINITION OF TERMS

- Moderation of assessment – a quality assurance processes that aim to assure

- consistency or comparability, appropriateness, and fairness of assessment judgments and the validity and reliability of assessment tasks, criteria and standards.

- Pre moderation of assessment - is a process carried by the course to ensure the moderation of exams before administering the exams.

- Post moderation - is a process carried by the course to ensure the moderation of the exam booklet after it correction.

- Internal moderation - is the process of moderation conducted by member(s) of the college.

- External Moderation is the process of moderation conducted by course external examiners.

5. RESPONSIBILITY

- Dean – approves internal external moderators in every course.
- Programme Head- assign internal moderators in every course with specialization aligned with the course to be moderated.
- Specialization Coordinator – conducts a pre-internal moderation of assessment scripts based on established criteria.
- Course Coordinator – responsible for preparing the assessment tasks based on topics, learning outcomes, and table of specifications

6. PROCEDURES

6.1 Pre-Internal Moderation

Designated summative assessments in all courses will be subject to pre-internal moderation of assessment conducted by a specialization coordinator:

- That they are appropriately aligned to the published learning outcomes and assessment requirements of the course.
- That assessment is valid, fair, and feasible and reflects the required breadth and level of complexity and critical thinking.
- That their content and instructions are clearly, comprehensibly and accurately

presented, and

- That the academic challenge they present the student is consistent with the level of the course.

6.1.1 The Course Coordinator, who is responsible for preparing the summative assessments, will provide their designated Specialization Coordinator (Internal Moderator) with a copy of the internal moderator form, course specification, exam manuscript, and answer key at leastweeks toweeks before the scheduled periodic examination.

6.1.2 The Specialization Coordinator reviews the proposed summative assessment according to the moderation criteria (refer to QR-QAA-014 template) and communicates with the responsible course coordinator any feedback and discuss any matters of concern.

6.1.3 If all concerns have been resolved, the specialization coordinator (Internal Moderator) will sign off on the assessment which implies that the summative assessment is suitable for use.

6.1.4 The programme head is the final authority who reviews the approved assessments by the specialization coordinator and if needed asks the designated course external examiner for review, revision (if needed) before his approval.

6.1.5 For continuous quality improvement on assessment design, recommendations from pre-internal moderation reports during the current academic year will be summarized by the course coordinator which will be discussed during annual course review.

6.2 Post-Assessment Moderation

All taught courses should undergo a post-internal moderation of assessment components on sampling-based except for research/thesis/terminal design course where double marking is required.

6.2.1 The Programme Head/Department Head is responsible for the identification and selection of person(s) who would be suitable to undertake internal moderation.

6.2.2 A moderator is also a faculty member that possesses the requisite competence and academic standing in the same area of specialization in which they are moderators. The selection of the Internal Moderators will be confirmed by the Dean.

6.2.3 The Internal Moderator must have access to the work of all students' exam sheets of the moderated exams of all the sections and will normally select a sample from each group of section by the faculty based on the following: As per University policy, for sections with small student number (less than0), the entire exam sheets are to be moderated. For sections with0 or more students, the following should be applied:

- Normally 0% of the exam sheets should be moderated.
- Sample moderated exam sheets should include at least:

a) All failed exam sheets.

b) At leastcopies of highest pool (upper0%)

c) At leastcopies of the lowest pool (lowest0%)

d) At leastcopies of the medium pool (what remains in between)

For courses with more thansections, an additional moderator will be assigned.

6.2.4 The Internal Moderator undertaking the post moderation will review the work selected and consider whether the assessment criteria have been applied appropriately and consistently and whether the mark awarded is appropriate.

6.2.5 Where the Internal Moderator identifies issues relating to inconsistencies in the application of the assessment criteria, a meeting with all the markers of the specified course shall be called together with the Programme/Department Head. Where concerns are deemed to be significant, the Programme head along with the internal moderator will initiate a blind marking of either the exam/project work a section of students or the work of all students in a course or all the work of a particular marker(s) as the case seem fit. The Internal moderator will accomplish the Moderation Assessment Report.

6.2.6 All theses / research projects / terminal design courses or any course must routinely be assessed, by a Panel or Committee. The Committee is composed of the internal panel member / or members as deemed fit by the college and one external panel member to assure the fairness of assessment (refer to Academic Memo on Selection of External Panel).

6.2.7 For continuous quality improvement on marking student works, recommendations from post-internal moderation reports during the current academic year will be summarized by the course coordinator which will be discussed during annual course review.

6.3 Agreement of Marks Following Double Marking

Following blind marking, the first and blind markers meet and compare their judgments on the marks awarded. If there are no significant differences, then the markers will agree on the mark of the student. The first marker will then make any necessary alterations feedback and the student will only receive one set of feedback which is signed by the first marker. The names of markers, their marks and the agreed mark are recorded for inclusion in the Moderation Assessment Report.

If there are significant differences in the marks, then the reasons for allocating marks will be explored in an attempt to reach agreement on the marks to be awarded. If the two markers are able to resolve their differences, then they will agree upon a set of marks for the work. If the two markers are unable to resolve

Head/Department Head who will review the mark with the markers and attempt to reach a

resolution. Where this cannot be easily achieved, an independent person will be asked to blind mark (concealed) the work (third marker) and following the discussion, the Programme Head will determine the final mark for disputed work to be given to the student.

6.4 External Examination

The University has a system for External Examining for each Program in the University / College. The College Dean recommends for approval of the College Council the appointment of an External Examiner for a Program or a suite of critical courses as identified by the Programme/Department Head (refer to the External Examiners Guidelines).

The duration of an External Examiner's appointment will be for a period of two (2) years, may be renewed for another term subject to the performance evaluation at the end of each year.

Once appointed, the External Examiner shall undergo briefing by the Dean and head of Program/Department and receive an induction pack from the Quality Assurance and Accreditation Office in coordination with the College CQI Committee.

External examination is the responsibility of the programme and course examiners. The external examiners provide informed, independent and impartial judgements and advice to the University pertaining to the academic standards of the graduates.

The programme examiner looks into the entirety of the programme. He/she works closely with the academic staff responsible for the development, delivery and management of the programme. He/she assures the overall extent of achievement of the standards set for the programme. Specifically, the programme examiner is expected to:

- Scrutinize the design, aims and content of the curriculum including modes of delivery, resources and facilities used for the programme;
- Review and advise on the processes for assessment, examination and determination of awards;
- Review faculty profile, assessment and evaluation reports, survey results and college plans related to the Programme, which include the programme intended learning outcomes (PEOs) and the programme intended learning outcomes (PILOs); capstone/thesis and work-based learning outputs; and advise on the appropriateness of the instruments, analysis of the results and the implications of these reports and results to the programme; and

- Attend meetings as requested. If the External Examiner is not able to attend, he/she should provide comments which will be recorded as part of the minutes of the meeting.

The Course examiner focuses on the review of the courses and their components. He/she works closely with the academic staff responsible for the development and delivery of both existing and new courses in the programme. He/she assures that the performance of, and the standards achieved by the students and similarly, the post graduates are up to the level and are comparable to the post graduates of similar programmes. Specifically, the Course examiner is expected to:

- Review the intended learning outcomes, content, teaching, learning and assessment methods and academic infrastructure of the course;
- Review the form, content, adequacy of level and assessment criteria of the summative assessments;
- Review and approve summative examination scripts (final examinations) every trimester.
- Scrutinize students' assessed work such as examination booklets, assignments, projects/theses, etc. in line with the Policy on Moderation of Assessments to ensure examination scripts reflects required level of breadth and complexity, fairness and rigor in marking student outputs;
- Advise/ provide recommendations for possible enhancements of the courses; and
- Attend Assessment Meetings for courses in their subject area. If an External Examiner is not able to attend, he/she must provide formal comments which can be recorded as part of the minutes of the meeting.

For continuous quality improvement on external examination, recommendations from external examiners' reports during the current academic year will be summarized and analyzed by the department. Report on the analysis and actions to be taken will be discussed in the annual programme report.

6.5 Retention of Assessed Work

All assessed work, including those submitted electronically, should be normally be retained by the College for the current academic year, plus four academic year, subject to any statutory and regulatory body requirements (refer to Policy on Record Retention).

In the event that a student seeks assessment review or is otherwise in pursuit of remedial solution through a complaint, then the work of such student should be retained.

In all other cases, student work may be destroyed at the close of this three to five year period. All work should destroy as confidential waste.

It is the responsibility of the student to retain a copy of his/her own work. All original work will be retained by the University for a period of five years. Examination scripts are not to be returned to the students.

6.6 Evaluation of the Effectiveness of Moderation

The effectiveness of the internal moderation processes are measured annually. The college CQI is tasked to conduct independent internal quality audits (IQA) within an academic year. IQA findings and recommendations is submitted to the Dean of the College where an improvement plan to address the findings and recommendations is developed by the College in consultation with the faculty members. The College CQI monitors the implementation of the improvement plan through the conduct of follow-up audits. In addition, results of the audits are used as an input during annual course review to improve assessment design, rubrics for marking student works and feedback.

On external examination, the effectiveness of the process is measured through quality audit review conducted by the College CQI. The quality audit review covers both course and programme examination process where performance of the examiners will be quality reviewed annually according to the following matrices:

- On-time submission of reports
- Ease of communication
- Completeness of report submission
- Clarity, fairness and validity of findings
- Quality and appropriateness of recommendations

The Programme Heads provides the CQI committee copy of all the reports of the external examiners including the annual summary report (QR-QAAO-019). These reports will be the basis of the evaluation. The college CQI reviews and evaluates the reports using the approved matrix (QR-QAAO-018). The Chair of the CQI consolidates all the findings/recommendation of the CQI committee members and submits the report and recommendations to be discussed with the College Council. Approved recommendations will be communicated to the external examiners by

the assigned college officer to improve quality of external examination.

7. REFERENCES

UK Quality Code for External Examining

8. QUALITY RECORDS

The following are the forms to be used for the periodic reports:

- Moderation of Assessment Course Details
- Internal Moderation Report
- Moderation of Assessment Sample Scripts
- Record of Blind Marking
- Internal Moderation of Assessment Instrument

9. DISTRIBUTION LIST

VP for Academic Affairs

College Deans

Director, Quality Assurance & Accreditation.

PROGRAMME AND COURSE EXTERNAL EXAMINATION

1. POLICY

It is the policy of University of Technology Bahrain (UTB) to externally assess assessment tasks and students' assessed work to ensure that it is appropriate to the level and type of the programme in Bahrain, regionally and internationally.

2. PURPOSE

The purpose of this policy is to establish a set of guidelines and procedures for the conduct of external examination. It ensures that the External Examiners appointed by the University are appropriately qualified and in a position to provide informative comment and recommendations for the programmes and courses offered in UTB.

3. SCOPE

This policy sets out the role of the External Examiner at the UTB. It explains how we appoint, instruct and engageExternal Examiners on our undergraduate and graduate taught programmes and courses.

4. RESPONSIBILITY

To ensure the effective and efficient operation of the process and ensure that External Examiners can carry out their duties effectively, the following responsibilities are allocated as follows:

a) Colleges' Ongoing Responsibilities to External Examiners

The College provides the following information to the External Examiners annually:

- Any changes to the contact person within the College.
- Details of any additional duties required of them.
- Programme specification(s).
- Course descriptors, including learning outcomes and assessment methods.
- Description of levels of attainment adopted for assessed work, together with any other assessment criteria, including classification criteria.
- Where appropriate, a description of the marking schemes/criteria adopted for each type of assessment.
- Where the external examiner is responsible for collaborative provision programme(s), information and details of the nature of the provision and any variations in the programme compared to those runat UTB.
- Notification of sampling to be used for the consideration of students' work. The sample to be made available to course external examiners is negotiated with individual

examiners.

- A selection of assessed student work (examination papers, assignments, etc.) The selection of which should be agreed early in the academic year as well as negotiating a timescale for the dispatch thereof, allowing adequate time for consideration and response by the external examiner. The programme head ensures that the course internal moderator(s) informs the external examiner of their response to assessment recommendations.
- Significant changes to approved courses or programmes that take place between periodic reviews.
- Reviews of the courses during periodic review.
- During on-site visit, the arrangements, where appropriate, for the external examiner to meet with thestudents on the programme.
- Periodic and annual report template.

In addition, the College will:

- Checks, acknowledge receipt of reports and endorse all reports to VP-Academic Affairs.
- Prompts External Examiners for reports not received by the agreed date. If a report does not conformwith the University format and/or does not answer all the questions or include names of individuals, the College will return the report to the External Examiner to complete/amend and any fees will be withheld pending completion and re-submission.
- Identifies issues raised and recommendations for enhancement in External Examiner Periodic and Annual Reports and produce a summary of conclusions and good practice within the annual monitoring process with associated actions and allocate the responsibility to relevant staff members.The Quality Assurance and Accreditation Office (QAAD) will use the above conclusions to compile a report as part of the annual monitoring process.
- Ensures that the verbal and written External Examiner Reports are considered and that the External Examiner is responded to formally in writing and informed of actions taken in a timely way. The response will be sent both in hard copy and via e-mail. Reports and action plans form part of the information used in annual monitoring.
- Provides a report detailing External Examiner's tenure end dates to ensure that replacement Examiners are appointed in a timely manner to allow a handover/mentoring period with the existing External Examiner's term.
- Maintains a database of External Examiner's induction arrangements.

External Examiners should be offered the opportunity to visit the University at any time during their appointment and when the External Examiner travels from outside of Bahrain they will be expected to visit the University once in each academic year and Colleges are encouraged to consult with External Examiners on a regular basis.

b) Office of Vice President for Academic Affairs' Ongoing Responsibilities to External Examiners

- Approves all college reports and submits copy of the report to the President, QAAD and Planning andDevelopment Office (PDD).
- Maintains a record of External Examiner Reports received and send reminders as and when required.
- Review national comparability of standards as reported by Programme and Course External Examiners; report on procedural compliance; identify areas of common concern which may affect standards; and highlight areas of good practice.
- Maintains a reciprocity database to ensure that there are no clashes of interest between staff at UTBwho act as External Examiners at other institutions and External Examiners contracted to UTB.

5. DEFINITION OF TERMS

External Examining – a process whereby an external expert in a specific field of specialization verifies that theacademic standards of the undergraduate and graduate programmes and courses based on the sample.

assessments and assessed work are at par with the higher education (HE) sector in Bahrain, in the region and in the international setting.

Moderation – an overarching term to describe the processes that take place following first marking to verify the judgment of the first marker(s).

Pre-Internal Moderation – a process whereby the Course External Examiner validates the appropriateness, fairness, clarity, accuracy and standard of final assessment tasks and materials before they are used for assessment.

6. GUIDELINES

6.1 APPOINTMENT, TERM of OFFICE and TERMINATION of APPOINTMENTS

6.1.1 Appointment

- UTB appoints External Examiner(s) who:

    1. ***Are competent and experienced in the fields covered by the programme of study, or partsthereof;***
    2. ***Has relevant academic and/or professional qualifications to at least the level of the qualificationbeing externally examined;***
    3. ***Has sufficient credibility and breadth of experience within the discipline;***
    4. ***Has familiarity of standards to be expected of students to achieve the award that is to beassessed; and,***
    5. ***Has awareness of current developments in the design and delivery of current curricula.***

- Every College appoints one Programme External Examiner for every programme offered and one or more Course External Examiner(s) to carry out defined roles for all provisions that lead to a higher education award of the University. The number of Course External Examiner depends on the numberof cluster of courses in the College.
- All College Deans and Heads of Departments/Programs identifies experts in their respective disciplines as potential External Examiners. All documents to support the qualifications of these experts should be prepared.
- The College Council shall deliberate the qualifications of the potential external examiners. A short-listof experts shall be drawn.
- The College Council approves the list and endorses it for VP-Academic Affairs evaluation and approval.
- Once approved, the Dean and Programme/Department Head meets with the panel member and presents the letter of appointment.

6.1.2 Term of Office / Appointment

- The duration of an External Examiner's appointment will be for a period of two (2) years, may be

  renewed for another term subject to the performance evaluation at the end of each year.

