

PRESIDENT'S NEWS DIGEST

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MESSAGE FROM THE PRESIDENT

Welcome to the 36th 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 topic of “**what makes a good professor/instructor in a university**”. This is based on my own personal experience, reviews of the literature about the subject, and consultations with staff and students. The topic will be addressed under the **11 key words** of: knowledge, delivery, innovation, quality, personality, behaviour and attitude, ethics, leadership, values, and passion.

A good professor/instructor should possess **solid knowledge** of the subject he/she is teaching. The course syllabus and course portfolio should ensure that up to date materials are used and proper assessment rubrics are included that can measure the learning outcomes. The teaching material should be informed by scholarly and research findings in order to keep it up to date. In addition, a good professor/teacher is well informed about the recent developments in the field, which will be reflected in the course syllabus and the course portfolios and quality of teaching. This could be achieved by regularly visiting the library and the use of online research materials.

Knowledge is an asset and a good professor/instructor ensures that students are benefitting from this real asset. However, having solid knowledge without a clear delivery is of no value. A good professor/instructor should ensure interesting delivery of the teaching materials and transferring of knowledge. This is in part art and in part science.

Good delivery of teaching is often associated with the use of technology and interactive methods. The days of the broadcasting model are over and students nowadays expect more interactive techniques.

The third ingredient of good teaching is related to **innovation** that should be embedded in our daily practices. Innovation will help in generating new ideas that could be applied in practice. Innovation in teaching is often associated with the use of technology, social media, interactive groups using real life case studies, and more innovative uses of learning resources like Moodle.

Knowledge, delivery and innovation should all be embraced by quality and high standards.

A **quality** professor/instructor will ensure that the highest standards are achieved in these areas. Quality should be at the heart of all what we do as this will help us in recruiting, educating and graduating top quality students.

The previous four points are related to content and knowledge whereas the remaining seven are associated with values and behaviours. A good professor/instructor has a **distinctive personality**, which makes them deliver the teaching materials with ease and professionalism. Having a sense of humour can, in many instances, help describe a complex problem.

The **behaviour and attitude** of a professor/teacher can play a major role in engaging with students. It is not just about delivery in the classrooms, but also about availability during office hours and easy access. Students expect to be treated with respect and this will help in developing their confidence and abilities.

A good professor/instructor demonstrates that they care about their students and they are in this business to support them. Students expect high **ethics** from their instructors reflected through equity and equal treatment of all irrespective of their abilities. In addition, the students expect that a good professor/instructor should lead by example and demonstrate that he/she is a learner like the students themselves. In addition, a good professor/instructor will have the **leadership** skills needed to control the class.

A good professor/instructor has a very strong **value** system encapsulating: clear vision, strong believer in quality, personality/charisma, transparency, fairness, respect for students, innovation and creativity, integrity, strong principles, strong promoter of excellence, loyalty, and faith in her/his own students irrespective of their color, gender, race, religion, social status, nationality, and abilities.

Most importantly, a good professor/instructor should demonstrate **passion** in their love for teaching and care for students. Strong passion will play a major in guaranteeing our students a distinctive, exciting and relevant teaching and learning experience. It is our moral and professional duties to provide our students with a memorable learning experience of their University's life. This generation of social media learners is much more demanding than ever before and their expectations are much higher.

INTERVIEW OF THE WEEK

We would like to feature the interview this week with:



Name: Wala Abdulla Abdulqader

Position: Administrator for the Director of Administration and Finance Directorate

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

My name is Wala Abdulla and I live in East Riffa.

Actually, you will be shocked if I tell you about my childhood, tell me why? That is because I was a disobedient girl, playing outside of the house from the time I woke up till the evening! I used to ride bicycles until my mum decided to punish me and lock me in the house. She did not allow me to see anyone including my closed relations for a whole month! Really, it was hard punishment; especially I'm a social human. After that, I realized that I should behave as a girl not a boy!!!

I graduated secondary "Vocational Educational" which is part of commercial study. Then I earned my Bachelor degree from University of Bahrain in Business Administration.

Now, I am getting myself ready to my *Big Day*.

2. Tell us about your job at ASU

I work as an Administrator in the Directorate of Administration and Finance, with my leader Mr Abdulla AlKhaja.

As educators we need to adapt to a changing environment and provide our students with new methods of teaching and learning considering that new learning styles are emerging and accepting the fact that the traditional broadcasting model of teaching is no longer appropriate.

