PRESIDENT'S NEWS DIGEST

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ASU

جامعة العلوم التطبيقية

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MESSAGE FROM THE PRESIDENT

Welcome to the 35th issue of the 2nd year of the President's News Digest.

I would like to start this edition of the News Digest by addressing the issues of **Innovation, Enterprise, and Entrepreneurship**. There are plenty of references to these important issues in the accreditation handbook and they are a crucial part of our strategic plan. Only institutions with innovative programs and research, and innovative products, processes, people, and leaders will be able to compete in the long run.

It is evident that the Higher Education sector in general is facing unprecedented challenges as a result of severe competition and drop in oil and gas prices. **Our University can be safeguarded by finding alternative sources of funding making innovation and business focused activities vital for our long-term sustainability.** We should addresses issues related to opportunities, systems, processes, KPIs, incentives, culture and people.

There are slight differences between Innovation, Enterprise and Entrepreneurship. While commonly used, these terms lack a sufficiently specific meaning, which enables an effective measurement system.

Entrepreneurship embraces any form of disruptive innovation, whether in the public, private or social sector. **Innovation** embraces both product innovation and process innovation, and means "anything new". **An enterprise** is a project with an objective; as with entrepreneurship or innovation, this can be in the economic or the social sector and is not necessarily profit seeking or business and industry related.

The lack of definition of these terms partly explains the challenges of developing tracking and measurement systems comparable to those used for research outputs. However, it is important to develop KPIs that can measure the aforementioned concepts, namely Innovation, Enterprise and Entrepreneurship.

The outputs could be related to **the impact of research on enterprise** including economic, social, cultural and civic impact. In addition, the following could be measured: commercial earned income (consultancy, contracts research), social enterprise, number and quality of business partnerships, number of patents resulting from our research activities, number and quality of students internships and placements, levels of creativity and innovation associated with our normal working practices, services, products, facilities and people, percentage of staff involved in innovation and enterprise activities, and number of incubation facilities.

Innovation should be embraced by all of us and should be part of our culture. We should innovate in our teaching methods, research projects, IT solutions, and administrative and financial practices. Innovation can make us more efficient by adopting innovative practices that can eliminate waste and waiting activities. This is the whole philosophy behind lean thinking where innovation is at its heart.

In terms of **entrepreneurship**, we need to **produce graduates with entrepreneurial skills and spirit**, which will enable them to compete in challenging business environments. It is good to see our entrepreneurship course is offered to all students in the University.

Finally with regards to **enterprise**, we need to **work with industry and Government** in order to **undertake projects** that are relevant and practical in terms of creating economic and social impact. All our MOUs with the Bahrain Business Women Society, Bahrain SMEs, Social Media Club, Flat 6 Labs, and the Royal Charity Organization will help us bring entrepreneurial expertise to the University, which will assist students and staff alike in developing skills in the areas of innovation, enterprise and entrepreneurship.

Last week, we had Eid break for three days and that's why very few activities are reported in this edition.

I would like to conclude this edition of the News Digest by reminding our colleagues that the **new programs with British Universities** will **start in September** and we need to be prepared for a good start. The **foundation year** is important for all **4 new bachelor programs** namely **Civil and Construction Engineering and Architectural Design Engineering (with LSBU) and Management and Business Studies and Accounting and Finance (with Cardiff Met).**

INTERVIEW OF THE WEEK

We would like to feature the interview this week with:

Name: Dr Ramzi Helat

Position: Head of Department of Public Law

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

I was born in a village called Beit Rass in Irbid, Jordan in 1955. I was raised in a loving conservative family. I studied my elementary in the village and completed my secondary in Irbid. I earned my BA in law from Beirut Arab University and my MBA from Lebanese University in Lebanon. Then I pursued my PHD in Amman Arab University in Jordan.

2. Tell us about your job at ASU

I joined ASU in 2009 as an Assistant Professor in the Public Law Department in the College of Law. In 2010, I became Head of Public Law Department. In 2015 – 2016, I was promoted to Associate Professor.

3. Tell us about your aspirations for the University

I wish ASU to expand and open new colleges and departments and become a leading university locally, regionally and internationally.

We need to work collectively, academics and administrators, to ensure the successful launch of these programs. Programs Syllabus, study plans, timetables, library requirements, Moodle, IT support, students support, teaching rooms, staffing needs, and marketing plans should all be in place before the start of the summer break.

POLICY OF THE WEEK

Assessment, Feedback and Moderation Policy

1. PURPOSE
This Policy provides a framework for effective, appropriate and fair assessment practice that promotes learning, while taking into consideration the National Qualifications Framework (NQF). The purposes of assessment and feedback are to:
- Promote learning and motivate learners;
- Assess the extent to which learners have achieved learning outcomes;
- Assure standards by demonstrating achievement which is consistent with other Higher Education Institutions [HEIs];
- Help learners to reflect on feedback to evaluate and enhance personal performance and development;
- Provide a basis for decisions regarding progression and award.