An External Examiner may be re-appointed upon the recommendation of the Dean, subject to the approval of the VP-Academic Affairs at the end of their appointment.

6.1.3 Termination of Office / Appointment

In the event that the External Examiner needs to terminate his/her contract prematurely, he/she shouldwrite to the Dean, so that records can be amended accordingly.

UTB reserves the right to terminate the appointment of an External Examiner. This may normally occurwhen an External Examiner is unable, unwilling or incapable of fulfilling his/her duties, including the non-submission of the Annual Report within the specified period for submission, continual late submission of Annual Reports, or repeated non-attendance for reporting at the University, without a valid reason(s).

If the External Examiner's circumstances change following appointment in such a way that a conflict of
interest might arise, he/she must notify the Dean of this change immediately.

He/she is also required to advise the Dean immediately of any changes of address, e-mail, etc., so that records can be amended accordingly.

6.2 INDUCTION and SUPPORT for EXTERNAL EXAMINERS

Following appointment, External Examiners will be sent the following by the:

a) Dean:

- A contract letter stating the programme and/or course(s) to be examined and the length of the tenure.The external examiner is required to sign and return one copy of the contract letter within six (6) weeks of the date of the letter as an indication of his/her acceptance of the post. If a signed copy is not received by this deadline, it is assumed that the external examiner does not wish to accept the post and the college can made arrangements to find an alternative external examiner.
- A copy of External Examiner Guidelines and any updates of documentation in liaison with the Collegesto which the Examiner is to be working with.

b) Programme Head:

- A copy of the programme specification(s) and other relevant documentation.
- The list of courses and/or Course Specification(s) for which the appointee is responsible.
- The set of course documentation, information on assessment and setting, and information of theimplementation of the policy on moderation of assessments.

- A University/College Handbook.
- Contact details of relevant College staff.

Each College arranges induction activities specific to its disciplines and External Examiners will be advised ofthese by the College following their appointment.

Colleges are required to complete an Induction Checklist (see Appendix A), for every newly appointed ExternalExaminer and return this to the Dean, who will collate and present periodic reports.

6.3 ROLES AND RESPONSIBILITIES

6.3.1 The Programme External Examiner's Role

- The programme examiner looks into the entirety of the programme. He works closely with the academic staff responsible for the development, delivery and management of the programme. Heassures the overall extent of achievement of the standards set for the programme. Specifically, the programme examiner is expected to:

1. Scrutinize the design, aims and content of the curriculum including modes of delivery, resources and facilities used for the programme;
2. Review and advise on the processes for assessment, examination and determination ofawards;
3. Review faculty profile, assessment and evaluation reports, survey results and college plans related to the Programme, which include the programme intended learning outcomes (PEOs) and the programme intended learning outcomes (PILOs); capstone/thesis and work-based learning outputs; and advise on the appropriateness of the instruments, analysis of the results and the implications of these reports and results to the programme; and
4. Attend meetings as requested. If the External Examiner is not able to attend, he/she should provide comments which will be recorded as part of the minutes of the meeting.

6.3.2 The Course External Examiner's Role

The Course examiner focuses on the review of the courses and their components. He works closely with the academic staff responsible for the development and delivery of

both existing and new coursesin the programme. He assures that the performance of, and the standards achieved by the students and the post graduates are up to the level and are comparable to the post graduates of similar programmes. Specifically, the Course examiner is expected to:

1. Review the intended learning outcomes, content, teaching, learning and assessment methodsand academic infrastructure of the course;
2. Review the form, content, adequacy of level and assessment criteria of the summativeassessments;
3. Review and approve summative examination scripts (final examinations) every trimester.
4. Scrutinize students' assessed work such as examination booklets, assignments, projects/theses, etc. in line with the Policy on Moderation of Assessments to ensure examination scripts reflects required level of breadth and complexity, fairness and rigor in marking student outputs;
5. Advise/ provide recommendations for possible enhancements of the courses; and
6. Attend Assessment Meetings for courses in their subject area. If an External Examiner is not able to attend, he/she must provide formal comments which can be recorded as part of the minutes of the meeting.

6.3.3 Reporting

1. Every Course External Examiner submits a periodic external examiner's report on final
    - **assessment manuscripts every trimester (see Appendix B).**
    - **Quality and appropriateness of recommendations**

The Programme Heads provides the CQI committee copies of all reports submitted by the external examiners including the annual summary report (QR-QAAO-019). These reports will be the basis of the evaluation. The college CQI reviews and evaluates the reports using the approved metrics (QR-QAAO-018). The Chair of the CQIconsolidates all the findings/recommendation of the CQI committee members and submits the report and recommendations to be discussed with the College Council. Any approved recommendation/s is communicatedto the external examiners by the dean to improve the quality of external examination process.

6 REFERENCES

BQA Programme Review Handbook

7 DISTRIBUTION LIST

VP- Academic Affairs

VP-Administration and

FinanceDeans

Head, Quality Assurance & Accreditation

DOCUMENT CONTROL AND RECORDS MANAGEMENT

1. POLICY

UTB defines measures to safeguard the integrity of all quality system-related documents in conformance to the Quality Management System.

The implementation of a systematic and organized Document Control and Records Management system will guarantee delivery of quality programme s and services to address organizational needs and expectations.

2. SCOPE

This process applies to all Departments defined in the scope of this Quality Management System. Inputs to the process include creation and revision of documents, and corrective and preventive action requests pertaining to the Quality Management System. The process begins with reviewing, approving, maintaining, tracking, and updating documents/forms identified in the Quality Manual.

Records which shall be maintained and controlled include, among others, internally- generated documents and original documents from external parties received by the University. Internally- generated documents may include, among others, system-generated reports, academic reports, operations reports and other quality reports.

3. PROCEDURES

It is the policy of the University to control and manage all documents and records related to the effective functioning of the established quality management system.

Policies and guidelines for effective and efficient Documents and Records Control are developed to cover the following areas:

- Defined responsibility for review, approval and authorization before circulation;
- Generation of new documents as triggered by any improvements such as audits, corrective / preventive / improvement actions, and external reviews;
- System for document review and re-approval;
- Distribution list identifying users and custodians of documents;
- Availability of pertinent documents wherein operations essential to the effective

functioning of the systems are performed;

- Superseded, invalid and obsolete documents are promptly retrieved from point of issuance and disposed of. Where obsolete documents are retained, these should be suitably marked and identified; and,
- Maintenance of master lists of documents specifying current issue and revision status, which also include externally generated documents.

The Quality Management System adheres to the concept of continuous quality improvement. Systems and processes are reviewed, evaluated, and updated on a regular basis through the conduct of internal and external audits, and continuous process review by operating units and process owners. Process changes are initially pursued by recommending corrective and preventive actions, as well as documenting additions and changes.

3.1 Review/Amend

3.1.1 For processes requiring policy formulation, the policy on Review and Approval ofUniversity Policies shall be referred to. The Quality Assurance and Accreditation Department (QAAD) shall receive new requests and other related documents forreview. Upon approval of policies by the President, the QAAD shall create and document new policies and forward them to the Document Control Center for issuance and release.

3.1.2 For processes requiring policy update and revision, the policy on Review and Approval of University Policies shall be referred to. The Document Control Centershall receive revision requests, as well as additions to documents. Criteria for review and approval shall include conformance with documentation requirements such as using correct coding system and format.

3.2. Issue

Upon the approval of the President, the Document Control Center Supervisor shall issue and disseminate these resolutions, policies, and revised documents to concerned department Heads and operating units. Department Heads shall ensure that policies and resolutions are translated into specific functional instructions.

3.3 Control

A system for control and management of records shall be established to include identification, storage, maintenance, retention time and disposition. Records are maintained (print and electronic copies) in accordance with the documented proceduresand proper identification in the master lists in compliance with the effective implementation of the quality management system.

3.3.1 Document of external origin shall likewise be controlled for which a master list ofdocuments

of external origin shall be maintained.

3.3.2 Each department or operating unit shall maintain a list of reports and otherdocuments that are considered as records.

3.3.3 Each department and operating unit must provide soft copies of reports and otherdocuments considered as records to be stored in specified document portals.

3.4 Back up

Back-up procedures for records kept in the document portals are carried out by the Information Technology Department for disaster recovery purposes. This is conducted yearly based on defined conditions/arrangements. Back-up documents are in the form of electronic copies maintained by the Document Control Center Supervisor of the QAAD.

Metrics to measure the performance of the process objectives shall include 100% availability of pertinent documents and records (including back-ups), distribution lead-time, and effective and efficient maintenance and control.

REVIEW AND IMPROVEMENT

1. POLICY

The University shall establish and implement performance appraisal analysis and improvement processes that will enable Senior Management to assess the effectiveness and efficiency of the quality management system.

2. PURPOSE

Performance reviews and improvement processes will enable accomplishment of the strategic quality objectives on continuous improvement of the QMS and the execution of effectiveness and efficiency standards to surpass the needs and expectations of the educational administrators, employees, students, relevant government agencies and all other stakeholders.

3. SCOPE

This policy applies to all colleges/units defined in the scope of this Quality Management System. The process starts with a review of the University's vision, mission, goals, policies, programs and strategies. It includes gathering, selecting, measuring, monitoring and analyzing data and information through internal and external customer feedback, internal audits, external reviews, external advisory panel inputs and key performance measures. Analysis results will be used to formulate corrective and preventive actions on identified and potential non- conformances. The process ends with the conduct of management reviews.

4. RESPONSIBILITIES

Planning and Development Office (PDO) – in charge of the monitoring and evaluation of the achievement of both institutional level plans and operational plans (both academic and non-academic). In addition, the PDO also consolidates all accomplishment report to aid the preparation of the University President's Annual report.

Senior Management – lead the review and improvement processes in the university.

5. DEFINITION

Gap Analysis involves the comparison of actual performance with potential or desired performance. If an organization does not make the best use of current resources, or forgoes investment in capital or technology, it may produce or perform below its potential.

Internal quality audit (IQA)- is a system of measuring, monitoring and analyzing the business processes in the organization to ensure continual improvement towards achievement of planned objectives.

Market Analysis- assessment of university's target market and competitive landscape. Performance Review - management task to gauge performance and measure achievement of KPIs.

Stakeholders Feedback- a process of gathering and processing feedback of internal and external stakeholders through surveys and focus group discussions.

SWOT- stands for Strengths, Weaknesses, Opportunities, and Threats, it is a tool that helps the university to analyze what the university does best, and to devise a successful strategy for the future.

6. PROCEDURES

6.1 Review of Vision-Mission, Values, Goals, Programs and Policies

Every five (5) years, the Senior Management through the office of the President reviews the University's vision-mission, goals, programs and policies for relevance, for conformity to current trends, issues, regulations and standards and to institute work and/or process improvements. This process involves the following sub-processes:

Situational Assessment

Situational assessment is performed to generate factual understanding of the University's strengths and weaknesses and to define and forecast opportunities andthreats in the environment. This also involves determining the capabilities of existingand potential competitors and identifying gaps and bottlenecks that prevented the organization from successfully implementing its plans in the previous year. Situational assessment involves consideration of the University's past successes andfailures, its relative position in the industry, and other factors, whether political, economic, sociological (demographic profiles of students and community), environmental, technological (emerging information technology), and/or legal (government laws and regulations) that could affect its ability to realize its goals.

Department Heads lead the conduct of an analysis of their department's distinctive competencies and vulnerabilities. Their independent assessments are then summarized / consolidated into a SWOT matrix to conjure a picture of the business environment in which the University operates. This is facilitated by the facilitators engaged / authorized by the office of the President.

Market Analysis and Other Related Surveys

Supplemental to the situational assessment, is the conduct of in-house or University-commissioned research studies and surveys to generate market and economic statistical data, competitors' and students' profiles and other related projects to serve as bases for strategy formulation. The Admissions Office handles all market research-related activities except those research/surveys that are integral to the preparation of feasibility studies.

Strategy and Policy Formulation

The University's Senior Management defines goals and establishes priorities and identifies constraints and options based on contingencies.

Performance/Operations Review

This involves a periodic review and evaluation of strategies to assess outcomes of previous plans and programs and changes in environmental conditions; this enables the University to re-strategize, if necessary.

6.2 Students' / Stakeholders' Feedback

The University shall gather and monitor information on customer satisfaction as well as the satisfaction levels of other interested parties such as employees, partners, and industries, as one of the performance measurements of the quality management system.

Critical to continuous quality improvement is the monitoring of stakeholders' dissatisfaction and the factors causing these. Student complaints against university personnel, facilities, services, students and the school in general, shall be handled, measured and monitored.

6.2.1 Measurement of Students' Satisfaction Level on University Services and Programs

The Planning and Development Department (PDD) shall measure the satisfaction level of students on the services rendered by the University through the conduct of students' servicessatisfaction survey. The objectives of the survey are to assess the students' satisfaction with the school's facilities, personnel, registration and other procedures like examination, registration, etc. and to

determine factors which influenced them to enroll in the University. Specific details on student preferences will help the University in drawing up its improvementplans.

The student satisfaction survey shall be conducted once in a school year by the Planning and Development Department. The target population for the survey are all officially enrolled students in all programmes for that particular school year. Since it is not feasible to administer the survey to all students; stratified sampling will be employed in determining the respondents to cover a balanced distribution from different year levels and programmes.

6.3 Quality Assessments & Academic Reviews

6.3.1 Internal Quality Audits

To implement an effective quality management system, UTB undertakes internal quality audits to measure monitor and analyze the university processes in the organization to ensure continual improvement towards achievement of planned objectives.

Quality audits are conducted at planned intervals to determine whether the practices and processes which form the Quality Management System are effectively implemented, maintained and it likewise, identify potential opportunities for improvement.

The IQA team shall verify whether quality activities and related results comply with established criteria and standards. An IQA plan shall be formulated based on the following parameters: prioritizing and scheduling, scope and coverage, instruments used, team assignments, process of notification and follow-up activities.

IQAs are conducted periodically or if the situation calls for it for course portfolios, course specifications, assessments and other academic and administrative processes, annually for survey instruments and the like; and/or if a situation calls for it. The results of the audit shallbe recorded, controlled and brought to the attention of the process owner. Any non- conformance found or observed shall be investigated to determine the cause and/or identify possible trends. Consequently, process owners shall formulate corrective actions and draw corresponding improvement plans.

Audit and follow-up result as well as formulated corrective actions shall be presented in the management review meeting for deliberation and appropriate action. If necessary, alternative courses of action contrived during the management review shall be communicated and implemented.

6.3.2 External Assessments

Reviews/audits from external parties are critical in determining the University's performanceand ranking based on established standards and criteria. These may be through mandatory institutional and/or programme reviews implemented by authorized agencies of the Ministryof Education in the Kingdom of Bahrain or by voluntary submitting the University for review and accreditation by private accrediting agencies.

All plans and programs pertaining to external assessment and results hereof shall be documented and will serve as part of the inputs in formulating the overall strategic plans.

The conduct of all assessments by external parties whether mandatory or voluntary, shall beupon the approval of the President.

6.4 Gathering and Analysis of Data

It is part of the policy to continuously improve the effectiveness of its quality managementsystem by gathering, analyzing and reviewing relevant data. This is done through established procedures and the use of available software to summarize, interpret and evaluate the data gathered to assist management in decision-making.

The University shall use its quality policy, scorecard measures, key performance measures, internal quality audit results, corrective and preventive action results, and management review results to improve its quality management system.

6.4.1 Self-Evaluation Review

A yearly Self-Evaluation Survey (SES) shall be done by all Colleges to review their programme's conformance to the published BQA-DHR standards and regulations. The College's programmes and services shall be evaluated based on the specific indicators for each standard set by the agency. In cases where expectations are partially or not met, further analysis is done to identify weaknesses and gaps. An improvement plan should be formulated to address identified weaknesses or gaps.

Programme SES shall be submitted to the QAAD for review. A consultation meeting to discuss the results will be held among the QAAD Head, VP for Academic Affairs, the Dean and department Heads of the programme surveyed. All recommendations and resolutions thereafter shall be the bases in the formulation and development of college operational plan and the Self-Evaluation Report (SER) during external programme reviews.