It is nearly 2 years ago since I produced the golden rules for great educators and listed them below as a reminder. I also listed as a reminder Dr Roy's views about the qualities of a good teacher. Both reminders are relevant to what was previously described in this message from the President. I have also included some observations from our Good Teaching Conference that was recently held at the University, as they are useful within the context of this article.

Golden Rules for Great Educators:



- Keep your course portfolios up to date
- Keep your curriculum up to date, informed by your research and community engagement activities and recommended reading materials should be updated all the time
- Make your teaching exciting and not boring with practical examples, problems solving, case studies, etc
- Make sure that your course assessment helps the students achieve their learning outcomes, grade your assessment material on time, make sure that answers respond to questions, have an answer model and follow strictly
- Make sure that the learning outcomes are fully met
- Make sure that quality is at the heart of all what you do
- Make sure that you are "students centered", students should be at the heart of all what we do
- Post your course materials on Moodle
- Do not reschedule or cancel lectures, students do not like this
- Respond to students' feedback by improving what you do
- Respect your students, because respect given is respect earned. Students do not like it when we approach them arrogantly
- Always work as a team and encourage a team-working spirit
- Be loyal and committed to your organization
- Always remember that quality means an institution is reaching the top of the mountain and quality assurance means that the institution remains on top of the mountain
- Adopt a student centric approach that will create a real interactive platform for both diversified teaching & learning strategies that are capable to achieve our intended learning outcomes.
- Encourage the voluntary work for students to participate in events inside and outside the university.
- Co-operate with students who are members in national teams.
- Support ASU students' council members and co-operate with them.

3. Tell us about your aspirations for the University

Working in ASU is a new different exciting experience, despite the fact that I worked in several companies before. God blessed the University, every time I keep repeating these words "ASU is like a family with caring members like grandfather, father, mother, sons and daughters". This is why I love it!

4. What do you enjoy most about your job?

I really enjoy working with my colleague Jomana Reyadh as we work as a team.

5. Tell us about your hobbies

Swimming and driving.

6. Tell us about your favourite food

Italian food as a whole.

7. Tell us about the book you are reading now

To be honest without lying, I don't like reading!

8. Final words

"If you are happy and you know it, clap your hands"!

- Instructors should keep in touch all the time with program leaders to share their opinions and make the educational process developed continuously
- Build common trust between you and your students
- Devote enough time for the students is a must. In this case there will be mutual understanding for both staff and students which will enhance the learning process.

A great teacher:

- Is passionate about teaching and considers teaching his/her vocation rather than simply a profession;
- Has incredible knowledge of the subject matter he/she is teaching, keeping updated through conferences, fora and other forms of continuing professional development;
- Establishes clear learning objectives for each lesson and endeavours to meet such objectives using varied and appropriate teaching strategies, as well as assessment techniques;
- Is thoroughly familiar with the university's curriculum and other quality standards he/she must uphold, and ensures that his/her teaching meets those standards;
- Sets high expectations of his/her students and encourages every learner to excel, with consideration of students' varied learning styles and pace;
- Has good classroom management skills that can command desirable student behaviour, as well as effective study habits, in a multi-dimensional and dynamic setting;
- Is inspirational, being able to motivate his/her students to become lifelong learners, creating a lasting inspirational impact throughout the personal and professional life of the students.
- Participates in reflective inquiry and is open to new ideas and experiences, works collaboratively with his/her colleagues, thus ensuring the best outcomes for the students;
- Undertakes research and creates research-based knowledge and scholarship emanating from a range of academic disciplines, which can likewise be used to inform the design and structure of curricular programmes; and,
- Further serves the society, not only through meaningful community engagement, but also by integrating community service with instruction to enrich the learning experience of students, teach civic responsibility, and thereby strengthen communities.

