

PRESIDENT'S NEWS DIGEST

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MESSAGE FROM THE PRESIDENT

Welcome to the 14th issue of the 3rd year of the President's News Digest.

In this issue, I will be addressing the issue of creating awareness about the importance of accreditation amongst various stakeholders, especially students.



Last week and together with the Vice President for Academic Affairs and Development and Dean of Admissions and Registration, I visited many classes to inform our students about the forthcoming accreditation visit. It is important that all academic staff inform their students about accreditation and its importance. In my brief talk to the students I covered the following:

- Accreditation is happening this semester
- We have to submit a report to the HEC by 22 February 2018
- The importance of accreditation
- I mentioned the 8 areas, 33 standards and 218 Key Indicators
- The 8 areas were detailed to the students as indicated in the attached diagram
- The visiting panel will include assessors from the UK with officers from the HEC
- The panel will visit classes and talk to students and observe teaching
- Posters and banners will be displayed across the University (attach sample)
- Open meetings with students will take place to inform them about accreditation (to be arranged by Mr Mohammed Najjar)
- The same should be done for advisory boards, alumni, etc. They should be sent flyers and kept informed about accreditation
- Induction Day for staff and Orientation Day for students should have a session about accreditation
- The Deanship of Students Affairs should engage heavily with the Students Council about accreditation
- Information should appear on the website and Instagram, Marketing and Public Affairs should do this

Areas	Standards	Key Indicators
1. Governance, Strategy and Financial Management	3	18
2. Academic Management and Administration	4	43
3. Teaching, Learning and Assessment	4	27
4. Research, Scholarship and Innovation	2	12
5. Economy and Society Impact	3	14
6. Student Recruitment, Support, Guidance and Progression	8	43
7. Premises, Facilities and Learning Resources	6	37
8. Quality Management, Assurance and Enhancement	3	24
Total	33	218

In terms of posters and flyers. Posters should be displayed across the University in the academic and administrative buildings in places where our students can see them. Material about accreditation awareness should appear on Instagram and website in both English and Arabic. The flyers should be distributed to students and staff and other stakeholders electronically and print outs should be handed to these stakeholders. In addition, a short video about accreditation will be released soon.

We should all be active in promoting awareness about accreditation, it is to our advantage and Marketing and PR should play a major role in doing this.

CAPACITY BUILDING IN OUTCOME-BASED BENCHMARK FOR ASU STAFF

As a follow-up to the workshops that took place on 4 and 5 December 2017, ASU profited from additional capacity building sessions on outcome-based programme benchmarking on Saturday 27 January 2018. The sessions were attended by the Deans of the University's Colleges, their Vice Deans, the Programmes' Coordinators and representatives from the QAAC (Quality Assurance and Accreditation Center). The training represented closing sessions for the series of workshops dedicated to benchmarking.



The first session in the morning was open to all Colleges as the training was of general nature and focused on meeting all the BQA expectations from a typical benchmark report.

INTERVIEW OF THE WEEK

We would like to feature the interview this week with:



Name: Dr. Ahlam Ibrahim Alethawi

Position: Faculty member, Department of Business Administration

1. Tell us about yourself: (Your childhood, academic background)

I was born in Baghdad and raised in a small family (two brothers and my parents).

I finished my primary, and high school in Baghdad. I got my B.Sc. in Business Administration in 1984 from Al-Mustansreyah University. After graduation, I worked as a lecturer at Baghdad University. I pursued my Master Degree from Mosul University and my Ph.D. in Business Administration from Baghdad University after I got married.

My husband and family always encouraged and supported me throughout it all. I have three kids, two girls and one boy and they are the spirit of my life.

2. Tell us about your job at ASU

I joined ASU in 2015 as Faculty member in the Department of Business Administration Department. My main work in the Department is teaching as well as academic advising, supervision of postgraduate students, and scientific research.



A thorough methodological approach was developed to approach benchmarking as a research exercise helping solve the issues faced at the University (for a particular programme) by the practices and solutions undertaken by the peer institutions selected for benchmarking.

The second session at the afternoon was a closed session dedicated to the College of Arts and Science where the focus was on reviewing the progress made in writing benchmark reports for the three programmes of the College (Bachelor of Computer Science, Bachelor of Interior Design, and Bachelor of Graphic Design).