6.4.1. Improvement Plan

Improvement plans will be drawn up by the College Deans as a result of programme reviewsand/or internal quality audits. Improvement plans to address programme review results should follow the format prescribed by BQA in the DHR Programme Review Handbook (template III, page 38).

Improvement plans should outline the following:

- Recommendations from Programme Review Results (IQA)
- Action proposed.
- Individual/office responsible
- Action and Start date.
- Completion Date
- Cost/Budget

7. QUALITY RECORDS

Strategic Plan

Accomplishment Reports

IQA Reports

Self-Evaluation Survey

Improvement Plan

8. DISTRIBUTION LIST

All units in the University

CONDUCT OF INTERNAL QUALITY AUDIT

1. POLICY

To implement an effective quality management system, UTB undertakes internal quality audits to measure monitor and analyze the university processes in the organization to ensure continual improvement towards achievement of planned objectives.

2. PURPOSE

The purpose of these policy and procedures is to provide guidelines for the planning, conducting, reporting, and monitoring of quality audits and their outcomes.

Quality audits are conducted at planned intervals to determine whether the practices and processes which form the Quality Management System are effectively implemented, maintained and it likewise, identify potential opportunities for improvement.

3. SCOPE

These policy and procedures are applicable to all procedures and services offered by the University and to a department, center or other academic, non-academic -support units as applicable.

4. DEFINITION OF TERMS

Internal quality audit (IQA) is a system of measuring, monitoring and analyzing the business processes in the organization to ensure continual improvement towards achievement of planned objectives.
Corrective action request (CAR) is a formal document requesting cause of non-conformance of a process withthe objective of preventing recurrence.

5. RESPONSIBILITY

Head of Quality Assurance and Accreditation Department (QAAD) has the responsibility for the maintenance of this policy and attached procedures.

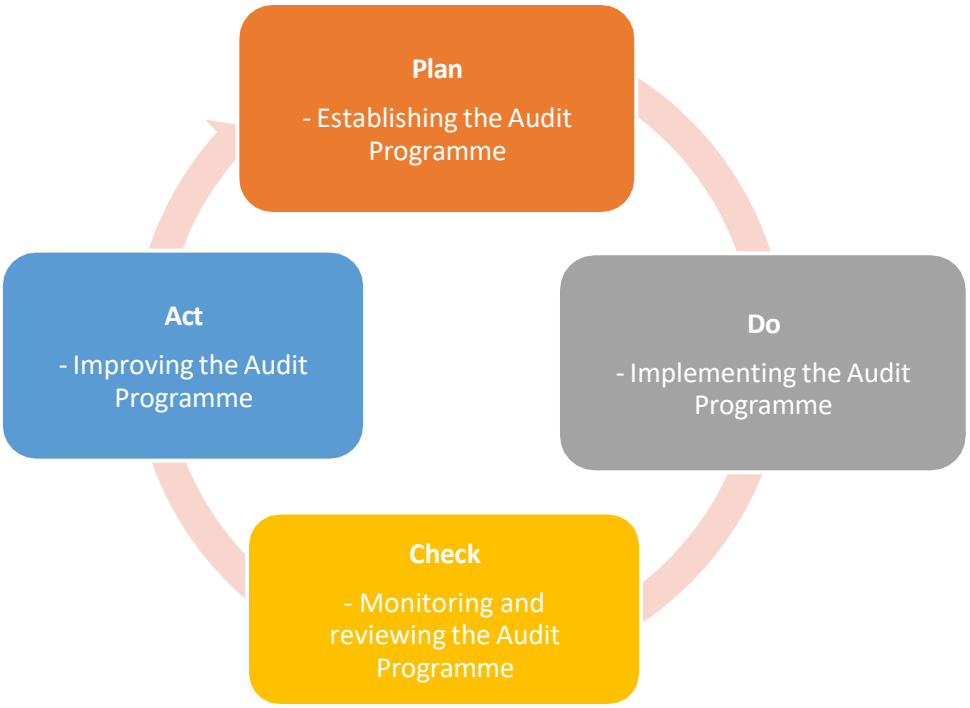
Internal Auditor is responsible in conducting administrative audits.

College CQI Chair is responsible to lead the planning and conduct of quality audits in the courses offered in the college as well academic processes.

6. PROCEDURES

Overview: Management of Internal Audit Process

The diagram below describes the quality management system model that the University adopts in the practiceof its internal quality audit.



Plan and Schedule of Quality Audits

a. An audit calendar is developed on an annual basis which can be changed from time to time as circumstancesrequire. Specific details of the audit activities such as policy/procedure to be audited, frequency, schedule of report submission and follow-ups shall be included in the audit calendar.
b. The administrative audit schedule is approved by the President while college level academic audits are approved by respective College Deans.
c. The approved audit schedule is communicated to all concerned stakeholders in all possible communicationchannels like the memorandum to offices, emails, etc.
d. The Internal Auditor/ College CQI Chair assigns trained auditor(s) to conduct the audit.

Preparation in Conducting Quality Audits

a. The Internal Auditor/ College CQI Chair assigns trained auditor(s) to conduct the audit. Auditors cannot be assigned to audit their own department/course. Auditors may work in pairs with a lead auditor nominated.The QAAD provides the necessary training to internal auditors. List and records of trained auditors are maintained on file.
b. The internal quality auditor reviews relevant policies, procedures, guidelines and forms that apply to

the area/subject being audited.

c. The internal quality auditor establishes contact with the auditee and arranges a time to conduct the audit. The auditor will advise the auditee on matters pertaining to the objective, scope and criteria of the audit. Also, advice shall be given on matters pertaining to the amount of time required to conduct the audit.
d. The internal quality auditor prepares an audit checklist and sends out the same to the auditee to assist in his/her preparation. Sample templates and/or forms shall be provided if available.

Conduct of Quality Audits

a. The lead auditor arranges a formal or informal opening meeting with the auditee to discuss the outline andthe scope of the audit process.
b. The formal conduct of the audit process follows the opening meeting where references can be made to: checklist, information provided by the auditee prior to the audit meeting, copies of relevant procedures andstandards, and previous audit results.
c. The lead auditor shall discuss the outcomes/observations of the audit to the team and present the outcomes/observation to the auditee.
d. The lead auditor closes the audit process by summarizing the audit findings and indicating the time frame inwhich auditee will receive the audit report.

Reporting of Quality Audits

a. The lead auditor facilitates the completion of relevant documentation and forwards the entire document tothe audit team within one week from conducting the audit.
b. The lead auditor and the audit team review the audit documentation and identify any potential non-conformances and improvement opportunities (IO). The lead auditor finalizes the report.
c. The lead auditor shall forward the completed audit report noting non-conformance and improvement opportunities to relevant heads of offices. Auditee/s should be invited to validate audit findings and discussany corrections in the audit report and/or provide additional information if he/she sees fit. Auditee/s shall complete the actions/responses to address the issues identified before the scheduled follow-up audit.
d. All corrective action requests (CARs) and improvement opportunities identified in the audit process shall be summarized. CARs monitored for compliance by the Internal Auditor for administrative departments and College CQI respectively. A copy of the report will also be forwarded to QAAD to monitor and follow-up improvements. Monitoring of non-conformances and improvement opportunities may occur on a themed or grouped basis and may not be necessarily monitored at an individual level.
e. All institutional audit results shall be reported by Internal Auditor to the President. While college audit

results shall be reported by the Chair of QA Unit to the Dean.

Verification of the Effectiveness of Action Taken in Response to Non-Compliance

a. The Internal Auditor/Chair of the College CQI will contact the Head of the College/Department responsible for addressing the non-conformance by the agreed date. Similarly, the Head of the College/Department responsible for addressing the non-conformance will inform the Internal Auditor/Chair of the College CQI when the agreed corrective actions/s is/are completed, and if, possible, provide evidence.
b. The status of the corrective action request (CAR) will be determined by conducting a follow-up audit or visitto verify and validate completed action.
c. The results of the follow-up visit/interview shall be submitted to the concerned Head of College/Department. If action has been effective, the CAR shall be declared "CLOSED". If action has not beeneffective, negotiate further actions to resolve the issue.

7. REFERENCES

ISO 9001: 2015 Quality Management Systems – requirementsISO 21001 Educational Organizations Management

8. QUALITY DOCUMENT

Quality Manual

9. DISTRIBUTION LIST

All Units in the University

QAAD APPENDICES

APPENDIX A – TEMPLATE FOR PROGRAMME SPECIFICATIONS

1. Teaching Institution	
2. University Department	
3. Programme Title	
4. Title of Final Award	
5. Mode of Attendance	
6. National Qualification Framework Level and Credit	
7. Accreditation	
8. Other external influences	
9. Date of production/revision of this specification	
10. Aims of the Programme	
1.	
11. Learning Outcomes, Teaching, Learning and Assessment Methods	
Teaching and Learning Methods	
Assessment Methods	

12. Programme Structure

BACHELOR OF SCIENCE IN XXXX (BSXX)

CURRICULUM PLAN EFFECTIVE SY20XX-20XX

COURSE CODE	COURSE TITLE	LEC Hrs	LAB Hrs	CREDIT UNITS	PRE-REQUISITES

13. Awards and Credits	
Degree/ Certificate Awarded	
Total Units for Degree	
Total Trimesters Completed	
14. Personal Development Planning	
15. Admission Criteria	
16. **CGPA Requirement for Graduation**	
17. Key Resources of information about the programme	

18.	**BSXX CURRICULUM SKILLS MAPPING**									
Year/ Level	**Course Code**	**Course Title**	**Core (C) or Option (O)**	**Programme Learning Outcomes / Student Outcomes**						
				SO1	**SO2**	**SO3**	**SO4**	**SO5**	**SO6**	**SO7**

C. BACHELOROF SCIENCE IN XXXXXX (BSXX)

CURRICULUM PLAN EFFECTIVE SY20XX-20XX

D. COURSES DESCRIPTION

COURSE CODE	COURSE TITLE	LEC Hrs	LAB Hrs	CREDIT UNITS	PRE-REQUISITE(S)

APPENDIX B – TEMPLATE FOR COURSE SPECIFICATIONS

1. Teaching Institution			
2. University Department			
3. Course Code		**Course Title**	
Course Description			
4. Programme(s) to which it contributes			
5. Modes of Attendance offered			
6. Year / Trimester in the Curriculum Plan			
7. NQF Level			
8. Number of Notional hours (total)			
9. Total NQF Credit			
10. Date of production/revision of this specifications			
11. Learning Outcomes, Teaching, Learning and Assessment Methods			
A. Course Intended Learning Outcomes			
C1. C2. C3. C4. C5. C6. C7. C8.			
Teaching and Learning Methods			
Assessment Methods			
12. Infrastructure			
Text Book			
References			
Other Suggested Readings (e.g. related research, periodicals, articles, websites, IT applications/software, etc.)			
13. Admissions			
Pre-requisites			
Minimum number of students			
Maximum number of students			
14. Grading System			

Assessment Type	*Number / Frequency*	*% Grade Distribution*	*Schedule (Week No.)*
Total			

15.Course Structure						
Week	**Hours**	**Intended Learning Outcomes (ILOs)**	**Unit / Module or Topic Title**	**Instructional Materials**	**Teaching Method**	**Assessment Method**
Topics (1st To 5th Week)						
			•			
		TEST 1				
Topics (Week 6 to Week 9)						
		TEST 2				
		Presentation of Final Projects Revision				
		Final Examination				

15. Mapping of CILOs to NQF Level Descriptors:					
COURSE INTENDED LEARNING OUTCOMES (CILOs)	**NQF Level: Knowledge**		**NQF Level: Skills**		**NQF Level:**
Upon successful completion of the course, the student will be able to:	Theoretical Understanding	Practical Application	Generic Problem Solving & Analytical Skills	Communication, ICT & Numeracy	Autonomy, Responsibility & Context
C1.					
C2.					
C3.					

C4.					
C5.					
C6.					
C7.					
C8.					

16. Mapping of CILOs to Course Objectives and Student Outcomes /Programme Intended Learning Outcomes:	
COURSE INTENDED LEARNING OUTCOMES (CILOs)	**PROGRAMME INTENDED LEARNING OUTCOMES**

Upon successful completion of the course, the student will be able to:	1	2	3	4	5
C1.					
C2					
C3.					
C4.					
C5.					
C6					
C7.					
C8.					

Prepared by:	Reviewed and endorsed by:	Approved by:
Course Coordinator Date:	Programme Head Date:	Dean Date:

APPENDIX C – TEMPLATE FOR COURSE REVIEW REPORT

University of Technology Bahrain	Doc. No.	QR-AAD-030
	Issue No.	01
	Revision No.	00
College/Department:		
COURSE REVIEW REPORT		Page 93 of 168

1. College/ Department	
2. Course Code	
3. Course Title	
4. Date of Report	
5. Academic Year	
6. Trimester	

7. Analysis and Interpretation, Accomplishments and/or Summary of Recommendations

8. Appendices
8.1 Course Enhancement Form
8.2 Revised Course Specification
8.3 Course Assessment Plan
8.4 Mapping Score Card
8.5 Course Benchmarking Report

Submitted by:	Reviewed and endorsed by:	Approved by:
Course Coordinator Date:	Programme Head Date:	Dean Date:

APPENDIX D – TEMPLATE FOR CILO ASSESSMENT AND EVALUATION PLANS

University of Technology Bahrain	Doc. No.	QR-AAD-026
	Issue No.	01
	Revision No.	00
College/Department:		
COURSE INTENDED LEARNING OUTCOMES (ILOs) ASSESSMENT PLAN		Page 94 of 168

COURSE CODE		**COURSE TITLE**	

Intended Learning Outcome	Assessment Methods	Performance Criteria	Rubrics / Form	Weight
C1.				
C2.				