Good Teaching Conference Observations:

- Interaction with the students: start by greeting the students, "good morning", "welcome to this lecture", in this lecture you will learn about a particular subject of the course, and most importantly motivate them to take part.
- First slide or statement: learning outcomes to be achieved from the lecture.
- Clarity of delivery: to the point, with good examples, use video clips if possible.
- Use of technology: Power Point has an advantage over other methods. Other technologies could include Prezi, live demos, etc.
- Respect time and make sure that you are breaching good time management. This is an extra curricular activity that the students can learn.
- Conclude your presentation with what has been achieved in the lecture and what you are going to cover in the next one and perhaps remind them of assessment methods.
- Mention e-learning, Moodle, and any additional links, materials and references if you have them.
- Be in control, it is your subject and you have the opportunity to show your students an excellent performance.
- Develop the students' critical thinking skills and encourage them to ask questions.
- Please ensure that you are engaging the students at the very beginning of the lecture, they will become more interested.
- Make teaching really exciting; remember that you are seen as a performer on stage.
- Avoid the use of a monotonous voice.
- In some of PPT presentations, the font size was small and some slides were really congested. The art of doing this is to make the slide readable, with enough information and the science is to convey the message.
- In sessions, where multiple teaching methods were used, it was more engaging; methods could include use of roles acting, case studies, group work, video clips, etc

- Be confident, show the students that you know what you are talking about, but let the students ask questions and learn more by building up their confidence.

On Tuesday 4 July, the accreditation group has its weekly meeting to check progress on the SER report and supporting documentation and supplementary evidence. I am pleased to inform you that we are progressing the preparation of all the documentations according to plans. The 8 accreditation area leaders have been tasked to provide evidence for their own areas.

On Wednesday 5 July, a meeting for the University's Quality Council was held which covered topics related to programs periodic reviews, which will start in the first semester of the next academic year. In addition, the Council looked at the audit of all course portfolios and identified aspects that need some improvements. The important role of the University's academic audit committee chaired by Prof Hilal was discussed at length.

On the afternoon of the same day, a workshop was organized by the Governance and Strategic Planning Unit to update our University's SWOT (strengths, weaknesses, opportunities, threats) and risk register. The workshop was headed by the President and many colleagues, students, alumni and external stakeholders participated and made serious contributions. Many thanks to Mr Hatem for facilitating and organizing this workshop.



On Thursday 6 July, the University Management Committee had a joint meeting with the Student Council in order to listen to their concerns about timetabling and academic advising. As the University considers the Students' Voice as a priority, corrective measures were put in place to meet the students' needs in these 2 areas. The Deanships of Students Affairs and Admissions and Registration are working hand in hand with the Student Council to ensure that the students are provided with the best university experience.

On 6, 7 and 8 of July, Dr Adrian Bocket from the HEA visited the University and ran workshops with the purpose to provide training to our staff to become fellows of the HEA. This is a strategic investment in staff development, which will pay dividends in improving the quality of teaching and in increasing the number of fellows and senior fellows in our University.

Last week, Professor Dolina Dowling, who is internationally renowned for her experience in Higher Education, attended various classes to observe the quality of teaching by our academic colleagues. This is part of our strategic investment to improve the quality of teaching in the classrooms. A full report will be produced by Prof Dolina in due course documenting her observations about the quality of teaching and interactions with the students in the classrooms.

I would like to conclude this edition by reminding colleagues that student recruitment over the next few months remain a top priority. We should use our networks and other mechanisms to promote the University and attract students to our University, especially for our new programs with British Universities. Social media, in particular, should be used extensively in promoting and marketing our programs.

SWOT ANALYSIS AND RISK MANAGEMENT WORKSHOP

On Wednesday 5 July 2017, the Governance and Strategic Planning Unit at ASU organized a three-hour workshop to update the University's SWOT Analysis and Risk Register.

Led by the President Professor Ghassan Aouad and facilitated by Mr. Hatem Dammak, Acting Head of the Unit, the workshop was attended by



nearly 30 staff members (academics and administrative) in addition to members from the programmes' advisory boards (industry leaders, government officials), students' representative, in addition to the contribution of long-time collaborators of the University. The objective was to get a 360° view of where the University stands today in the eyes of its various stakeholders in terms of strengths, weaknesses, threats and opportunities.



The first half of the workshop was dedicated to updating the SWOT analysis by working in 4 teams where each team updated one of the 4 components of the SWOT table. The results were then shared and attendees were given the opportunity to comment on the work of their colleagues and add new items whenever necessary.



The second part of the workshop was dedicated to the risk register where the attendees collectively updated the list of identified risks from 16 to over 25 risks. The exercise then addressed how to calculate the overall risk value by multiplying its likelihood by its impact. Additional efforts will be pursued to put in place rigorous risk mitigation strategies/activities for each of the identified risks.