The policy also provides detail on the moderation policy adopted by the University to ensure that assessments are both internally and externally reviewed to provide an assurance of their validity and reliability. External moderation is conducted by Course External Examiners and Programme External Examiners and details of how this is conducted can be found in the University's External Examiner Policy.

2. SCOPE
The Assessment and Feedback Policy applies to all learners undertaking taught components of programmes.

3. CORE CONCEPTS
This policy is based on the following concepts:
- **Validity** – a valid assessment is one that assesses the stated learning outcomes of the relevant course.
- **Reliability** – a reliable assessment is one in which the mark awarded would not vary significantly with different markers.
- **Efficiency** – this relates to ensuring that assessment workloads for learners and staff are manageable and scheduled appropriately .

4. What do you enjoy most about your job?

I enjoy teaching and I feel proud when I see the students benefit from my lectures. I also feel satisfied when I complete my administrative work as required.

5. Tell us about your hobbies

I like to watch football matches. I also enjoy reading, looking at painting that are expressive.

6. Tell us about your favourite food

My favorite food is a dish called "Magloobeh" (upside down).

7. Tell us about the book you are reading now

I read the book titled "Political Reform: Why and How" by Prof Mohammed Al Hammoori

الإصلاح السياسي: لماذا وكيف للأستاذ الدكتور محمد الحموري

8. Final words

I sincerely hope that God keeps me in good health to be able to continue my role as an active member in the academic field to provide what is beneficial to the students in the society. I also wish ASU prosperity and see ASU amongst the prestigious universities.

- **Diversity** – this relates to the use of an appropriate range of assessment strategies that meet the requirements of the discipline and provides students with appropriate means by which to demonstrate the breadth and depth of their learning.
- **Security** – this relates to the requirement that all assessments are retained securely prior to their use to assess students.

Section A – ASSESSMENT DESIGN

4. ASSESSMENT PROTOCOLS - PRINCIPLES AND IMPLEMENTATION NOTES

Assessment processes are transparent and clearly communicated to relevant stakeholders.

Supporting Statements	Implementation
Clear information regarding University Assessment Regulations and processes will be provided to learners and other stakeholders.	Details of the present policy are provided to learners via the University website and the **Student Handbook**. A student-friendly guide is available on the University website to provide learners with accessible information on assessment processes/policy, e.g. re. moderation, external examining, assessment boards, etc.
External examiners will be provided with access to information about University assessment processes.	Relevant information is contained in the External Examiner Policy
For each course, timely information will be given that clearly states the purposes and methods of course assessment, assessment criteria and how and when learners will receive feedback.	This information is included in the **Course Specification** and should be made available to learners at the beginning of the course. Colleges are responsible for ensuring that this is provided.

Assessment workloads are realistic and not over-burdensome for learners and staff and timed to support learning.

Supporting Statements	Implementation
Assessment deadlines will be spread across an appropriate time period to avoid assessment bunching and minimise non-completion.	Assessment deadlines should be timed to give learners adequate time to reflect on learning and develop the required skills before engaging in summative assessment.
The volume of assessment will not exceed that required to assess the learning outcomes.	Information about which learning outcomes each assessment component assesses must be identified in the Course Specification. Where possible the assessment of learning outcomes should not be repeated across multiple assessments within a specific course. In order to promote consistency, Colleges must supply guidance on assessment loads (e.g. word limits) that takes account of standards adopted in the relevant disciplines and context.

Retention of Assessed work

All assessed work will normally be retained by a College for the current academic year, plus one further academic year.	Note that this is essential in order that the University can access sufficient samples of student work for scrutiny at external accreditation/review events.

Assessment Strategies are regularly reviewed and, where appropriate, revised.

Supporting Statements	Implementation
Annually, course instructors will reflect on the appropriateness of the assessment strategy in light of student feedback, performance and external moderator's comments, and implement enhancements as appropriate.	The Annual Programme Review and Course Evaluation Reports prompt course instructors to do this and to record any actions that arise from this reflection.
Course statistics will be reviewed at the Course Academic Standards and Examination Committee where issues related to student performance are identified an action plan will be implemented.	Course Academic Standards and Examinations Committees agendas must include a prompt to do this.
Detailed analysis of student performance data should be undertaken as part of annual programme monitoring and periodic programme review and assessment strategies adjusted where necessary.	Annual Programme Review Report prompts Programme Leaders to do this.