Prepared by: Course Coordinator Date	Reviewed and Endorsed by: Programme Head Date	Approved by: Dean Date

APPENDIX E – TEMPLATE FOR PRE MODERATION OF ASSESSMENT INSTRUMENT

University of Technology Bahrain	Doc. No.	QR-QAA-014
	Issue No.	01
	Revision No.	00
College/Department:		
INTERNAL MODERATION OF ASSESSMENT INSTRUMENT		Page 96 of 168

Course Code – Course Title		Department	
Year Level		Assessment Type/AY-Tri	

SPECIALIZATION COORDINATOR TO COMPLETE

Assessment Criteria (✓ -*if complied* , ***X****- if not complied*)	**Specialization Coordinator**		
	Revision 1	**Revision 2**	**Revision 3**
Header details are properly filled out (i.e. Term, SY, etc.)			
Clarity and completeness of instruction/direction			
Appropriateness of the duration of the examination			
Availability and correctness of the marking criteria/ rubrics			
All specified learning outcomes based on the TOS have been assessed			
Examination reflects the required breadth, level of complexity and critical thinking.			
Comments:			

MODERATION RESULT:	**Specialization Coordinator**			**Required Approvals**
	Revision 1	**Revision 2**	**Revision 3**	
The assessment instrument met required criteria	☐	☐	☐	_____ **Programme/ Dept. Head** **Date:**
The assessment instrument requires modification before they are used but do not need to be resubmitted	☐	☐	☐	
The assessment instrument do not meet the required criteria and requires to be resubmitted	☐	☐	☐	_____ **Associate Dean** **Date:**
Signature of Specialization Coordinator:				_____ **Dean** **Date:**
Date:				

APPENDIX F – TEMPLATE FOR TABLE OF SPECIFICATIONS

University of Technology Bahrain	Doc. No.	QR-AAD-032
	Issue No.	01
	Revision No.	01
College/Department:		
TABLE OF SPECIFICATIONS (TOS)		Page 97 of 168

	Trimester	**AY**		**Assessment Type**	

Course Code:		**Course Title:**	
Year Level in the Curriculum Plan:		**Trimester in the Curriculum Plan:**	

TOPICS	NO. OF HRS	WEIGHT (%)	ILO	KNOWLEDGE	COMPREHENSION	APPLICATION	ANALYSIS	SYNTHESIS	EVALUATION	TOTAL NO. OF POINTS
TOTAL										

Prepared by:	Reviewed and Endorsed by:		Approved by:
Course Coordinator Date	Department Head Date	Associate Dean Date	Dean Date

APPENDIX G – TEMPLATE ON COURSE REVIEW AND ENHANCEMENT REPORT

University of Technology Bahrain	Doc. No.	QR-AAD-021
	Issue No.	01
	Revision No.	00
College/Department:		
COURSE ENHANCEMENT FORM		Page 98 of 168

1. College/ Department	
2. Course Code	
3. Course Title	
4. Date of Review	
5. Academic Year	
6. Trimester	

7. Review/Enhancement Committee		
Designation	**Name**	**Signature**
Dean		
Course Coordinator		
Member(s)		

8. Recommendations		
Categories	**Recommendations**	**Proposed Date of Effectivity**
Course Specification		
Course Materials		
Course Assessments		
Teaching Strategy		
Course Project		
Others		

9. Other Recommendations	
Recommendations	**Proposed Date of Effectivity**

Submitted by: Course Coordinator Date:	Endorsed by: Programme Head Date:	Approved by: Dean Date:

APPENDIX H – TEMPLATE ON COURSE BENCHMARKING REPORT

Type of Benchmarking	
Date Conducted	
Programme / Course to which it contributes:	
Effectivity Date of Programme / Course:	
Rationale for Benchmarking:	
Benchmarking Procedure	Benchmarking is conducted to ensure that the course offered in UTB is comparable with the other Universities locally, regionally and internationally. The results of benchmarking the course with the other Universities are used as basis for course/ programme review. Universities were selected as reference for benchmarking. Based on the University policy on Benchmarking, 1 university from local, regional and international was identified. As the xxx programme of xxx is accredited by xxx, the Universities selected for benchmarking are also accredited by xxx. TheCourse catalogue and other relevant information, which are publicly available were downloaded and served as reference points.
Benchmarking Results (in tabular format *	

Criteria	***University A***		***University B***		***University C***		***UTB***		***Recommendations / Actions Taken*** *(include justification and implications of recommendations to the UTB programme / course offering)*
No. Credit Units									
Teaching Hours	*Lec*	*Lab*	*Lec*	*Lab*	*Lec*	*Lab*	*Lec*	*Lab*	
Course description									
Pre-requisite									

Teaching methodology					
Course Assessment					

Submitted by: Course Coordinator	Reviewed and endorsed by: Program Head	Approved by: Dean

APPENDIX I – TEMPLATE FOR QUALITY REVIEW SELF-EVALUATION SURVEY (SES)

E. CHAPTER 3

SELF-EVALUATION

Indicator 1: *The programme demonstrates fitness for purpose in terms of mission, relevance, curriculum, pedagogy, intended learning outcomes and assessment.*

Sub-indicator	STRENGTHS (what are the strengths of the Programme / College)	EVIDENCE / SUPPORTING MATERIAL(S)	CHALLENGES / WEAKNESSES / GAPS (what needs to be addressed)	ACTION(S) TO BE TAKEN	TARGET COMPLETION DATE

II. EFFICIENCY OF THE PROGRAMME

Indicator 2: *The programme is efficient in terms of the **admitted students, the use of available resources – staffing, infrastructure and student support.***

Sub-indicator	STRENGTHS (what are the strengths of the Programme / College)	EVIDENCE / SUPPORTING MATERIAL(S)	CHALLENGES / WEAKNESSES / GAPS (what needs to be addressed)	ACTION(S) TO BE TAKEN

III. ACADEMIC STANDARDS OF GRADUATES

Indicator 3: *The graduates of the programme meet academic standards compatible with equivalent programmes in Bahrain regionally and internationally.*

Sub-indicator	STRENGTHS (what are the strengths of the Programme / College)	EVIDENCE / SUPPORTING MATERIAL(S)	CHALLENGES / WEAKNESSES / GAPS (what needs to be addressed)	ACTION(S) TO BE TAKEN

IV. EFFECTIVENESS OF QUALITY MANAGEMENT AND ASSURANCE

Indicator 4: The arrangements in place for managing the programme, including quality assurance and continuous improvement, contribute to giving

Sub-indicator	STRENGTHS (what are the strengths of the Programme / College)	EVIDENCE / SUPPORTING MATERIAL(S)	CHALLENGES / WEAKNESSES / GAPS (what needs to be addressed)	ACTION(S) TO BE TAKEN

APPENDIX J – CRITERIA FOR INTERNAL QUALITY AUDIT (IQA) ON COURSE PORTFOLIO

University of Technology Bahrain

CRITERIA FOR IQA ON COURSE PORTFOLIOS

CRITERIA FOR ASSESSING COURSE PORTFOLIOS

CRITERIA	DESCRIPTOR	4	3	2	1
Quality of Content and Presentation (20%)	• Portfolio contains all the required documents: 1. *Cover page/sheet* 2. *Table of Contents* 3. *Course Specifications* 4. *Instructional Materials Used* 5. *Assessment Criteria/ Rubrics Used for each activity/project /homework, etc.* 6. *Table of Specifications for each major exam manuscript* 7. *Copies of Exam Manuscripts (quizzes, major*	• Portfolio contains **all** the required documents • Table of Contents (TOC) is available to direct the reader to each section. • **All** documents are in correct form and labeled accordingly; Folder is labeled accordingly. • Portfolio is clear, organized and manifests professional workmanship; **No** spelling and grammatical errors. • Portfolio content and substance are appropriate to the level of the course in relation to periods covered (e.g. prelims, midterms, finals).	• Portfolio contains **75%** of the required documents • **75%** of the documents are in correct form and labeled accordingly; Folder is labeled accordingly. • Portfolio is clear, organized and manifests professional workmanship; **Minimal** spelling and grammatical errors. • At least **75%** of the portfolio content and substance are appropriate to the level of the course in relation to periods covered (e.g. prelims, midterms, finals).	• Portfolio contains **50%** of the required documents • **50%** of the documents are in correct form and labeled accordingly; Folder is **not** labeled accordingly. • Portfolio is not organized / sequenced correctly; **Noticeable** spelling and grammatical errors. • At least **50%** of the portfolio content and substance are appropriate to the level of the course in relation to periods covered (e.g. prelims, midterms, finals).	• Portfolio contains **less than 50%** of the required documents • **Less than 50%** of the documents are in correct form and labeled accordingly; Folder is **not** labeled accordingly. • Portfolio is **not** organized / sequenced correctly; **Glaring** spelling and grammatical errors. • The portfolio content and substance are **inappropriate** to the level of the course in relation to periods covered (e.g. prelims, midterms, finals).

	exams) per period 8. *Copies of Assigned Works/Projects* 9. *Assessed Student Works* 10. *Course Intended Learning Outcomes (CILO) Assessment Plan* 11. *Course Intended Learning Outcomes (CILO) Evaluation Plan* 12. *Course Intended Learning Outcomes (CILO) Analysis Report* 13. *Course Review Report* • Table of Contents (TOC) is available to direct the reader to each section. • Folder and documents are in correct form and labeled accordingly. • Portfolio is clear, organized and manifests				

	professional workmanship ; No spelling and grammatical errors. • Portfolio content and substance is appropriate to the level of the course in relation to periods covered (e.g. prelims, midterms, finals).				

CRITERIA	DESCRIPTOR	4	3	2	1
Quality of Assessment Methods (40%)	• Use and adherence to table of specifications • Appropriateness of assessment methods vis-à-vis teaching methodologies cited in the course specifications • Appropriateness of assessment methods vis-à-vis the level and period covered • Appropriateness of type of examination vis-à-vis the level and period covered • Appropriateness of test	• **All** major examinations used adhere to table of specifications • **All** assessment methods vis-à-vis teaching methodologies cited in the course specifications are appropriate • **All** assessment methods vis-à-vis the level and period covered are appropriate. • **All** types of examination vis-à-vis the level and period covered are correct. • **All** test examination manuscripts measure depth and breadth for	• At least **2** of the major examinations used adhere to table of specifications • At least **75%** of assessment methods vis-à-vis teaching methodologies cited in the course specifications are appropriate • At least **75%** of the assessment methods vis-à-vis the level and period covered are appropriate. • At least **75%** of the types of examination vis-à-vis the level and period covered are correct. • At least **75%** of the test	• At least **1** of the major examinations used adhere to table of specifications • At least **50%** of assessment methods vis-à-vis teaching methodologies cited in the course specifications are appropriate • At least **50%** of the assessment methods vis-à-vis the level and period covered are appropriate. • At least **50%** of the types of examination vis-à-vis the level and period covered are correct. • At least **50%** of the test	• The major examinations used do **not** adhere to table of specifications • Less than **50%** of assessment methods vis-à-vis teaching methodologies cited in the course specifications are appropriate • Less than **50%** of the assessment methods vis-à-vis the level and period covered are appropriate. • Less than **50%** of the types of examination vis-à-vis the level and period covered are correct.

	examination manuscripts (test items/content measure depth and breadth for each level and period covered) • Major examination manuscripts underwent and indicates approval process	each level and period covered. • **All** major examination manuscripts underwent and indicates approval process.	examination manuscripts measure depth and breadth for each level and period covered. • At least **2** of the major examination manuscripts underwent and indicate approval process.	examination manuscripts measure depth and breadth for each level and period covered. • At least **1** of the major examination manuscripts underwent and indicates approval process.	• Less than **50%** of the test examination manuscripts measure depth and breadth for each level and period covered. • The major examination manuscripts did **not** undergo approval process.

CRITERIA	DESCRIPTOR	4	3	2	1
Transparency and appropriateness of marking in relation to the prescribed rubrics and satisfactory performance (20%)	• Consistency of marking/rating Use of appropriate rubrics • Performance criteria properly set and calibrated	• **All** activities/ works are rated consistently using appropriate rubrics/rating criteria. • **All** rubrics used are transparent and appropriate to the activity/ exam/ project required. • **All** performance criteria are clear and properly calibrated.	• At least **75%** of the activities/ works are rated consistently using appropriate rubrics/rating criteria. • At least **75%** of the rubrics used are transparent and appropriate to the activity/ exam/ project required. • At least **75%** of the performance criteria are clear and properly calibrated.	• At least **50%** of the activities/ works are rated consistently using appropriate rubrics/rating criteria. • At least **50%** of the rubrics used are transparent and appropriate to the activity/ exam/ project required. • At least **50%** of the performance criteria are clear and properly calibrated.	• **Less than 50%** of the activities/ works are rated consistently using appropriate rubrics/rating criteria. • **Less than 50%** of the rubrics used are transparent and appropriate to the activity/ exam/ project required. • **Less than 50%** of the performance criteria are clear and properly calibrated.

CRITERIA	DESCRIPTOR	4	3	2	1

Course analysis, report and plan (20%)	• Course analysis report is complete: 1. course assessment / evaluation plans 2. course ratings 3. interpretation / recommendations are cited • The course analysis report provides meaningful information to support decision-making through factual and clear recommendations. • Course analysis report followed the course assessment / evaluation plan. • Course assessment / evaluation plans are clear, organized and manifests professional workmanship	• **All** components of the course analysis report are present. • **All** observations / recommendations are clear and based on facts. • Course analysis report followed the course assessment / evaluation plan accordingly. • Course assessment / evaluation plans are clear, organized and manifests professional workmanship; **No** spelling and grammatical errors. • Course analysis report is clear, organized and manifests professional workmanship; No spelling and grammatical errors.	• **75%** of the components of the course analysis report are present. • **75%** of the observations / recommendations are clear and based on facts. • **Minimal** deviations to the course assessment / evaluation plans. • Course assessment / evaluation plans are clear, organized and manifests professional workmanship; **Minimal** spelling and grammatical errors. • Course analysis report is clear, organized and manifests professional workmanship; **Minimal** spelling and grammatical errors.	• **At least 50%** of the components of the course analysis report are present. • **At least 50%** of the observations / recommendations are clear and based on facts. • **Obvious** deviations to the course assessment / evaluation plans. • Course assessment / evaluation plans do not follow requirements; **Noticeable** spelling and grammatical errors. • Course analysis report is vague; **Noticeable** spelling and grammatical errors.	• **Less than 50%** of the components of the course analysis report are present. • Does **not** show clear basis for observations / recommendations. • **No** assessment / evaluation plans. • Course analysis report is incorrect; **Glaring** spelling and grammatical errors.

	; No spelling and grammatical errors. • Course analysis report is clear, organized and manifests professional workmanship ; No spelling and grammatical errors.				

ANALYSIS:

RATING	INTERPRETATION
3.26 - 4	*Practice that exemplifies the standards*
2.51 – 3.25	*Practice that meets the standards*
1.76 – 2.50	*Practice that approaches the standards*
1 – 1.75	*Practice that is directed toward the standards*

APPENDIX K – TEMPLATE FOR INTERNAL QUALITY AUDIT ON COURSE PORTFOLIO

University of Technology Bahrain	Doc. No.	QR-QAA-013
	Issue No.	01
	Revision No.	00
College/Department:		
IQA Report on Course Portfolio		Page1of5

Type of Report: Summary of Evaluation Report for the IQA of	
Date:	
Description of the conduct of the report	**1. General Overview of the Internal Quality Audit (IQA) on Course Portfolio** The Internal Quality Audit is a quality assurance mechanism which aims to provide clear and transparent reporting on the consistency of the application of procedure and policies by all University constituents. The IQA on Course Portfolio is conducted periodically by the College Continuous Quality Improvement (CQI) committee for on-term courses. On-term courses are defined as the regular course offerings per term as indicated in the curriculum plan. The objective of the IQA is to provided clear objective evaluation on examination manuscripts, rubrics, marking, course report and other documents collated in a course portfolio. The IQA team is composed of the CQI officers and members of the College. The base evidence are e-portfolios submitted last 1st trimester that includes course specifications, course materials, and sample of students' assessed works, moderation reports, course report and summary of grade statistics. The IQA on course portfolio report shall form part of the continuing quality improvement initiatives of the programmes across colleges in the area of Course Portfolio and evaluation. The recommendations of the IQA team will serve as bases for the course/department/college in formulation their improvement plan in the area of Course Portfolio and evaluation. It is expected that the observed deficiencies and findings should not occur in the future. A copy of the IQA on

the Course Portfolio Report shall be submitted by CQI to the Dean of each College outlining the different recommendations/findings for each set of indicators. The report shall be discussed by the Dean to the Programme Head. Timeline of the submission of the improvement plans based on the recommendations/findings should be agreed. A consolidated report of the findings shall be submitted to the Dean which in turn will be the basis during the status monitoring period and follow-up audit after this trimester.

Indicators

The four criteria used to measure whether or not the assessment *(via course portfolio)* meets minimum standards are as follows:

Quality of Content and Presentation (20%) – the course portfolio contains all the required documents; made use of suitable and appropriate forms and templates in all documents; all parts are properly labeled; copies of the examination manuscripts, test booklets, answer keys etc. are provided.

Qualities of Assessment Method (40%) – assessment tools provided use and adhere to table of specifications; assessment methods are appropriate vis-à-vis teaching methodologies, level and period covered; examination manuscripts which should have undergone proper approval process are appropriate in terms of depth and breath.

Transparency and Appropriateness of Marking in relation to the prescribed rubrics and satisfactory performance (20%) – consistency of marking/rating based on appropriate rubrics and performance criteria are properly set and calibrated.

Correctness and Consistency of CILO Assessment and Evaluation Report (20%) – the course report provides meaningful information to support decision-making through factual and clear recommendations; course analysis report followed the course assessment and evaluation plans; and course assessment and evaluation plans are clear, organized and manifest professional workmanship.