The afternoon session concluded after nearly three hours of continuous work showing that the benchmark reports for the three programmes have reached an advanced stage of readiness and only need few additions and revisions to be completely ready. This will be considered as an important achievement for the College which will play a leading role in helping the other colleges prepare benchmark reports for their programmes as well.

ASU GRADUATE STARTS HER OWN ENTREPRENEURIAL PROJECT

Asma Ahmed, ASU Graduate starts her own Entrepreneurial Project. Asma got into the University (ASU) of her choice and reached to a cross road in her studies; where she started to think about opening her own business. She is convinced that she chose the right place to be prepared for the next phase of her journey in life. Mentors at the University, like Prof Saad Darwish, are dedicated to their jobs in supporting the students to become entrepreneurs.



Asma Ahmed has always had a passion for interior design and decoration. She was eager to develop this interest so she came up with Serenity. Wish her all success and progress in her venture.

PROF MAHMOUD ABDEL-ATY AWARDED THE DS-MEDAL IN MATHEMATICS (SPAIN)

Professor Juan Luis García Guirao, the Chairman of European Conference on Iteration Theory and Chairman of Department

3. Tell us about your aspirations for the University

I believe that ASU will be the best private university in Bahrain and it will take a place in the top ranked universities in the GCC with its best educational level and scientific research.

4. What do you enjoy most about your job?

Teamwork at ASU is what I enjoy the most; teamwork with the leadership of the senior management (the Chairman of the Board of Trustees, the President of the University and the Vice Presidents) and the exchange of experience and knowledge collectively and being able to reflect that positively on my students.

5. Tell us about your hobbies

I have two hobbies that I enjoy doing, reading and sewing.

6. Tell us about your favourite food

Iraqi traditional food is my all-time favorite specially Dolma and Biryani!

7. Tell us about the book you are reading now

The last book I was reading is a novel named "Jane Eyre". It is an old story I like, written by Charlotte Bronte in 1847.

In addition I always like to read The Holy Quran (on daily basis).

8. Final words

"You are not a drop in the ocean. You are the entire ocean in a drop." A beautiful quote by Rumi that I love. Keep your positive energy up and work hard, there is nothing you can not accomplish!

of Applied Mathematics and Statistics, Technical University of Cartagena, SPAIN announced that Professor Mahmoud Abdel-Aty, the Vice-President of African Academy of Sciences and Dean of Research and Graduate Studies of the Applied Science University, Bahrain, has been awarded the Dynamical Systems 2018 Medal for stating a new branch between Physics and Mathematics. This recognition is based on paving paths between people who work in this field that Professor Abdel-Aty has open new trends between quantum dynamics and classical dynamical systems and his essential contribution to the formulation of mixed state entanglement. The award will be delivered during the European Conference on Iteration Theory that will be held in Murcia from 3rd to 6th July 2018.



ASU STRATEGIC PARTNER OF THE PROGRAMMES AND ACTIVITIES BAHRAIN CULTURE AND ANTIQUITIES AUTHORITY 2018



On Sunday 28 January, as a part of the initiatives of the Community Engagement Office at Applied Science University in support of national and community activities, the University, represented by the Community Engagement Office and Deanship of Student Affairs, was adopted as a strategic partner of the programmes and activities Bahrain Culture and Antiquities Authority 2018.



The opening ceremony of the festival was attended by Shaikha Mai bint Mohammed Al Khalifa, President of the Bahrain Authority for Culture & Antiquities, Dr. Abdulaziz Al Tuwajri, the General Manager of the Islamic Educational, Scientific & Cultural Organization, Dr. Ahmed Mohammed Ali Al Madani, First president of the Islamic Development Bank, Arab Ministers of Culture, Delegations from various Arab countries, Ambassadors of Arab countries, Arab Information Ministers and Arabic artists.



A number of ASU students participated in the coordination of the event under the supervision of Mr. Thaeer Alramini, member of Student Affairs and CE Office. The main committees that ASU volunteers took part in: 1.