Overall, the exercise/workshop was very informative and showed how ASU has progressed over the years. Indeed, many weaknesses have been turned into strengths, many opportunities were also taken advantage of and are now strengths, and some of the threats are now irrelevant, while some other new threats and risks appeared.



HONORING CE OFFICE BY FAZAT SHABAB SOCIETY



On Thursday, 29 June 2017, H. E. Shaikh Khalid Bin Hamad Bin Ahmed AlKhalifa, the Honorary President of Fazat Shabab Society, honored ASU Community Engagement Office for its outstanding support to “Safety Ramadan Campaign” in Bahrain Engineering Society. Participants from ASU received certificates of appreciation for their participation and efforts in the campaign. Also, Dr. Mohammad Alaa Hussain Al-Hamami, Mr. Thaer Mustafa Al-Ramini, and ASU student Meshal Al-Dosary received “Medal of Distinguished Volunteer” for their unique effort in the campaign. A number of public figures, voluntary teams and organizations, and audience from local community attended the event.



Kuwait. The aim of the campaign was to distribute one million breakfast meal fasting with the distribution of manuals and guidelines for traffic awareness and its best practices.

ASU AND DR. AL-HAMAMI AWARDED BY FM H.E. KHALID ALKHALIFA

H. E. Shaikh Khalid Bin Ahmed AlKhalifa, the Minister of Foreign Affairs, awarded Dr. Mohammad Alaa Hussain Al-Hamami, the Manager of the Community Engagement Office representing ASU during the celebration of Social Media Day for supporting initiatives and activities of Social Media Club.

Mr. Ali Sabkar, President of Social Media Club thanked ASU for its outstanding support, and considering the University as a strategic partner to the club.

The celebration was attended by a number of public figures, people who are interested in social media and experts, and Social Media Club members and friends. The celebration was held in Al Areen Palace and Spa on Thursday 30 June 2017.



HONORING CE OFFICE BY LIAJLICOM VOLUNTARY TEAM

H. E. Shaikh Ahmed Bin Saqer AlKhalifa, the Honorary President of Liajlicom Voluntary Team, honored the Community Engagement Office at Applied Science University, represented by Dr. Mohammad Alaa Hussain Al-Hamami, the Manager of the Community Engagement Office for supporting the team and its outstanding engagement with the community,



H.E. Mohammed Bin Abdullah AlSinan, Chairman of Municipal Council of Muharraq Governorate, H.E. Municipal Council Member Yusuf Bin Ahmed AlThawadi, a number of ASU staff and students, public figures, voluntary teams and organizations, and audience from local community attended the honoring celebration that was held in Bahrain Engineering Society on Monday, 3 July 2017.



ORPHANS AND WIDOWS CAMPAIGN

On 2-3 July 2017, Dr. Murad Abdulla Al- Junabi, a member of the teaching staff at the College of Law participated as an educational advisor in the Orphans and Widows campaign. The number of the participants reached 340 orphan and widow from the Kingdom of Bahrain.



POLICY OF THE WEEK

Assessment, Feedback and Moderation Policy (Part 2)

5. MODERATION

The following marking and moderation processes are identified to promote consistency, reliability and objectivity. They also ensure that summative assessments have been through a defined and evidenced set of processes that demonstrate consistency of judgment and of standards for all students in any given cohort, (irrespective of the number of staff involved in delivery and marking, location of students or method of delivery).

It is important to note that moderation applies to both:

1. the instruments of assessment themselves (moderation of assessment design)
2. the level of student achievement as reflected in the grade provided (moderation of grading and feedback).

5.1 Key definitions

Moderation:

Moderation is the process of teachers sharing their expectations and understandings of standards with each other in order to improve the consistency of their decisions about student learning and achievement. The term is used to describe the process of examining the assessment instruments prior to them being used. The term is also used to describe the processes that take place following first marking to verify the judgment of the first marker(s). This could include double marking, concealed double marking or internal sampling, depending upon the complexity of provision.

First Marking:

A process whereby a member of staff awards marks and produces feedback for the work of students.

Double Marking:

A process whereby a second person or persons, marks the work in addition to the first marker and allocates a mark and provides comments.

Concealed Double Marking:

A process whereby a second person or persons, without sight of the first markers comments or feedback, marks the work and allocates a mark and provides comments.

Internal Sampling:

A process whereby, a nominated person reviews a sample of work, including the mark allocated and feedback, with the aim of confirming the judgment of the first marker(s).