3. Ratings and its Interpretation

RATING	INTERPRETATION
3.26 - 4	*Practice that exemplifies the standard*
2.51 – 3.25	*Practice that meets the standard*
1.76 – 2.50	*Practice that approaches the standard*
1 – 1.75	*Practice that is directed toward the standard*

Discussion

4. CQI-IQA Findings

The Center for General Education's general findings on IQA Report of Initial Course Portfolio,

Course Code	Course Title	IQA Rating	Interpretation

General Average			

Criterion 1: Quality of Content and Presentation

Observations/Findings

-

Corrective Actions:

-

Criterion 2: Qualities of Assessment

Observations/Findings

-

Corrective Actions:

-

Criterion 3: Transparency and Appropriateness of Marking in relation to the prescribed rubrics and satisfactory performance

Observations/Findings

-

Corrective Actions:

-

Criterion 4: Correctness and Consistency of CILO Assessment and Evaluation Report

Observations/Findings

-

Corrective Actions:

-

Recommendations	Based from the observations/findings of each criterion

	1.
Report submitted by	Chair, CQI Committee Date:
Report submitted to	Dean
CC	QAAD

COLLEGE:				***DEPARTMENT:***			
COURSE CODE:		***COURSE TITLE:***					
	1st Trimester		***2nd Trimester***		***3rd Trimester***	***Acad Year:***	
PROGRAMME:							
INSTRUCTOR:							

CRITERION	RATING	OBSERVATIONS / FINDINGS	CORRECTIVE ACTION REQUEST	ID #	FOLLOWUP AUDIT DATE
Quality of Content and Presentation (20%)		•	•		
Quality of Assessment Methods (40%)		•	•		
Transparency and appropriateness of marking in relation to the prescribed rubrics and satisfactory performance (20%)					
CILO Assessment and Evaluation Report (20%)			•		
TOTAL RATINGS:		***IQA FINDINGS:***			

Audited by:		Date:	
IQA Results Received by:		Date:	

APPENDIX L – CRITERIA FOR INTERNAL QUALITY AUDIT ON COURSE SPECIFICATION

University of Technology Bahrain
CRITERIA FOR IQA ON COURSE SPECIFICATIONS

The IQA Team was guided by the following rubric:

CRITERION 1	**Quality of Presentation (30%)**		
DESCRIPTOR	*This criterion evaluates the manner by which the course specifications are prepared and presented. It checks the workmanship of the author in terms of consistency in formatting, aesthetics and other technicalities.*		
4	**3**	**2**	**1**
• The '**course specifications'** is presented using the correct and current format • The **'course specifications'** is clearly organized and manifests professional workmanship: ○ **No** spelling and grammatical errors; ○ Consistent in the use of font face/style/size; ○ Presented neatly; and, ○ Printed correctly.	• The '**course specifications'** shows **minimal** deviations from prescribed format. • The **'course specifications'** is clearly organized and manifests professional workmanship: ○ **Minimal** spelling and grammatical errors; ○ **Minimal** inconsistencies in the font face/style/size; ○ Presented neatly; and, ○ **Minimal** errors in printing.	• The '**course specifications'** shows **noticeable** deviations from prescribed format. • The **'course specifications'** exhibits noticeable errors in workmanship: ○ **Noticeable** spelling and grammatical errors; ○ **Noticeable** inconsistencies in the ; font face/style/size; and, ○ **Noticeable** errors in printing.	• The '**course specifications'** does **not** conform to the prescribed format. • The **'course specifications'** is **not** clearly organized and does not manifest professional workmanship: ○ **Glaring** spelling and grammatical errors ○ **Glaring** inconsistencies in the font face/style/size ○ Printed incorrectly.

CRITERION 2	**Quality of Content (60%)**
DESCRIPTOR	*This criterion evaluates the quality of the content of the course specifications in relation to the course aims and intended learning outcomes. The assessment is divided into three sub-indicators: Course Information and Aims (10%), Course*

	Intended Learning Outcomes (40%) and Academic Infrastructure (10%)		
Sub-indicator 2.1	***Course Information and Aims (10%)***		
4	**3**	**2**	**1**
• The **course code, course title** and **course descriptions** are correct and up-to-date (based on current curriculum plan). • The **date of production/revision** is specified and correct. • The **aims** of the course are aligned to and clearly address a programme outcome(s). • The **aims** of the course are specific and use clear terminologies to indicate the knowledge, skills and attitudes expected to be observed from the student after completing the course. • The **objectives** of the course are aligned to the aims and clearly address a student outcome(s). • The **objectives** are specific and use clear terminologies to indicate the knowledge, skills and attitudes expected to be observed from the student after completing the course.	• Based on current curriculum plan, **minor** inconsistencies / errors are found in the **course code, course title** and **course descriptions**. • The **date of production/revision** is specified and correct. • **At least 75%** of the **aims of the course** are aligned to and clearly address a programme outcome(s). • **At least 75%** of the **aims** are specific and use clear terminologies to indicate the knowledge, skills and attitudes expected to be observed from the student after completing the course. • **At least 75%** of the **objectives** of the course are aligned to the aims and	• Based on current curriculum plan, **noticeable** inconsistencies / errors are found in the **course code, course title** and **course descriptions**. • The **date of production/revision** is specified and correct. • **At least 50%** of the **aims of the course** are aligned to and clearly address a programme outcome(s). • **At least 50%** of the **aims** are specific and use clear terminologies to indicate the knowledge, skills and attitudes expected to be observed from the student after completing the course. • **At least 50%** of the **objectives** of the course are aligned to the aims and	• The **course code, course title** and **course descriptions** are incorrect and not up-to-date (based on current curriculum plan). • The **date of production/revision** is not specified and/or incorrect. • The **aims of the course** are **not** aligned to the course and do **not** clearly address a programme outcome(s). • The **aims** are not specific and are phrased incorrectly to indicate the knowledge, skills and attitudes expected to be observed from the student after completing the course. • The **objectives** of the course are **not** aligned to the aims and do **not** clearly

	clearly address a student outcome(s). • **At least 75%** of the **objectives** are specific and use clear terminologies to indicate the knowledge, skills and attitudes expected to be observed from the student after completing the course.	clearly address a student outcome(s). • **At least 50%** of the **objectives** are specific and use clear terminologies to indicate the knowledge, skills and attitudes expected to be observed from the student after completing the course.	address a student outcome(s). • The **objectives** are not specific and are phrased incorrectly to indicate the knowledge, skills and attitudes expected to be observed from the student after completing the course.

CRITERION 2	**Quality of Content (60%)**
DESCRIPTOR	*This criterion evaluates the quality of the content of the course specifications in relation to the course aims and intended learning outcomes. The assessment is divided into three sub-indicators: Course Information and Aims (10%), Course Intended Learning Outcomes (40%) and Academic Infrastructure (10%)*

Sub-indicator 2.2	***Course Intended Learning Outcomes (40%)***
DESCRIPTOR	*This sub-indicator evaluates the quality of the content of the course specifications in relation to the course aims and intended learning outcomes: A. Knowledge & Understanding, B. Subject-specific, C. Critical Thinking and D. General and Transferable skills*

4	**3**	**2**	**1**
• The **learning outcomes** are clear, specific and measurable. • The teacher uses a variety of **teaching-learning methods** that: o establish a positive learning environment; o motivate student engagement;	• **At least 75%** of the **learning outcomes** are clear, specific and measurable. • **At least 75%** of the **teaching-learning methods**: o establish positive learning environment;	• **At least 50%** of the **learning outcomes** are clear, specific and measurable. • **At least 50%** of the **teaching-learning methods**: o establish positive learning environment;	• The **learning outcomes** are not clear, specific and measurable. • The **teaching-learning methods** are inappropriate to achieve the outcomes.

○ provide appropriate challenges; and, ○ help the student to become a self-reflective learner. • The **teaching-learning methods** are appropriate to achieve the outcomes. • The teacher uses a **variety of assessment methods** to monitor and manage the student's learning and which: ○ are learner-centered; ○ are responsive to the student's learning needs; and, ○ fairly evaluate the student's learning. • The **assessment methods** are appropriate to the level and sufficient (formative and summative) to measure the intended learning outcomes.	○ motivate student engagement; ○ provide appropriate challenges; and, ○ help the student to become a self-reflective learner. • **At least 75%** of the **teaching-learning methods** are appropriate to achieve the outcomes. • **At least 75%** of the **assessment methods** used to monitor and manage the student's learning: ○ are learner-centered; ○ are responsive to the student's learning needs; and, ○ fairly evaluate the student's learning. • **At least 75%** of the **assessment methods** are appropriate to the level and sufficient (formative and summative) to measure the intended learning outcomes.	○ motivate student engagement; ○ provide appropriate challenges; and, ○ help the student to become a self-reflective learner. • **At least 50%** of the **teaching-learning methods** are appropriate to achieve the outcomes. • **At least 50%** of the **assessment methods** used to monitor and manage the student's learning: ○ are learner-centered; ○ are responsive to the student's learning needs; and, ○ fairly evaluate the student's learning. • **At least 50%** of the **assessment methods** are appropriate to the level and sufficient (formative and summative) to	• The **assessment methods** are inappropriate to the level and insufficient (formative and summative) to measure the intended learning outcomes.

		measure the intended learning outcomes.	

CRITERION 2	**Quality of Content (60%)**		
DESCRIPTOR	*This criterion evaluates the quality of the content of the course specifications in relation to the course aims and intended learning outcomes. The assessment is divided into three sub-indicators: Course Information and Aims (10%), Course Intended Learning Outcomes (40%) and Academic Infrastructure (10%)*		
Sub-indicator 2.3	***Academic Infrastructure (10%)***		
DESCRIPTOR	*This sub-indicator evaluates the appropriateness of the academic infrastructure and the correctness of the mapping of the course outcomes in relation to the course objectives and student outcomes.*		
4	**3**	**2**	**1**
Academic Infrastructure: • **Textbook** required is up-to-date • **Textbook** required is available in the library. • **References** provided are up-to-date. • **References** provided are available in the library. • **Other suggested readings/references** are up-to-date. • **Other suggested readings** are specific and readily accessible. • **Other activities** required (e.g. internship, field studies, seminars, etc.) are appropriate and clearly	**Academic Infrastructure:** • **Textbook** required is up-to-date • **Textbook** required is available in the library. • **At least 75%** of the **references** provided are up-to-date. • **At least 75%** of the **references** provided are available in the library. • **At least 75%** of the **other suggested readings/references** are up-to-date • **At least 75%** of the **other suggested readings** are specific	**Academic Infrastructure:** • **Textbook** required is up-to-date • **Textbook** required is available in the library • **At least 50%** of the **references** provided are up-to-date • **At least 50%** of the **References** provided are available in the library. • **At least 50%** of the **other suggested readings/references** are up-to-date. • **At least 50%** of the **other suggested readings** are specific	**Academic Infrastructure:** • **Textbook** required is not up-to-date. • **Textbook** required is not available in the library. • **References** provided are not up-to-date. • **References** provided are not available in the library. • **Other suggested readings/references** are not up-to-date. • **Other suggested readings** are not specific and readily accessible.

enrich the student's learning experience. **Course Structure:** • The **topics** are outlined clearly according to the intended learning outcomes. • The **topics** are appropriate to meet the intended learning outcomes. • The **instructional materials** are clearly stated/ referenced. • The **no. of hours** allocated are sufficient to cover the topic(s). • The **teaching-learning methods** are appropriate to the topic(s). • The **assessment methods** are appropriate to fairly evaluate the student's learning of the topic(s). • The **assessment methods** are aligned to the intended learning outcomes. **Mapping:** • The course outcomes are clearly mapped to the course objectives and student outcomes.	and readily accessible. • **At least 75%** of the **other activities** required (e.g. internship, field studies, seminars, etc.) are appropriate and clearly enrich the student's learning experience. **Course Structure:** • **At least 75%** of the **topics** are outlined clearly according to the intended learning outcomes. • **At least 75%** of the **topics** are appropriate to meet the intended learning outcomes. • **At least 75%** of the **instructional materials** are clearly stated/ referenced. • **At least 75%** of the **no. of hours** allocated is sufficient to cover the topic(s). • **At least 75%** of the **teaching-learning methods** are	and readily accessible. • **At least 50%** of the **other activities** required (e.g. internship, field studies, seminars, etc.) are appropriate and clearly enrich the student's learning experience. **Course Structure:** • **At least 50%** of the topics are outlined clearly according to the intended learning outcomes. • **At least 50%** of the **topics** are appropriate to meet the intended learning outcomes. • **At least 50%** of the **instructional materials** are clearly stated/ referenced. • **At least 50%** of the **no. of hours** allocated is sufficient to cover the topic(s). • **At least 50%** of the **teaching-learning methods** are appropriate to the topic(s).	• **Other activities** required (e.g. internship, field studies, seminars, etc.) are inappropriate and do not clearly enrich the student's learning experience. **Course Structure:** • The **topics** are not outlined clearly according to the intended learning outcomes. • The **topics** are inappropriate to meet the intended learning outcomes. • The **instructional materials** are not clearly stated/ referenced. • The **no. of hours** allocated are insufficient to cover the topic(s). • The **teaching-learning methods** are inappropriate to the topic(s). • The **assessment methods** are

	appropriate to the topic(s). • **At least 75%** of the **<u>assessment methods</u>** are appropriate to fairly evaluate the student's learning of the topic(s). • **At least 75%** of the **<u>assessment methods</u>** are aligned to the intended learning outcomes. **<u>Mapping:</u>** • **At least 75%** of the course outcomes are clearly mapped to the course objectives and student outcomes.	• **At least 50%** of the **<u>assessment methods</u>** are appropriate to fairly evaluate the student's learning of the topic(s). • **At least 50%** of the **<u>assessment methods</u>** are aligned to the intended learning outcomes. **<u>Mapping:</u>** • **At least 50%** of the course outcomes are clearly mapped to the course objectives and student outcomes.	inappropriate to fairly evaluate the student's learning of the topic(s). • The **<u>assessment methods</u>** are not aligned to the intended learning outcomes. **<u>Mapping:</u>** • The course outcomes are not clearly mapped to the course objectives and student outcomes.

CRITERION 3	**Review and Approval Process (10%)**
DESCRIPTOR	*This criterion evaluates the proof of approval process.* • The 'course specifications' bears the <u>date, name and signatures</u> of the following: o Course Coordinator o Programme/Department Head o College Dean

4	**3**	**2**	**1**
• The 'course specifications' has clearly undergone review and approval process and bears **<u>all</u>** the names and signatures of all required signatories.	• The 'course specifications' has undergone some form of review and approval and is signed	• The 'course specifications' has undergone some form of review and approval and is signed by **<u>at least</u>**	• The 'course specifications' does not bear any proof that it has undergone review and

	by **75%** of the required signatories.	**50%** of the required signatories.	approval process.

F. RATINGS ARE INTERPRETED AS FOLLOWS:

RATING	INTERPRETATION
3.26 - 4	*Practice that exemplifies the standard*
2.51 – 3.25	*Practice that meets the standard*
1.76 – 2.50	*Practice that approaches the standard*
1 – 1.75	*Practice that is directed toward the standard*

APPENDIX M – TEMPLATE FOR INTERNAL QUALITY AUDIT REPORT ON COURSE SPECIFICATIONS

University of Technology Bahrain	Doc. No.	QR-QAA-013
	Issue No.	01
	Revision No.	00
College/Department:		
IQA Summary Report on Course Specifications		Page 124 of 168

Type of Report: IQA Report on Course Specifications	
Date:	
Description of the conduct of the report	**I. Overview of the Internal Quality Audit (IQA) on Assessment** The Internal Quality Audit is a quality assurance mechanism of the QAAD which aims to provide clear and transparent reporting on the consistency of the application of procedures and policies by all University constituents. The IQA on Course Specifications is conducted by the QAAD once every academic year for selected courses in all programmes across Colleges. The objective of the IQA on Course Specifications is to provide clear and objective evaluation of course specifications used by faculty members handling engineering courses in the college. The panel composing the IQA team is composed of the QAA officers and members of the Institutional Continuous Quality Improvement (CQI) Team of the University. The evidence-based includes course specifications, programme specifications, UTB Library System and list of assigned course coordinators. This IQA on Course Specifications Report shall form part of the continuing quality improvement initiatives of programmes across Colleges in the area of teaching, learning and assessment. The recommendations of the IQA team will serve as bases for the course/department/programme/college in formulating their improvement plans in the area of teaching, learning and assessment. It is expected that the observed deficiencies and findings should be addressed objectively and constructively and that similar deficiencies and findings should not occur in the future. A copy of the IQA on Course Specifications Report shall be submitted by QAAD to each of the College Dean/Department Head outlining the different recommendations/findings for each set of indicators. The report shall be discussed by the Director of Quality Assurance and Accreditation with the concerned Deans and the timeline of the submission of the improvement plans based on the recommendations/findings should be agreed. A consolidated report of all the colleges

shall be submitted to the Provost. The Office of the Provost is expected to submit the consolidated improvement plans of the College to QAAD, which in turn will be the basis for the monitoring and compliance to the IQA report.