Organizers, 2. VIP reception, 3. accompaniment of ministers and guests (from and to the airport and the hotel to the celebration site), 4. record the data electronically and, 5. distribution of cards and invitations to the ceremony

DR. BAHA EL DIN MAKKAWI – TEACHING PHILOSOPHY

My role as a professor of political science is to enable students to understand the intellectual, cultural, social and economic contexts that govern political activities, and to promote students' interest in politics, and provide my students with analytical tools that enable them to understand contemporary politics.

My goal is to make my students understand that their present and future depends on the political actions and policies that have taken place in the past, and that are taking place in the present, and which will take place in the future, so that they will be more willing to engage in discussions that take place within the classroom.

My task as a teacher is to ensure that these discussions take place in an atmosphere of tolerance and mutual respect of diverse views.

I have learned from my teaching experience that the best way to enable students to understand political science is to focus on discussing current political events and their implications, together with studying their historical background, in order to link current events with its past and its future.

My philosophy of teaching is that continuously motivating students is essential for teaching and learning. One of the most important motivational factors in this field is the diversification of educational resources, classroom activities, and teaching methods, because students have different interests and preferences, some of them prefer class discussions, others prefer to search the library, so the diversification of teaching methods and the diversification of class activities prevent boredom, and promote students desire to learn. However, this must always be done within the context of the course specifications, and for this reason I used to review the specifications (in line with the university regulations), to make it more flexible to enable different students to benefit from the course.

I realized that the lack of accurate understanding of scientific terms is a serious problem for students, because unless the student understands these terms accurately, this will affect, negatively, his understanding of political issues and lead to misuses the appropriate terminology to describe political phenomena and political realities. So, I gradually introduce new terminology and focus on explaining its meanings in various ways to prevent any sort of ambiguity or confusion.

Class participation is the essence of my philosophy in teaching, because it enhances learners' ability to learn, communicate, debate, and use arguments that support their ideas systematically. In this context, I ask the questions that stimulate the mind to think and innovate. I leave the answers to the students and wait a while to hear their answers. This gives them the opportunity to think aloud about the topics for discussion.

In order to have the right situation for active participation, I usually ask students to read the lessons before the lecture, and in the lecture I ask them new and searching questions (although always without embarrassing them). The aim is to encourage them to read carefully. I usually encourage substantive dialogue and clarify the ambiguities of their statements. Also, I work to define and discuss the basic ideas of the subject and invite students to participate in these discussions, and I am keen to help students to participate, in different ways, especially females who might refrain from participation for social reasons, taking into account the level at which the student is studying, the nature of the course, and the intended learning outcomes of the course.

It is one of the most important duties of the teacher to provide feedback to his students and comment on their performance in a constructive and positive way, and in an atmosphere of encouragement away from the words discouraging the student, whatever their performance was.

When writing research, many students tend to come up with preconceived results. My philosophy is that students should be taught neutrality and objectivity to avoid subjectivity about the topics being researched. I encourage students to review their past beliefs in the light of the new arguments, information, and evidence.

Our political science program aims to meet the needs of the society by graduating qualified alumni specialized in the field of political science to work in various institutions, and my teaching philosophy is based on the absolute belief in the importance of providing students with the skills required in the labor market, so I follow up the analysis of employers' questionnaires, and include their ideas in my courses, and my scientific research.

My philosophy of teaching is also based on my strong belief in the importance of using modern technology in teaching, providing appropriate feedback, academic advising for students specially students with special needs, full commitment to lectures, and office hours, good preparation for lectures and classroom activities, and encouraging students to think critically and creatively.

Simulation and role-play are excellent educational methods because they embed ideas, and help the learner to take an active role in the educational process, so I appoint students to represent certain roles (negotiations between two states around borders, or compromise between the separatist minority and a government insisting on national unity). Each party builds its position on objective grounds and acceptable arguments, and dialogue results in solutions to intractable problems, resorting to secession, or going to an international tribunal or any other options.

As part of my teaching philosophy, I strive to provide an exciting and rigorous learning environment at the same time. First of all, I want to deal with my students with the utmost respect, and to know their names and treat each student as an individual. This increases their academic commitment and positively reflects in their performance.

I believe that if political science is taught in the right way, it will prepare graduates not only to be able to solve political problems but also able to solve other problems: economic, social and cultural, because of the great interrelationships between political, economic and social aspects.