4.1 Protocol for Approval and Verification of Assessment Results

a. The instructor is responsible for registering the grades in the Student Information System (SIS) accurately.

b. The instructor delivers the approved final grade report to the Head of Department within 72 hours from the date of the final examination in order to be assessed by the Department Council within 24 hours of delivery.

c. The Head of Department submits the grade reports to the Dean of the College to be presented to the College Council within 24 hours of being submitted by the Head of Department. An approved copy with a signature from the instructor, the head of the department and the Dean is sent to the Deanship of Admission and Registration.

d. The Deanship of Admission and Registration announces the final grades within 48 hours, after receiving the grade reports from the Colleges.

e. To ensure efficiency of the internal moderation process, there must be close collaboration between the Admissions & Registration and all the colleges and departments to schedule the various activities properly.

Grade Classifications for undergraduates:

Grades %	Assessment
90-100	Excellent
80-89	Very Good
70-79	Good
60-69	Satisfactory
50-59	Poor

The accumulative averages for undergraduates are classified as follows:

Grades %	Assessment
92-100	Excellent with Honour
84 – less than 92	Excellent
76 – less than 84	Very Good
68 – less than 76	Good
60 – less than 68	Satisfactory

Grade Classifications for postgraduates:

Grades %	Assessment	Average
90-100	Excellent	A
80-89	Very Good	B
70-79	Good	C
Below 70	Fail	F

The accumulative averages for postgraduates are classified as follows:

Grades %	Assessment
94-100	Excellent with Honour
88 – less than 94	Excellent
80 – less than 88	Very Good
75 – less than 80	Good
less than 75	Fail

Calculating the semester and accumulative average

a. The calculation of the semester and accumulative average is made via the multiplication of the percentages of each course into the number of credit hours of each course included in the average and then the division of that number by the total credit hours.

b. For undergraduate, in the event of failure, above 35% would remain the same. But if it is below 35%, it would be converted to 35%

c. For postgraduate, in the event of failure, above 50% would remain the same. But if it is below 50%, it would be converted to 50%

d. All courses completed by the student are documented in his/her academic record

4.2 Protocol for Dealing with Appeals

The student has the right to ask for the revision of his/her final examination grade of any course within a maximum of 10 days after the date of the grade announcement. In this case, the Dean of the College should review the grade to ensure no errors were made in the marking of the work, or whether there were any unmarked answers. This is done by a committee formed by the Dean of the College consisting of faculty members other than the course instructor.

The student must pay the appropriate fee set by the University for the petition of reviewing any of his/her final grades.

The student has the right to request an appeal for any course through the following process:

a. The student should file for an appeal within 10 days from the announcement of the grade to review his/her final grade. The student pays the appropriate University fee. The fee is refundable if the student's grade changes to his/her benefit.

b. The Head of department forms a special committee consisting of 2 faculty members – excluding the course instructor - to review the student's coursework grades and his/her final grade. In case the two committee members fail to agree, then a third member of faculty may be consulted.

c. The committee submits its decision to the Head of Department within one week from its formation.

d. In the case of a grade changing as a result of revision, it must be approved by the concerned Head of Department and the concerned Dean of College. The result is then submitted to the Deanship of Admission and Registration to record the corrected grade prior to the end of the add/drop period of the coming semester

e. The Deanship of Admissions and Registration will then inform the concerned student of the corrected grade.

f. The student is unable to request further appeals for the same course as the first decision is considered final.

4.3 Protocol for the Security of Assessment

The University adopts robust mechanisms to ensure that student records are secure and the assessments and processes for conducting assessments ensure that:

a. examination question papers, or any contents therein, are not accessible to students prior to the examination,
b. examinations are conducted securely and accurate records of students who submit themselves for examination are recorded
c. completed examination scripts of students are securely retained during the process of grading and moderation and in particular students cannot access their examination scripts until final examination grades are recorded and approved.

4.3.1 General Security of Records

The SIS provides different levels of security to prevent unauthorized access to or amendment of stored records. Each academic staff member and each student is authorized to login to the system by providing his/her user ID and password.

4.3.2 Security of the Examination Process

Individual course instructors are responsible for ensuring that assessments are kept secure and (with the exception of internal and external moderators) are not accessible to other staff or students.

REMINDER OF THE WEEK

The Learning Programme (from the BQA programme review handbook)

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

1.1.1.1. 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.

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

1.1.1.3. 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.

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

1.1.1.5. There are course/module Intended Learning Outcomes (ILOs) appropriate to the aims and levels of the course/module and they are mapped to the programme and courses.

1.1.1.6. 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.

1.1.1.7. 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

- students' participation in learning
- exposure to professional practice or applications of theory
- encouragement of personal responsibility for learning
- development of independent learning.

1.1.1.8. Suitable assessment arrangements, which include policies and procedures, are in place and known to all academics and students to assess students' 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 the programme aims and intended learning outcomes
- transparent mechanisms for grading students' achievements with fairness and rigour.

QUOTE OF THE WEEK

"Learning and innovation go hand in hand. The arrogance of success is to think that what you did yesterday will be sufficient for tomorrow."

William Pollard

Happy Reading