II. The Indicators

The criteria used in evaluation course specifications are as follows.

1. **Quality of Presentation (30%)** – This criterion evaluates the manner by which the course specifications are prepared and presented. It checks the workmanship of the author in terms of consistency in formatting, aesthetics and other technicalities.
2. **Quality of Content (60%) –** This criterion carries the largest weight as it evaluates the quality of the content of the course specifications in relation to the course aims and intended learning outcomes. It is further divided into three sub-indicators: Course Information and Aims (10%), Course Intended Learning Outcomes (40%) and Academic Infrastructure (10%)

   Sub-indicator 2.1 Course Information and Aims (10%) – This focuses on the correctness of the course details such as code, title, description, production/revision dates vis-à-vis the curriculum plan as well as the clarity of the aims and objectives and their alignment to the programme outcomes.
   Sub-indicator 2.2 Course Intended Learning Outcomes (40%) – This sub-indicator evaluates the quality of the intended learning outcomes categorized under specific domains, namely: A. Knowledge & Understanding, B. Subject-specific, C. Critical Thinking and D. General and Transferable skills. The teaching-learning methods and assessment methods are checked against the course structure for appropriateness and variety.
   Sub-indicator 2.3 Academic Infrastructure (10%) – This sub-indicator evaluates the appropriateness and recency of the academic infrastructure and the correctness of the mapping of the course outcomes in relation to the course objectives and student outcomes.
3. **Review and approval process (10%) -** This criterion evaluates the proof of approval process. The audit checks whether the **'**course specifications' bears the date, name and signatures of the following:
   - Course Coordinator
   - Programme/Department Head
   - College Dean

III. The Performance Criteria and Ratings

The IQA Team was guided by the following rubric:

CRITERION 1	Quality of Presentation (30%)		
DESCRIPTOR	*This criterion evaluates the manner by which the course specifications are prepared and presented. It checks the workmanship of the author in terms of consistency in formatting, aesthetics and other technicalities.*		
4	**3**	**2**	**1**
• The '**course specifications'** is presented using the correct and current format • The **'course specifications'** is clearly organized and manifests professional workmanship: ○ **No** spelling and grammatical errors; ○ Consistent in the use of font face/style/size; ○ Presented neatly; and, ○ Printed correctly.	• The '**course specifications'** shows **minimal** deviations from prescribed format. • The **'course specifications'** is clearly organized and manifests professional workmanship: ○ **Minimal** spelling and grammatical errors; ○ **Minimal** inconsistencies in the font face/style/size; ○ Presented neatly; and, ○ **Minimal** errors in printing.	• The '**course specifications'** shows **noticeable** deviations from prescribed format. • The **'course specifications'** exhibits noticeable errors in workmanship: ○ **Noticeable** spelling and grammatical errors; ○ **Noticeable** inconsistencies in the ; font face/style/size; and, ○ **Noticeable** errors in printing.	• The '**course specifications'** does **not** conform to the prescribed format. • The **'course specifications'** is **not** clearly organized and does not manifest professional workmanship: ○ **Glaring** spelling and grammatical errors ○ **Glaring** inconsistencies in the font face/style/size ○ Printed incorrectly.

CRITERION 2	Quality of Content (60%)
DESCRIPTOR	*This criterion evaluates the quality of the content of the course specifications in relation to the course aims and intended learning outcomes. The assessment is divided into three sub-indicators: Course Information and Aims (10%), Course Intended Learning Outcomes (40%) and Academic Infrastructure (10%)*
Sub-indicator 2.1	***Course Information and Aims (10%)***

		4	3	2	1
		• The **course code, course title** and **course descriptions** are correct and up-to-date (based on current curriculum plan). • The **date of production/revision** is specified and correct. • The **aims** of the course are aligned to and clearly address a programme outcome(s). • The **aims** of the course are specific and use clear terminologies to indicate the knowledge, skills and attitudes expected to be observed from the student after completing the course. • The **objectives** of the course are aligned to the	• Based on current curriculum plan, **minor** inconsistencies / errors are found in the **course code, course title** and **course descriptions**. • The **date of production/revision** is specified and correct. • **At least 75%** of the **aims of the course** are aligned to and clearly address a programme outcome(s). • **At least 75%** of the **aims** are specific and use clear terminologies to indicate the knowledge, skills and attitudes expected to be observed from the student after	• Based on current curriculum plan, **noticeable** inconsistencies / errors are found in the **course code, course title** and **course descriptions**. • The **date of production/revision** is specified and correct. • **At least 50%** of the **aims of the course** are aligned to and clearly address a programme outcome(s). • **At least 50%** of the **aims** are specific and use clear terminologies to indicate the knowledge, skills and attitudes expected to be observed from the student after	• The **course code, course title** and **course descriptions** are incorrect and not up-to-date (based on current curriculum plan). • The **date of production/revision** is not specified and/or incorrect. • The **aims of the course** are **not** aligned to the course and do **not** clearly address a programme outcome(s). • The **aims** are not specific and are phrased incorrectly to indicate the knowledge, skills and attitudes expected to be observed from the student

aims and clearly address a student outcome(s). • The **objectives** are specific and use clear terminologies to indicate the knowledge, skills and attitudes expected to be observed from the student after completing the course.	completing the course. • **At least 75%** of the **objectives** of the course are aligned to the aims and clearly address a student outcome(s). • **At least 75%** of the **objectives** are specific and use clear terminologies to indicate the knowledge, skills and attitudes expected to be observed from the student after completing the course.	completing the course. • **At least 50%** of the **objectives** of the course are aligned to the aims and clearly address a student outcome(s). • **At least 50%** of the **objectives** are specific and use clear terminologies to indicate the knowledge, skills and attitudes expected to be observed from the student after completing the course.	after completing the course. • The **objectives** of the course are **not** aligned to the aims and do **not** clearly address a student outcome(s). • The **objectives** are not specific and are phrased incorrectly to indicate the knowledge, skills and attitudes expected to be observed from the student after completing the course.	

CRITERION 2	**Quality of Content (60%)**
DESCRIPTOR	*This criterion evaluates the quality of the content of the course specifications in relation to the course aims and intended learning outcomes. The assessment is divided into three sub-indicators: Course Information and Aims (10%), Course Intended Learning Outcomes (40%) and Academic Infrastructure (10%)*

Sub-indicator 2.2	***Course Intended Learning Outcomes (40%)***
DESCRIPTOR	*This sub-indicator evaluates the quality of the content of the course specifications in relation to the course aims and intended learning outcomes: A. Knowledge & Understanding, B. Subject-specific, C. Critical Thinking and D. General and Transferable skills*

	4	3	2	1
	• The **learning outcomes** are clear, specific and measurable. • The teacher uses a variety of **teaching-learning methods** that: ○ establish a positive learning environment; ○ motivate student engagement; ○ provide appropriate challenges; and, ○ help the student to become a self-reflective learner. • The **teaching-learning methods** are appropriate to achieve the outcomes. • The teacher uses a **variety of assessment methods** to monitor and manage the student's learning and which: ○ are learner-centered;	• **At least 75%** of the **learning outcomes** are clear, specific and measurable. • **At least 75%** of the**teaching-learning methods**: ○ establish positive learning environment; ○ motivate student engagement; ○ provide appropriate challenges; and, ○ help the student to become a self-reflective learner. • **At least 75%** of the **teaching-learning methods** are appropriate to achieve the outcomes.	• **At least 50%** of the **learning outcomes** are clear, specific and measurable. • **At least 50%** of the**teaching-learning methods**: ○ establish positive learning environment; ○ motivate student engagement; ○ provide appropriate challenges; and, ○ help the student to become a self-reflective learner. • **At least 50%** of the **teaching-learning methods** are appropriate to achieve the outcomes. • **At least 50%** of the**assessment methods** used to	• The **learning outcomes** are not clear, specific and measurable. • The **teaching-learning methods** are inappropriate to achieve the outcomes. • The **assessment methods** are inappropriate to the level and insufficient (formative and summative) to measure the intended

	○ are responsive to the student's learning needs; and, ○ fairly evaluate the student's learning. • The **assessment methods** are appropriate to the level and sufficient (formative and summative) to measure the intended learning outcomes.	• **At least 75%** of the **assessment methods** used to monitor and manage the student's learning: ○ are learner-centered; ○ are responsive to the student's learning needs; and, ○ fairly evaluate the student's learning. • **At least 75%** of the **assessment methods** are appropriate to the level and sufficient (formative and summative) to measure the intended learning outcomes.	monitor and manage the student's learning: ○ are learner-centered; ○ are responsive to the student's learning needs; and, ○ fairly evaluate the student's learning. • **At least 50%** of the **assessment methods** are appropriate to the level and sufficient (formative and summative) to measure the intended learning outcomes.	learning outcomes.

CRITERION 2	**Quality of Content (60%)**
DESCRIPTOR	*This criterion evaluates the quality of the content of the course specifications in relation to the course aims and intended learning outcomes. The assessment is divided into three sub-indicators: Course Information and Aims (10%), Course Intended Learning Outcomes (40%) and Academic Infrastructure (10%)*

	Sub-indicator 2.3	***Academic Infrastructure (10%)***		
	DESCRIPTOR	*This sub-indicator evaluates the appropriateness of the academic infrastructure and the correctness of the mapping of the course outcomes in relation to the course objectives and student outcomes.*		
	4	**3**	**2**	**1**
	Academic Infrastructure: • **Textbook** required is up-to-date • **Textbook** required is available in the library. • **References** provided are up-to-date. • **References** provided are available in the library. • **Other suggested readings/references** are up-to-date. • **Other suggested readings** are specific and readily accessible. • **Other activities** required (e.g. internship, field studies, seminars, etc.) are appropriate and	**Academic Infrastructure:** • **Textbook** required is up-to-date • **Textbook** required is available in the library. • **At least 75%** of the **references** provided are up-to-date. • **At least 75%** of the **references** provided are available in the library. • **At least 75%** of the **other suggested readings/references** are up-to-date • **At least 75%** of the **other suggested readings** are specific and readily accessible.	**Academic Infrastructure:** • **Textbook** required is up-to-date • **Textbook** required is available in the library • **At least 50%** of the **references** provided are up-to-date • **At least 50%** of the **References** provided are available in the library. • **At least 50%** of the **other suggested readings/references** are up-to-date. • **At least 50%** of the **other suggested readings** are specific and readily accessible.	**Academic Infrastructure:** • **Textbook** required is not up-to-date. • **Textbook** required is not available in the library. • **References** provided are not up-to-date. • **References** provided are not available in the library. • **Other suggested readings/references** are not up-to-date. • **Other suggested readings** are not specific and readily accessible. • **Other activities** required (e.g.

	clearly enrich the student's learning experience. **Course Structure:** • The **topics** are outlined clearly according to the intended learning outcomes. • The **topics** are appropriate to meet the intended learning outcomes. • The **instructional materials** are clearly stated/ referenced. • The **no. of hours** allocated are sufficient to cover the topic(s). • The **teaching-learning methods** are appropriate to the topic(s). • The **assessment methods** are appropriate to fairly evaluate the student's learning of the topic(s). • The **assessment methods** are aligned to the	• **At least 75%** of the **other activities** required (e.g. internship, field studies, seminars, etc.) are appropriate and clearly enrich the student's learning experience. **Course Structure:** • **At least 75%** of the **topics** are outlined clearly according to the intended learning outcomes. • **At least 75%** of the **topics** are appropriate to meet the intended learning outcomes. • **At least 75%** of the **instructional materials** are clearly stated/ referenced. • **At least 75%** of the **no. of hours** allocated	• **At least 50%** of the **other activities** required (e.g. internship, field studies, seminars, etc.) are appropriate and clearly enrich the student's learning experience. **Course Structure:** • **At least 50%** of the topics are outlined clearly according to the intended learning outcomes. • **At least 50%** of the **topics** are appropriate to meet the intended learning outcomes. • **At least 50%** of the **instructional materials** are clearly stated/ referenced. • **At least 50%** of the **no. of hours** allocated is sufficient to	internship, field studies, seminars, etc.) are inappropriate and do not clearly enrich the student's learning experience. **Course Structure:** • The **topics** are not outlined clearly according to the intended learning outcomes. • The **topics** are inappropriate to meet the intended learning outcomes. • The **instructional materials** are not clearly stated/ referenced. • The **no. of hours** allocated are insufficient to

	intended learning outcomes. **Mapping:** • The course outcomes are clearly mapped to the course objectives and student outcomes.	is sufficient to cover the topic(s). • **At least 75%** of the **teaching-learning methods** are appropriate to the topic(s). • **At least 75%** of the **assessment methods** are appropriate to fairly evaluate the student's learning of the topic(s). • **At least 75%** of the **assessment methods** are aligned to the intended learning outcomes. **Mapping:** • **At least 75%** of the course outcomes are clearly mapped to the course objectives and student outcomes.	cover the topic(s). • **At least 50%** of the **teaching-learning methods** are appropriate to the topic(s). • **At least 50%** of the **assessment methods** are appropriate to fairly evaluate the student's learning of the topic(s). • **At least 50%** of the **assessment methods** are aligned to the intended learning outcomes. **Mapping:** • **At least 50%** of the course outcomes are clearly mapped to the course objectives and student outcomes.	cover the topic(s). • The **teaching-learning methods** are inappropriate to the topic(s). • The **assessment methods** are inappropriate to fairly evaluate the student's learning of the topic(s). • The **assessment methods** are not aligned to the intended learning outcomes. **Mapping:** • The course outcomes are not clearly mapped to the course objectives and student outcomes.
	CRITERION 3	**Review and Approval Process (10%)**		
	DESCRIPTOR	*This criterion evaluates the proof of approval process.*		

	• The 'course specifications' bears the <u>date, name and signatures</u> of the following: o Course Coordinator o Programme/Department Head o College Dean

4	3	2	1
• The 'course specifications' has clearly undergone review and approval process and bears **<u>all</u>** the names and signatures of all required signatories.	• The 'course specifications' has undergone some form of review and approval and is signed by **<u>75%</u>** of the required signatories.	• The 'course specifications' has undergone some form of review and approval and is signed by **<u>at least 50%</u>** of the required signatories.	• The 'course specifications' does not bear any proof that it has undergone review and approval process.

Ratings are interpreted as follows:

RATING	INTERPRETATION
3.26 - 4	*Practice that exemplifies the standard*
2.51 – 3.25	*Practice that meets the standard*
1.76 – 2.50	*Practice that approaches the standard*
1 – 1.75	*Practice that is directed toward the standard*

Discussion	**IV. IQA Findings on Course Specifications** ***<u>Refer to attached individual IQA reports for findings specific to each course specifications</u>*** **Commendations:** **Criterion 1: *Quality of Presentation*** *Observation/Findings:Corrective Actions:* **Criterion 2: *Quality of Content*** **Criterion 2: *Quality of Content*** *Observation/Findings:* *Corrective Actions:* **<u>Criteria 3-Review and Approval process</u>** *Observation/Findings:* *Corrective Actions:*

Recommendation	**Recommendations:** **The following were the dominant findings/results on COE CQI Audit on Course Specifications:** **Positive Observations:**
	1. **Opportunities for Improvements:**
Report submitted by	
Report submitted to	
CC:	QAAD

Department		Date of Audit	

		Quality of Content (60%)→ divided into 3 sub-indicators				
Course Code-Code title	***Quality of Presentation (30%)***	***Sub-Indicator 1 (10%)***	***Sub-Indicator 2 (40%)***	***Sub-Indicator 3 (10%)***	***Review and approval (10%)***	***Overall Rating/***

RATING	INTERPRETATION
3.26 - 4	*Practice that exemplifies the standard*
2.51 – 3.25	*Practice that meets the standard*
1.76 – 2.50	*Practice that approaches the standard*
1 **– 1.75**	*Practice that is directed toward the standard*

RECOMMENDATIONS / COMMENTS:

As part of continuous quality improvement, the department may consider the following recommendations:

1.