Finally, I recognize the importance of self-evaluation of my performance according to predetermined criteria and indicators, and consider self-evaluation as a correct and objective approach to self-development. I also realize that I have an important role to play in preparing this generation for the future. This is a noble goal worthy of all my efforts to achieve, and a great responsibility that requires honesty, impartiality, and sacrifice.

HEC INSTITUTIONAL ACCREDITATION KEY TO SUCCESS (REMINDER OF AREAS 1, 2, & 3)

As you are aware, institutions must achieve a judgement of ‘fully met’ or ‘substantially met’ in the following inspection areas for the award of accreditation to be considered:

- **Governance, Strategy and Financial Management**
- **Academic Management and Administration**
- **Teaching, Learning and Assessment**

However, it is important to achieve a good rating in all areas

For Area 1, we must be aware of the following standards and their Key Indicators as stated in the Accreditation Handbook

1. The institution must be effectively and responsibly governed (8 KIs)

- 1.1. The **organizational structure**, including the role and extent of authority of any owners, directors or Board of Trustees, must be clearly defined, documented and understood by stakeholders including students.
- 1.2. The President, Vice-President, directors, board members and other relevant persons must be suitably qualified and experienced, **understand their specific responsibilities and be effective** in carrying them out.

- 1.3. **Policies, procedures and systems linking governance and management** must be well documented and effectively disseminated across the institution.
- 1.4. The institution must engage in **appropriate risk management planning**, which is administered and monitored by named individuals and conduct regular risk assessment exercises.
- 1.5. Any **partnership or cross-border collaboration** must contain a **risk-management strategy** to protect students should there be any dispute.
- 1.6. There must be a clear **separation of ownership and responsibility for financial matters from academic decision-making**.
- 1.7. All relationships with other educational institutions and organizations must be defined formally and be fully transparent, with institutions **compliant with partner or parent institutions' requirements**, where applicable.
- 1.8. The institution must have a **clear vision, mission and values which must underpin the institution's strategy** and be in line with national and global educational objectives.

2. The institution must have a clear and achievable strategy (5 KIs)

- 2.1 The institution must have a **clear strategy for the development of its higher education provision** which must be supported by appropriate financial management and be in line with the HEC National Strategy for Higher Education in the Kingdom and the 2030 vision of a knowledge economy.
- 2.2 There must be **provision for stakeholder, including students and employers**, input to inform the strategic direction of the institution.
- 2.3 **The strategy must be well communicated to all stakeholders including students**, within and outside the institution.
- 2.4 **Accurate data must be collected and collated systematically** in order to provide a reliable measure of success against key performance indicators.
- 2.5 **The governing body and senior management must conduct regular and systematic reviews of their own** and the institution's overall performance and measure this performance against strategic targets.

3. Financial management must be open, honest and effective (5 KIs)

- 3.1 The institution must **conduct its financial matters transparently** and with appropriate probity.
- 3.2 The institution's finances must be subject to regular independent **external audit**.
- 3.3 The institution must have robust and comprehensive **budgetary procedures** which ensure that its resources are sufficient and which demonstrate it is capable of utilizing its financial resources efficiently and responsibly.
- 3.4 The institution must have a **clear line of responsibility and authority for budgeting and resource allocation** that takes into account the specific needs of each department.
- 3.5 **Academic program managers must be given sufficient autonomy to allocate resources** appropriately to achieve the program objectives and to maintain high standards.

For Area 2, we must be aware of the following standards and their Key Indicators as stated in the Accreditation Handbook

4. The institution must be effectively managed (13 KIs)

- 4.1. **The management structure** must be clearly defined, documented and understood by all stakeholders including governors, management, staff and students.
- 4.2 **All senior managers must be suitably qualified and experienced**, understand their specific responsibilities and be effective in carrying them out.