APPENDIX N – CRITERIA FOR INTERNAL QUALITY AUDIT ON PRE MODERATION

University of Technology Bahrain	Doc. No.	QR-QAA-011
	Issue No.	01
	Revision No.	01
College/Department:		
RUBRICS FOR EVALUATING ASSESSMENTS		Page 139 of 168

College	
Department	

Assessment Type/ Period	
Date of Assessment	

COURSE CODE-Title	COMPONENTS						Remarks
	Clarity and completeness of instruction	Appropriateness of the duration of the examination	Availability and correctness of the marking criteria	All specified learning outcomes based on the TOS have been assessed	Examination reflects the required breadth and depth	Shows complete and correct levels of approval	
Over – all Rating							

3 (Excellent) *– Complied to at least 80% of the requirement*
2 (Good) *–Complied to at least 50% of the requirement*

\

1 (Unsatisfactory) *– Failed to comply with the requirement*
Recommendations/ Comments:
Chair, College Committee for Quality Improvement (CQI) Signature over Printed Name

APPENDIX O – TEMPLATE FOR INTERNAL QUALITY AUDIT REPORT ON PRE MODERATION

University of Technology Bahrain	Doc. No.	QR-QAA-013
	Issue No.	01
	Revision No.	00
College/Department:		
IQA Summary Report on Pre-Moderation on Assessments		Page 141 of 168

Type of Report: IQA Report on Pre-Moderation of Assessments	
Date:	
Description of theconduct of the report	**Overview of the Internal Quality Audit (IQA) on Pre-Moderation of Assessments** The Internal Quality Audit is a quality assurance mechanism which aims to provide clear and transparent reporting on the consistency of the application ofprocedure and policies by all University constituents. The IQA on Assessment is conducted by the CCQI every end of the term for on- term courses in all programmes across Colleges starting 1st term of SY 2011- 2012. *On-term coursesare defined as the regular course offerings per term as indicated in the curriculum plan.* The objective of the IQA is to provide clear objective evaluation of examination manuscripts, rubrics for markings, andother documents collated in a course portfolio. The IQA team is composed of the College (CCQI) Team of the University. The base evidence includes course specifications, Table of Specification (TOS), marking criteria, and assessment plan. This IQA on Assessment Report shall form part of the continuing quality improvement initiatives of the programmes across Colleges in the area of assessment and evaluation. The recommendations of the IQA team will serve as bases for the course/department/college in formulation their improvement planin the area of assessment and evaluation. It is expected that the observed deficiencies and findings should not occur in the future. A copy of the IQA on the Test-1Assessment Report shall be submitted by CCQI to each of the College Dean/Department Heads outlining the different recommendations/findings for each set of indicators. The report shall be discussed by the CCQI with the concerned Deans and the timeline of the submission of the improvement plans based on the recommendations/findings should be agreed. A consolidated report of the findings shall be submitted to theVP for Academics. The

	college dean/programme heads are expected to submit the consolidated improvement plans of the College to CCQI, which in turn will be the basis for the monitoring and compliance to the IQA report.
	1. IQA on Assessment **2. The Components** • Clarity and completeness of instructions • Appropriateness of the duration of examination • Availability and correctness of marking criteria • Assessment of all the specified learning outcomes based on the TOS • Examination reflects the required breadth and depth • Complete and correct levels of approval **3. The Criteria** • ***3 – Fully satisfies requirements*** • ***2 – Partially satisfies requirements*** • ***1 – Does not satisfy requirements*** The COE-CQI conducted the Internal Quality Audit (IQA) of theTest-1 Examination Manuscripts, Table of Specifications and marking Criteria on 14 March 2021 and ended on21 March 2021. Documents submitted by three (3) COE Programme/Department Heads were subjected to IQA. These departments were the Mechatronics/Informatics Engineering and Mathematics and Sciences.
Discussion	**TEST-1 EXAMINATION,2nd Trimester, SY 2020-2021** ***Observations/Findings/Recommendations*** •
Recommendation	CQI recommends the following corrective actions: •
Report submittedby	
Report submittedto	
CC:	QAAD

Department		Date of Audit	

Course Code- Course Title	**Clarity and completeness ofinstruction**	**Appropriateness of the duration ofthe examination**	**Availability and correctness of themarking criteria**	**All specified learning outcomes based on the TOShave been assessed**	**Examinationreflects the required breadth and depth**	**Shows complete and correct levelsof approval**	**Overall Rating/**
Over – allRating							

Recommendations/Comments:

APPENDIX P – TEMPLATE FOR INTERNAL QUALITY AUDIT ON POST MODERATION

University of Technology Bahrain	Doc. No.	QR-QAA-012
	Issue No.	01
	Revision No.	01
College/Department:		
EVALUATION REPORT FOR INTERNAL MODERATION		Page 144 of 168

College		Assessment Type/ Period	
Department		Date of Assessment	

COURSE CODE	COURSE TITLE	COMPONENTS						Remarks
		Correctness and Completeness of forms used	Correctness of the sample size	Comprehensiveness of Moderator's Comments	Appropriateness of required attachments (e.g. exam manuscript, answer key, rubrics)	Reliability of Marking	Adequacy and quality of Feedback	
Over – all Rating								

3 (Excellent) *– Complied to at least 80% of the requirement*
2 (Good) *–Complied to at least 50% of the requirement*
1 (Unsatisfactory) *– Failed to comply with the requirement*

Recommendations/ Comments:

Chair, College Committee for Quality Improvement (CQI) Signature over Printed Name

APPENDIX Q – TEMPLATE FOR IMPROVEMENT PLAN

University of Technology Bahrain	Doc. No.	QR-QAA-007C
	Issue No.	01
	Revision No.	00
College/Department:		
IMPROVEMENT PLAN		Page 145 of 168

Recommendations/Findings	Action to be taken	Time Frame	Persons/ Office Involved

Prepared and submitted by:	Approved by:

APPENDIX R –TEMPLATE FOR STATUS MONITORING REPORT ON IMPROVEMENT PLAN

University of Technology Bahrain	Doc. No.	QR-QAA-007C
	Issue No.	01
	Revision No.	00
College/Department:		
STATUS REPORT ON IMPROVEMENT PLAN		Page 146 of 168

Recommendations/Findings	Action to be taken	Time Frame	Persons/ Office Involved	Proof of Compliance	status of Compliance

Prepared and Submitted by:	Verified by:	Approved by:

APPENDIX S – BQA-DHR PROGRAMME REVIEW INDICATORS - CYCLE 2

University of Technology Bahrain
PROGRAMME REVIEW INDICATORS (Cycle 2)

THE PROGRAMME REVIEW INDICATORS

The framework for evaluation, based on the four main indicators and the sub-indicators discussed below, is applicable to all academic fields, higher education institutions as well as institutions offering higher education programmes. It will form the basis for self-evaluation, the site-visit by peer reviewers and the Programmes-within-College Review Reports.

THE PROGRAMMES-WITHIN COLLEGE REVIEWS INDICATORS

INDICATOR 1: THE LEARNING PROGRAMME

- *The programme demonstrates fitness for purpose in terms of mission, relevance, curriculum, pedagogy, intended learning outcomes and assessment.*

SUB-INDICATORS:

1.1 There is a clear academic planning framework for the programme which shows that there are clear aims that indicate the broad purposes of providing the programme and are related to the mission of the institution and the college and its strategic goals.

1.2 The curriculum is organized to provide academic progression year-on-year, suitable workloads for students, and it balances between knowledge and skills, and between theory and practice.

1.3 The syllabus (i.e. curricular content, level, and outcomes) meets the norms and standards of the particular disciplinary field and award and is accurately documented in terms of breadth, depth, and relevance, with appropriate references to current and recent professional practice and published research findings.

1.4 Intended learning outcomes are expressed in the programme and course specifications and are aligned with the mission and programme aims and objectives and are appropriate for the level of the degree.

1.5 There are course/module ILOs appropriate to the aims and levels of the course/module and they are mapped to the programme and courses.

1.6 Where relevant to the programme, there is an element of work-based learning that contributes to the achievement of learning and receives credits and there is a clear assessment policy.

1.7 The principles and methods used for teaching in the programme support the attainment of aims and intended learning outcomes.

These approaches relate to:

- Teaching and learning policies
- Range of teaching methods
- Student's participation in learning
- Exposure to professional practice or applications of theory
- Encouragement of personal responsibility for learning
- Development of independent learning

1.8 Suitable assessment arrangements, which include policies and procedures, are in place and known to all academics and students to assess student's achievements. These arrangements include:

- formative and summative functions with clear criteria for marking;
- appropriate mechanisms to provide students with prompt feedback on their progress and performance that assists further learning;
- a match of what is assessed to programme aims and intended learning outcomes; and,
- transparent mechanisms for grading students' achievements with fairness and rigor.

INDICATOR 2: EFFICIENCY of the PROGRAMME

- *The programme is efficient in terms of the admitted students, the use of available resources – staffing, infrastructure and student support.*

SUB-INDICATORS:

2.1 There is a clear admission policy which is periodically revised and the admission requirements are appropriate for the level and type of the programme.

2.2 The profile of admitted students matches the programme aims and available resources.

2.3 There are clear lines of accountability with regard to the management of the programme.

2.4 Faculty members and others who contribute to the programme are fit for purpose:

- there are sufficient staff to teach the programme;

- there is an appropriate range of academic qualifications and specializations;
- where appropriate there is relevant robust professional experience; and,
- the profile of recent and current academic research, teaching or educational development matches the programme aims and curricular content.

2.5 There are clear procedures for the recruitment, appraisal, promotion and retention of academic staff that are implemented consistently and in a transparent manner and arrangements are in place for the induction of newly appointed academic staff.

2.6 There is a functioning management information system to enable informed decision-making.

2.7 There are policies and procedures, consistently implemented, to ensure security of learner records and accuracy of results.

2.8 Physical and material resources are adequate in number, space, style and equipment; these include classrooms, teaching halls, laboratories and other study spaces; IT facilities, library and learning resources.

2.9 There is a tracking system to determine the usage of laboratories, e-learning and e-resources and it allows for evaluation of the utilization of these resources.

2.10 There is appropriate student support available in terms of library, laboratories, e-learning and e-resources, guidance and support care.

2.11 Arrangements are in place for orienting newly admitted students (including those transferring from other institutions with direct entry after Year 1).

2.12 There is an appropriate academic support system in place to track students' progress which identifies students at risk of failure; and provides interventions for at-risk students.

2.13 The learning environment is conducive to expanding the student experiences and knowledge through informal learning.

INDICATOR 3: ACADEMIC STANDARDS OF GRADUATES

- *The graduates of the programme meet academic standards compatible with equivalent programmes in Bahrain, regionally and internationally.*

SUB-INDICATORS:

3.1 Graduate attributes are clearly stated in terms of aims and achieved learning outcomes for the programme and for each course and are ensured through the use of assessment which is valid and reliable in terms of the learning outcomes.

3.2 Benchmarks and internal and external reference points are used to determine and verify the equivalence of academic standards with other similar programmes in Bahrain, regionally and internationally. This will include clear statements and evidence about:

- the purpose of benchmarking;
- the choice of what is benchmarked and what it is against;
- how the process is managed; and,
- how the outcomes are used.

3.3 Assessment policies and procedures are consistently implemented, monitored and subject to regular review and are made available to students.

3.4 There are mechanisms to ensure the alignment of assessment with outcomes to assure the academic standards of the graduates.

3.5 There are mechanisms in place to measure the effectiveness of the programmes' internal moderation system for setting assessment instruments and grading student achievement.

3.6 There are procedures which are consistently implemented for the external moderation of assessment and there are mechanisms to allow for feedback on assessment in line with assessed courses.

3.7 The level of achievements as expressed in samples of students' assessed work is appropriate for the level and type of the programme in Bahrain, regionally and internationally.

3.8 The level of achievement of graduates meets programme aims and intended learning outcomes, as demonstrated in final results, grade distribution and confirmation by internal and external independent scrutiny.

3.9 The ratios of admitted students to successful graduates including areas of progression, retention, year-on-year progression, length of study and first destinations of graduates, are consonant with those achieved on equivalent programmes in Bahrain, regionally and internationally.

3.10 Where assessed work-based learning takes place, there is a policy and procedure to manage the process and its assessment to assure that the learning experience is appropriate in terms of content and level to meet the intended learning outcomes. Mentors are assigned to students to monitor and review this.

3.11 Where there is a dissertation, thesis or industry project component there are policies and procedures and monitoring for supervision which states the responsibilities and duties of both the supervisor and the postgraduate student and there is a mechanism to monitor implementation and improvement.

3.12 There is a functioning programme advisory board with clear terms of reference and it includes discipline experts, employers and alumni and its feedback is used systematically to inform programme decision-making.

3.13 There is evidence of graduate and employer satisfaction with the standards of the graduate profile.

INDICATOR 4: EFFECTIVENESS of QUALITY MANAGEMENT and ASSUSRANCE

- *The arrangements in place for managing the programme, including quality assurance and continuous improvement, contribute to giving confidence in the programme.*

SUB-INDICATORS:

4.1 The institution's policies, procedures and regulations are applied effectively and consistently across the college.

4.2 The programme is managed in a way that demonstrates effective and responsible leadership.

4.3 There is a clear quality assurance management system, in relation to the programmes within the college that is consistently implemented, monitored and evaluated.

4.4 Academics and support staff have an understanding of quality assurance and their role in ensuring effectiveness of provision.

4.5 There is a policy and procedures for the development of new programmes to ensure the programmes are relevant, fit for purpose, and comply with existing regulations.

4.6 There are arrangements for annual internal programme evaluation and implementation of recommendations for improvement.

4.7 There are arrangements for periodic reviews of the programmes that incorporate both internal and external feedback, and mechanisms are in place to implement recommendations for improvement.

4.8 The structured comments collected from, for example, students' and other stakeholders' surveys are analyzed and the outcomes are used to inform decisions on programmes with mechanisms for improvement and are made available to the stakeholders.

4.9 The arrangements for identifying continuing professional development needs for all staff

and meeting them are effective. These are monitored and evaluated.

4.10 Where appropriate for the programme type, there is continuous scoping of the labor market to ensure that programmes are up-to-date.

THE JUDGEMENTS (OUTCOMES of the REVIEW)

The Panel states in the Review Report whether the programme satisfies each Indicator. If the programme satisfies all four Indicators, the concluding statement will say that there is 'confidence' in the programme meeting international standards.

If two or three Indicators are satisfied, the programme will receive a limited confidence judgement. If one or no Indicator is satisfied, the judgement will be 'no confidence'.

Indicator 1: The Learning Programme, is a limiting judgement; i.e. if this Indicator is not satisfied, irrespective of whether the other Indicators are satisfied, there will be a 'no confidence' judgement in the programme.

The summative judgement made as a result of the conclusion regarding each Indicator is shown in the Table below:

CRITERIA	JUDGEMENT
All four Indicators satisfied	Confidence
Two or three Indicators satisfied, including Indicator 1	Limited Confidence
One or no Indicator satisfied	No Confidence
All cases where Indicator 1 is not satisfied	No Confidence

APPENDIX T – TEMPLATE FOR SELF-EVALUATION REVIEW REPORT

	University of Technology Bahrain Salmabad, Kingdom of Bahrain **SELF-EVALUATION REPORT FOR <Programme Name>**	Page #

Chapter 1

G. SUMMARY OF THE PROGRAMME AND DATA SET

PART 1: ADMINISTRATIVE INFORMATION

1. Programme Title	
2. Award / Degree	
3. Department(s) Responsible	
4. Programme Coordinator	
5. External Evaluator	
6. Year of Operation Being Reported	
7. Date This Report is Submitted	
8. Date This Report is Approved	

PART 2: STATISTICAL INFORMATION

1. Number of Students for the Programme in the Year Being Reported (SY_____)	
i. Admitted in Year 1	
ii. Admitted Direct Entry to Year 2	
iii. Admitted Direct Entry to Year 3	
iv. All Years Part-Time	
v. All Years Full-Time	
2. Origin of Students Admitted in the Year Being Reported (SY_____)	
i. Bahrain	
ii. Other Gulf States	
iii. Other Arab States in the Region	
iv. Other States (Please specify)	
3. Gender Balance of Admitted Students	
i. Male	
ii. Female	
4. Range of Admitted Students	
i. Straight from University	
ii. From Intermediate Education	
iii. Post Experience	
5. Grade Point Average (GPA)	
6. Number of Graduates in Most Recent Year (SY_____)	

7. Number of Students Completing the Programmethis Year (SY_____)		
8. Grading: Number and Percentage in Each Grade		
REMARK	**FREQUENCY**	**PERCENTAGE**
Excellent		
Very Good		
Good		
Pass		
Fail		
9. Length of the Study Period		
i. Mean		
ii. Distribution (Number of Successful Students for Each Number of Year of Study)		
10. Discussion of Statistical Information		
11. First Destinations of Graduates		
i. Proceeded to Appropriate Employment		
ii. Proceeded to Other Employment		
iii. Undertaken Post-Graduate Study		
iv. Engaged in Other Types of Activity		
v. Unknown First Destination		

PART 3: PROGRAMME AIMS AND INTENDED LEARNING OUTCOMES

i. Programme Aims	
ii. Specific Programme Learning Outcomes	Knowledge and Understanding Skills Subject-specific Skills Thinking Skills General and Transferable Skills
iii. Fields of Specialization	
iv. List of Courses Which Contribute to the Programme*(present curriculum plan)*	

PART 4: STAFF CONTRIBUTING DIRECTLY TO THE PROGRAMME

i. Number of Academic Staff	
ii. Number of Other Teaching Staff, e.g. teaching assistants, demonstrators	
iii. Clerical and Administrative Staff	
iv. Others (Please specify)	

H. CHAPTER 3

Indicator 1: CURRICULUM

The programme complies with existing regulations in terms of the curriculum, the teaching and the assessment of student's achievement; the curriculum demonstrates fitness for purpose.

QAA Guidelines for What is Expected	UTB Self-Reflection	Supporting Materials	Areas for Improvement
Sub-Indicator 1			
Sub-indicator 2…			

I. INDICATOR 2: EFFICIENCY OF THE PROGRAMME

The programme is efficient in terms of the use of available resources, the admitted students and the ratio of admitted students to successful graduates.

QAA Guidelines for What is Expected	UTB Self-Reflection	Supporting Materials	Areas for Improvement
Sub-Indicator 1			
Sub-indicator 2…			

J. INDICATOR 3: ACADEMIC STANDARDS OF GRADUATES

The graduates of the programme meet acceptable academic standards in comparison with equivalent programmes and for each course.

QAA Guidelines for What is Expected	UTB Self-Reflection	Supporting Materials	Areas for Improvement
Sub-Indicator 1			
Sub-indicator 2…			

K. INDICATOR 4: EFFECTIVENESS OF QUALITY MANAGEMENT AND ASSURANCE

The arrangements in place for managing the programme including quality assurance, give confidence in the programme.

QAA Guidelines for What is Expected	UTB Self-Reflection	Supporting Materials	Areas for Improvement
Sub-Indicator 1			
Sub-indicator 2…			

L. CHAPTER 4 CONCLUSIONS

This chapter presents the identified Good Practices of University of Technology Bahrain relative to the <**typeprogramme name here**>programme, as well as the Gaps and Matters that need to be addressed.

A. Identified Good Practices

1. On Curriculum

- <list best practices pertaining to Curriculum>

2. On Efficiency of the Programme

- <list best practices pertaining to Efficiency of the Programme>

3. On Academic Standards of the Graduates

- <list best practices pertaining to Academic Standards of the Graduates>

4. On Effectiveness of Quality Management & Assurance

- <list best practices pertaining to Effectiveness of Quality Management & Assurance>

B. Gaps & Matters To Be Addressed

- <list gaps and matters to be addressed / or needs improvement>

APPENDIX U – TEMPLATE FOR EXTERNAL EXAMINER'S REPORT (COURSE-LEVEL)

College of XXXXX
External Examiner's Report (Course-Level)
XX Trimester, SY 20XX-20XX

M. "INSTITUTIONS SHOULD ENSURE THAT ONCE APPOINTED, EXTERNAL EXAMINERS ARE PROVIDED WITH SUFFICIENT INFORMATION AND SUPPORT TO ENABLE THEM TO CARRY OUT THEIR RESPONSIBILITIES EFFECTIVELY. SPECIFICALLY, EXTERNAL EXAMINERS MUST BE PROPERLY PREPARED BY THE RECRUITING INSTITUTION TO ENSURE THEY UNDERSTANDAND CAN FULFIL THEIR RESPONSIBILITIES

College			
Name of External Examiner			
Period of Tenure	**From:** **To:**		
Programme Examiner*	**Programme & Course Examiner***		**Course Examiner***

REPORT of COLLEGE'S INDUCTION ACTIVITIES	
Please indicate below what arrangements have been made to induct the External Examiner, i.e. induction event, correspondence, meeting, etc.	
If induction event/meeting, please provide date:	

A.	**Was the External Examiner provided with a College/Unit induction pack**? If **YES**, did it incorporate the following:	**YES**	**NO**
	1. The Programme Specification(s) and other relevant documentation	**YES**	**NO**
	2. An up-to-date Assessment Calendar	**YES**	**NO**
	3. Relevant Student Handbook	**YES**	**NO**

	4. Appropriate information for the type of External Examiner, e.g. in the caseof a Course Examiner; Course documentation, information on assessment setting and moderation, information of the implementation of the Threshold Quality Standard: Assessment Practice at College level, etc.	**YES**	**NO**
	5. Was the External Examiner provided with contact details of relevant staff at the College? If **NO**, please state why:	**YES**	**NO**
B.	**As part of the induction process:**		
	1. Did you confirm that the External Examiner had received the External Examiner's Guidelines?	**YES**	**NO**
	2. Was he/she provided with explanation/clarification of any of the following:	**YES**	**NO**
	▪ role/responsibilities	**YES**	**NO**
	▪ opportunities for meeting students if appropriate	**YES**	**NO**
	▪ University/College response procedures to issues raised in their Reports	**YES**	**NO**
	▪ relevant regulations and processes, e.g. Assessment, Academic Misconduct, Mitigating Circumstances	**YES**	**NO**
	▪ the Annual Reporting process and consequences of non-submission of an Annual Report	**YES**	**NO**
	3. Was the assessment sample to be made available discussed and agreed, together with details of how scripts will be sent and returned?	**YES**	**NO**
	4. Was the External Examiner given the opportunity to meet with the Dean?	**YES**	**NO**
	5. Was the External Examiner given the opportunity to meet with the Programme / Course Leaders, as appropriate?	**YES**	**NO**
	6. Is there any other additional information provided? If so, please provide details in order to facilitate the sharing of good practice.	**YES**	**NO**
C.	**Appointment Criteria**		
	1. Did the External Examiner make available their CV and passport to Human Resources for verification?	**YES**	**NO**
	If **NO**, please state the reason and name of person responsible for following this up:		

Signed:	**Signed:**
Official Conducting the Induction:	**External Examiner:**
Designation:	**Date:**
Date:	
The QAAD designed this process to ensure adherence to the QAA Code of Practice and will require Colleges to complete this form for every newly appointed External Examiner, and forward a copy to the Academic Affairs Office who will collate the completed Checklists and present them periodically to concerned units / committees	

APPENDIX V – TEMPLATE FOR EXTERNAL EXAMINER'S REPORT ON FINAL EXAMINATION

College of XXX
External Examiner's Report (Course-Level)
Trimester, AY

N. SECTION I. EXAMINER AND COURSE DETAILS:

Name and Title:	
University / College where currently employed:	
UTB Course (s) Examined:	
Course(s) offered by College of:	

Section II. Findings / Observations on the Course(s)

A. INTRODUCTION

B. General Findings

- ***Commendation(s):***
- ***General Strength & Weaknesses of the Examinations***

C. INDIVIDUAL COURSE EVALUATION

Course Code	Assessment Criteria						Recommendation
	General Presentation (Writing Style,Clarity and Formatting)	**Appropriateness of the duration of the examination**	**Availability and Appropriateness of the marking criteria/rubrics**	**All specified learning outcomes based on the TOS have been assessed**	**Examination reflects the required breadthand critical thinking.**	**Level of Complexityof Examination is appropriate to the level of the course**	

Note: Detailed observations of the courses above should be appended.

APPENDIX W – TEMPLATE FOR ANNUAL COURSE EXTERNAL EXAMINER'S REPORT

College of XXX
External Examiner's Report (Course-Level)Academic Year

Guidance to the Examiner:

- All sections of the report form refer to the course(s) indicated below only.
- Please fill in the appropriate sections and provide comments / remarks as needed. If the report will not be submitted electronically, all additional / separate sheets used and attachedshould be duly signed.
- Please submit the electronic copies of this report to the Head of Academic Affairs, College Dean and Head of Quality Assurance and Accreditation as per agreed date. An acknowledgement of the report shall be provided to you upon receipt of this report.
- Please note that this report will be considered and discussed in the University. It will also be made available to students and to external audiences as needed. Hence, for purposes of privacy, please do not refer to individual students' names or persons in your report.
- An additional and separate confidential report may be sent to the University President.
- Other useful information is contained in the External Examiner's Handbook provided to you during induction; however, you may also contact the College Dean for other concerns.

O. SECTION I. EXAMINER AND COURSE DETAILS:

Name and Title:	
University / College where currently employed:	
UTB Course (s) Examined:	
Course(s) offered by College of:	

If you answered NO to any of the following questions, please provide brief comments / explanations to support your answer:

1. Were you provided with all the documents (i.e. programme specification, course specification, marking schemes / criteria, assessment and moderation reports, etc.) critical to conduct an objective assessment of the course (s)? **YES NO**

2. Were you satisfied with how the College allowed you to conduct a fair assessment and evaluation of the course(s)? **YES NO**

P. SECTION II. FINDINGS / OBSERVATIONS ON THE COURSE(S)

Please comment on (based on similar course(s) / standards / institutions you are familiar with):

A. THE PERFORMANCE OF THE STUDENTS IN RELATION TO THEIR PEERS ON

COMPARABLE ASSESSMENTSELSEWHERE IN BAHRAIN, REGIONAL AND/OR INTERNATIONAL UNIVERSITIES:

B. the quality of knowledge and skills (both general and subject-specific):

C. the structure, organization, design and marking of all summative assessment components*(may insert table to show individual comments on each course)***:**
On Test 1:
ON TEST 2:
On Final Exams:
ON FINAL PROJECT/CASE STUDIES:

D. the strengths of the course(s) as evidenced through students' performance*(may consider various course attributes such as course topics, formative and summative assessments, learning materials, and Teaching methodologies)***:**

E. the weaknesses of the course(s) as evidenced through students' performance*(may consider various course attributes such as course topics, formative and summative assessments, learning materials, and Teaching methodologies)***:**

F. THE APPROPRIATENESS OF ASSESSING THE LEARNING OUTCOMES OF THE COURSE(S):

G. the rigor of the assessment methods used and fairness and impartiality of the marks awarded:

H. THE RELIABILITY OF INTERNAL MARKING PROCEDURES AND THE EFFECTIVITY OF THE COLLEGE'S INTERNAL

moderation process:

I. Appropriateness and level of teaching and learning methodologies applied in each course*(may insert table to show individual comments on each course)***:**

J. ADEQUACY AND SUITABILITY OF RESOURCES AND FACILITIES:

K. the comparability of course standards and practices with similar programmes in other universities locally, regionally and internationally:

L. POSSIBILITIES FOR FUTURE ENHANCEMENT IN TERMS OF CURRICULUM, TEACHING, ASSESSMENT ANDRESOURCES:

M. other recommendations on the development, design, delivery and management of the course(s):

N. AREAS WHICH YOU FEEL REQUIRE IMMEDIATE ATTENTION AND ACTION:

O. other (not covered in any of the sections above) which you feel may help improve the delivery and management of the course(s):

Q. COMMENDATIONS:

Observations / findings:

Suggestions / recommendations:

SIGNATURE:_____

REPORT FILED ON: _____

REPORT SENT TO: _____

APPENDIX X – TEMPLATE FOR ANNUAL PROGRAMME EXTERNAL EXAMINER'S REPORT

COLLEGE OF XXX
External Examiner's Report (Programme-Level)
Academic Year _____

Guidance to the Examiner:

- All sections of the report form refer to the programme indicated below only.
- Please fill in the appropriate sections and provide comments / remarks as needed. If the report will not be submitted electronically, all additional / separate sheets used and attachedshould be duly signed.
- Please submit the electronic copies of this report to the Head of Academic Affairs, College Dean and Head of Quality Assurance and Accreditation as per agreed date. An acknowledgement of the report shall be provided to you upon receipt of this report.
- Please note that this report will be considered and discussed in the University. It will also be made available to students and to external audiences as needed. Hence, for purposes of privacy, please do not refer to individual students' names or persons in your report.
- An additional and separate confidential report may be sent to the University President.
- Other useful information is contained in the External Examiner's Handbook provided to you during induction; however, you may also contact the College Dean for other concerns.

R. SECTION I. EXAMINER AND PROGRAMME DETAILS:

Name and Title:	
University / College where currently employed:	
UTB Programme Examined:	
Programme offered by College of:	

If you answered NO to any of the following questions, please provide brief comments / explanations to support your answer:

1. Were you provided with all the documents (i.e. programme specification, review reports, plans, minutes of meetings, assessment and moderation reports, etc.) critical to conduct an objective assessment of the programme? **YES** **NO**

2. Were you satisfied with how the Institution allowed you to conduct a fair assessment and evaluation of the programme? **YES** **NO**

S. SECTION II. FINDINGS / OBSERVATIONS ON THE PROGRAMME

Please comment on (based on similar programmes / standards / institutions you are familiar with):

A. THE EXTENT TO WHICH STANDARDS ARE APPROPRIATE FOR THE QUALIFICATION / AWARD:

B. the extent to which standards and practices are comparable with similar programmes in other institutions, locally, regionally and/or internationally:

C. THE EXTENT TO WHICH PROCESSES FOR ASSESSMENT, EXAMINATION AND THE DETERMINATION OFAWARDS ARE SOUND AND FAIRLY CONDUCTED:

D. the strengths of the programme as evidenced through course performance:

E. THE WEAKNESSES OF THE PROGRAMME AS EVIDENCED THROUGH COURSE PERFORMANCE:

F. the appropriateness of the objectives of the programme:

G. THE STRUCTURE AND CONTENT OF THE PROGRAMME:

H. the teaching, learning and assessment methods of the programme:

I. THE STANDARDS AND THE APPROPRIATENESS OF THE ASSESSMENT TOOLS OF ASSESSING LEARNINGOUTCOMES OF THE PROGRAMME:

J. Quality of students' output in Capstone/Thesis course:

K. QUALITY OF STUDENTS' EXPERIENCE AND OUTPUT IN THE WORK-BASED LEARNING (WBL) COURSE:

L. the reliability of internal marking procedures and the effectivity of the College's internal moderation process:

A. Adequacy and qualifications of faculty in the programme:

B. LEVEL OF RESEARCH AND FACULTY DEVELOPMENT ACTIVITIES:

C. Suitability and adequacy of programme resources and facilities:

D. POSSIBILITIES FOR FUTURE ENHANCEMENT IN TERMS OF CURRICULUM, TEACHING, ASSESSMENT ANDRESOURCES:

E. other recommendations on the development, design, delivery and management of the programme:

F. AREAS WHICH YOU FEEL REQUIRE IMMEDIATE ATTENTION AND ACTION:

G. **other observations / findings / suggestions / recommendations (not covered in any of the sections above) which you feel may help improve the delivery and management of the programme:**

T. **SIGNATURE:**_____

REPORT FILED ON: _____

REPORT SENT TO: _____

University of Technology Bahrain

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