- 4.3 There must be **clear channels of communication between management, the Board of Trustees, staff, students and other stakeholders.**
- 4.4 There must be clearly **delineated responsibilities and reporting arrangements at institutional, faculty, departmental, program and course levels.** These must include provision for academic leadership at program and individual course level.
- 4.5 **There must be an effective committee structure** with appropriate reporting lines which informs management decision-making and provides feedback to stakeholders including students.
- 4.6 **Committees and other meetings must have clear and appropriate terms of reference,** must be scheduled to meet regularly and minuted accurately.
- 4.7 There must be a set of **comprehensive policies, regulations and procedures for staff and student conduct** and systems in place to ensure their implementation.
- 4.8 There must be a published **policy on complaints** which includes a system for recording and monitoring complaints and the associated responses.
- 4.9 A policy must exist and be administered effectively regarding collection of and **refund of student fees.**
- 4.10 **Management must compile a report at least annually presenting the results of the institution's reviews and incorporating action plans.** Reports must include analysis of year-on-year student satisfaction, retention and achievement, staff performance (including research and other forms of scholarship) and a review of resourcing issues.
- 4.11 **Action plans** must be implemented and reviewed regularly, with outcomes reported to management and subsequently to the governing body.
- 4.12 **Management must monitor and review academic and administrative staff performance** through a clearly documented and **transparent appraisal system.**
- 4.13 **There must be transparent and fair policies and procedures in place to recognize and reward staff through promotion or financial considerations.**

5. Academic management must be effective (14 KIs)

- 5.1 **Programs must be fully mapped to the National Qualifications Framework** and have achieved or be in **the process of achieving a 'full confidence' outcome from NAQQAET** following a program review or have accreditation by recognized professional bodies or be subject to a formal articulation agreement with an internationally recognized HEI.
- 5.2 There must be **appropriate procedures for the proposal, design and validation of programs** of study which take cognizance of the mission of the institution, national imperatives, local, Gulf and international market demand and resource issues and reflect international norms.
- 5.3 The institution must have in place mechanisms to ensure and demonstrate that the **content, design, approach and teaching methods of the curriculum are consistent and supportive of the intended learning outcomes.**
- 5.4 **Management must ensure that the stated curricula are delivered as stated in the prospectus and other related documentation** and that HEC requirements and those from professional or other relevant bodies are met.
- 5.5 The institution must have **clear policies, criteria and processes for academic appointments and promotions** and be able to demonstrate that these are implemented.
- 5.6 The institution must be able to demonstrate that the responsibility areas of the academic staff, as in teaching, research, scholarly activity, consultancy, community outreach and academic administration, are clearly identified and show a **balance in line with academic conventions.**

- 5.7 The institution must ensure that there is a balance between the number of senior and junior academic staff.
- 5.8 The institution must ensure that there is a balance between the number of local and international academic staff.
- 5.9 There must be regular scheduled and minuted meetings of academic staff to review academic programs.
- 5.10 Mechanisms must be in place to ensure a program of enhancement of teaching and learning is continuously developed, supported and evaluated and to support teachers in their continuing professional development.
- 5.11 Appraisal of teaching staff must include regular classroom observation, feedback and be followed up where necessary.
- 5.12 Academic managers must employ a system of mentoring and peer review to support faculty staff.
- 5.13 Newly appointed academic staff must have a thorough induction program and be offered ongoing support and guidance through a mentoring system.
- 5.14 Teachers' development must be supported by regular training and the provision of technology and tools to facilitate self-learning, access to information and communication.

6. The institution must be effectively administered (7 KIs)

- 6.1. Administrators must be suitably qualified and experienced and understand their specific responsibilities and duties.
- 6.2. The size of the administrative team must be sufficient to ensure the effective day-to-day running of the institution.
- 6.3. The administrative support available to the management must be clearly defined, documented and understood and appropriately focused to support its activities.
- 6.4. Policies, procedures and systems must be well documented and disseminated effectively across the institution.
- 6.5. Data collection and collation systems must be effective and accurate.
- 6.6. Classes must be timetabled and rooms allocated appropriately for the courses offered.
- 6.7. Comprehensive administrative records must be organized and stored efficiently, easily accessed and used effectively.

7. The institution must employ appropriately qualified and experienced managerial, administrative and technical staff (9 KIs)

- 7.1. There must be appropriate policies and effective procedures for the recruitment and continuing employment of suitably qualified and experienced staff and evidence that they are implemented.
- 7.2. Technical staff, including those working in laboratories, must be qualified, experienced and trained in their area of expertise.
- 7.3. The Human Resources team must be suitably qualified, experienced and have the necessary skills.
- 7.4. There must be effective procedures for the induction of all new staff.
- 7.5. There must be a transparent and well-documented appraisal system for all staff.
- 7.6. There must be clear and appropriate job specifications for all staff.
- 7.7. All staff must be treated fairly and according to a published equality and diversity policy.
- 7.8. The institution must have a clear policy regarding the handling of legal issues relating to the employment of staff.

7.9. Staff must have access to a **published complaints and appeals procedure**.

For Area 3, we must be aware of the following standards and their Key Indicators as stated in the Accreditation Handbook

8. Teaching must be relevant to and effective in delivering the intended learning outcomes (7 KIs)

- 8.1. **Teachers must be appropriately qualified** in terms of subject knowledge, pedagogic and communicative skills, and experienced for the courses to which they are allocated.
- 8.2. **Teachers must ensure that their delivery encourages the interactive participation** of all students in classroom activities.
- 8.3. **Teachers must use a mixture of large and small group and individual activities** to encourage and support students' learning.
- 8.4. Teachers must direct students towards and encourage the use of **supplemental learning materials and resources**.
- 8.5. Teachers must produce schemes of work consistent with the syllabus, including detailed **teaching session plans, and deposit these with the administration**.
- 8.6. **Teachers must draw upon their own research** and that of others in their teaching.
- 8.7. **Teachers must use appropriate learning resources** effectively.

9. Learning opportunities provided must be varied and motivating and encourage students to develop as independent learners (6 KIs)

- 9.1. **Intended learning outcomes must be appropriate** for the level and nature of the program and course, paying particular attention to the requisite knowledge and skills required of graduates in the subject.
- 9.2. **Intended learning outcomes for all programs must be articulated clearly and be publicly available**.
- 9.3. The learning opportunities provided must be designed to **facilitate students' achievement of the intended learning outcomes**.
- 9.4. Students must be encouraged and supported to develop **independent learning skills** and take responsibility for their own learning.
- 9.5. Students must have access to **teaching staff outside classroom-based teaching** and learning sessions.
- 9.6. The institution must provide students with **access to appropriate resources and materials for independent and group study** and encourage and support their use of these.

10. Assessments must be planned, well-organized and be closely linked to the intended learning outcomes (8 KIs)

- 10.1. Students must be provided with an **assessment schedule** in which required coursework and revision periods are detailed in advance with clear submission dates.
- 10.2. The overall diet of assessments must include **formative and summative elements** and ensure that all program intended learning outcomes are addressed.
- 10.3. Individual assessments must focus on measuring **student achievement of relevant intended learning outcomes**.
- 10.4. **The link between assessment and intended learning outcomes must be reviewed periodically** to ensure relevance and effectiveness.
- 10.5. **Assessment tasks must be clearly written, indicating by reference to the intended learning outcomes** what the student needs to do to achieve stipulated levels of achievement.
- 10.6. **Assessment procedures must be transparent** so that students understand the **link between marking criteria and grade attainment**.

- 10.7. Students must receive prompt, detailed and supportive oral and written feedback on their assessments and overall performance and progress.
- 10.8. If final year projects are part of the program assessment, there must be a clear policy and effective systems for their assessment which are fair, transparent and relevant.

11. Assessments must be effectively administered and quality assured (6 KIs)

- 11.1. There must be secure and efficient procedures for the administration of examinations and other means of assessment, including the safe-keeping of assessment documents and records, and the provision of appropriate accommodation for conducting examinations.
- 11.2. The institution must take appropriate steps to identify and discourage cheating, including plagiarism and other misdemeanours, and to penalise offenders.
- 11.3. There must be clear policies and procedures for students to claim mitigating circumstances and to appeal against marks awarded within an appropriate, clearly stipulated timeframe.
- 11.4. There must be effective procedures for internal moderation at pre- and post-assessment stages.
- 11.5. There must be effective procedures for external moderation at pre- and post-assessment stages.
- 11.6. The institution must make student records and transcripts available to its students in a timely manner.

REMINDER OF THE WEEK

- Students Orientation Day 4 February 2018
- Staff Induction Day 8 February 2018
- Submission of the SER HEC accreditation report, 22 February 2018


QUOTE OF THE WEEK

“If you are not willing to risk the usual, you will have to settle for the ordinary.”
Jim Rohn

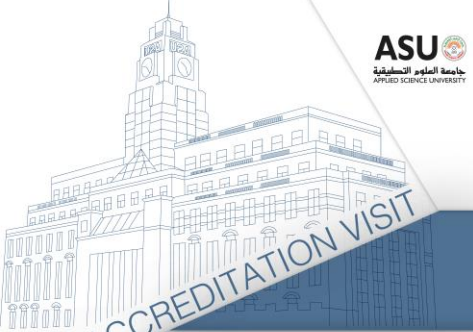


Sample of the posters and banners that will be displayed across the University

HAPPENING SOON



جامعة العلوم التطبيقية
APPLIED SCIENCE UNIVERSITY



HEC ACCREDITATION VISIT

WHO? The Higher Education Council (HEC) Accreditation Panel is visiting us soon

WHEN? The HEC Panel will visit ASU during Semester Two

HOW? The HEC Panel will seek views from students, staff and other stakeholders about their experiences of ASU, in eight areas

WHY? The HEC Panel Visit is part of the HEC Accreditation process

WHAT? HEC Accreditation is Bahrain's way to ensure universities and degrees are of highest standards and to make sure students are at the heart of all we do

Benefits of HEC Accreditation

- A stamp of quality
- Students will get their degrees from an accredited university
- Excellent marketing and student recruitment tool
- Parents, students, staff and other stakeholders have more confidence in ASU
- A boost to our reputation
- ASU gets Listing in the HEC Institutional Directory
- Supports our long-term sustainability

Accreditation Areas

- Governance, Strategy and Financial Management
- Academic Management and Administration
- Teaching, Learning and Assessment
- Research, Scholarship and Innovation
- Economy and Society Impact
- Student Recruitment, Support, Guidance and Progression
- Premises, Facilities and Learning Resources
- Quality Management, Assurance and Enhancement

قريباً



جامعة العلوم التطبيقية
APPLIED SCIENCE UNIVERSITY



زيارة الاعتمادية من قبل مجلس التعليم العالي

من قبل؟ سيقوم مجلس التعليم العالي بإجراء زيارة اعتمادية لجامعة العلوم التطبيقية

متى؟ سيقوم فريق مجلس التعليم العالي بزيارة الجامعة خلال الفصل الدراسي الثاني

كيف سيتم ذلك؟ سيقوم هذا الفريق بالاعتماد على آراء الطلبة والموظفين وأصحاب المصلحة الآخرين حول تجاربهم في الجامعة في ثماني مجالات

لماذا ستحدث الزيارة؟ تشكل هذه الزيارة جزءاً مهماً من عملية اعتمادية مجلس التعليم العالي

ما هي اعتمادية مجلس التعليم العالي؟ اعتمادية مجلس التعليم العالي هو النهج المتبع في مملكة البحرين لضمان أن الجامعات والدرجات العلمية تطبق أعلى المعايير، حيث مستقبل الطلاب هو جل اهتمامنا ويكمن في صميم كل شيء نقوم به.

مناخ اعتمادية مجلس التعليم العالي

- تضفي الاعتمادية طابع الجودة العالية
- تضمن الاعتمادية حصول الطلبة على شهادات علمية من جامعة معتمدة
- الاعتمادية هو أداة تسويقية ووظيفية ممتازة للطلبة
- تمنح الاعتمادية الآباء والطلبة والموظفين وأصحاب المصلحة الآخرين المزيد من الثقة في الجامعة
- تعزز الاعتمادية سمعة الجامعة
- ستردج الجامعة في الدليل المؤسسي لمجلس التعليم العالي بعد حصولها على الاعتمادية
- تدعم الاعتمادية الحفاظ على بيئة مستدامة طويلة المدى

مجالات الاعتمادية

- الحوكمة والاستراتيجية والإدارة المالية
- التنظيم الأكاديمي والتنظيم الإداري
- التعليم والتعلم والتقييم
- البحث العلمي والمنح الأكاديمية والابتكار
- التأثير الاجتماعي والاقتصادي
- قبول الطلبة والخدمات المساندة
- المباني والمرافق والمصادر التعليمية
- إدارة ضمان الجودة والتحسين المستمر