Anonymous Marking:

Marking where the student's identity is not known to the marker.

Checking:

A process following first marking of objective assessments (e.g. MCQs) whereby a second person checks to ensure that marks have been calculated and recorded accurately.

Moderation of Assessment Design

When the course instructor and internal moderator are agreed that the assessment is appropriately designed the course instructor will give the assessment to the Programme Leader who will make arrangements for external moderation in accordance with the External Examiner Policy.

Moderation of Grades and Feedback

Under certain circumstances additional verification processes may be required (normally this occurs when there is a significant difference between the grades recommended by the course instructor and the internal moderator). Where double marking of a sample or full cohort of work is required, further internal moderation will not normally be necessary if the course instructor and internal moderator are broadly agreed on the grades to be awarded.

Where assessments are comprised solely of objective tools (e.g. Multiple Choice Questions, objective right and wrong answers) then internal moderation will be replaced by a process of checking by a second person to ensure that marks have been calculated and recorded accurately.

5.2 Moderation of the assessment design

The purpose of moderation of the assessment design is to ensure that the assessment is fit for purpose. This must be done prior to students undertaking the assessment.

5.2.1 Responsibilities of the course instructor

All assessments should be designed to take into consideration the following:

1. The clarity of the task(s)
2. The level and difficulty of the task(s) must be appropriate to the level of the learning outcomes of the course.
3. Suitability of the assessment method to test the intended learning outcomes.
4. Relevance to and coverage of the Intended Learning Outcomes being assessed.
5. Clarity and appropriateness of assessment criteria as defined in accuracy of rubrics, or marking scheme or model answers to the questions posed or tasks given as a means of discriminating performance and attainment.
6. The course instructor must provide the nominated internal moderators with the following:
 - a. Assessment instrument (including details of learning outcomes which are being assessed)
 - b. Rubrics for Assessment (for examinations this will take the form of model answers to each question – for other forms of assessment a clear rubric of how marks will be awarded must be provided)
 - c. INTERNAL MODERATOR ASSESSMENT DESIGN MODERATION FORM.

5.2.2 Responsibilities of the Internal Moderator

The internal moderator must confirm that the above considerations have been complied with fully, record any issues on the Internal Moderator Course Moderation Form, and liaise with the course instructor to resolve any such issues. Should the moderator and course instructor fail to agree the matter should be submitted to the Head of Department/College Dean to resolve the issues.

On completion of internal moderation for all final examinations the course instructor must also provide a copy of the examination and rubrics for scrutiny by the course external examiner. The form to be completed and the responsibilities of the Course External Examiner can be found in the External Examiner Policy.

5.3 Moderation of grading and feedback

The purpose of moderating grades and feedback is to ensure that the first markers have treated students fairly and consistently in their allocation of grades and have based their grades on the criteria which have been documented in the appropriate rubrics for the work being assessed.

For objective assessment instruments (multiple choice/numeric answers or objective tests) the process consists simply of the internal moderator checking that the marks awarded for each question have been accurately allocated. For all other assessments the internal moderator is required to ensure that the grade awarded to the student is consistent with the marking criteria (model answers or other rubrics which have been specified as a means of assessing the extent to which the student has achieved the learning outcomes).

Dissertations or projects which are subject to robust internal scrutiny involving 2 or more academics (jury), in addition to assessments categories (coursework, mid-term and final examinations) that account for less than 30%, are exempt from internal moderation.

5.3.1 Moderation Process

At the completion of the grading of assessed work for a course, the internal moderator will undertake moderation of a sample of assessed work. The internal moderator will review the work selected and consider whether the assessment criteria have been applied appropriately and consistently and whether the mark awarded and feedback provided is appropriate and adequate,

The processes involved require selection of a sample which covers a range of grades and guidance on the sampling process is provided below. If the internal moderator has significant issues related to the allocation of grades he/she may request a further sample or in exceptional cases request that all students' work be re-marked.

5.3.2 Responsibilities of the Course instructor

Grading of student work must be based fairly and accurately on the criteria for grading (rubrics, marking scheme, model answers etc.)

- Marks must be allocated for each component of the assessment as specified in the criteria for grading
- For all assessments with the exception of final examination, written feedback must be provided (either by providing comments on the assessed work or using a separate feedback sheet which students will provided with when assessed work is returned to students. Feedback must be sufficiently detailed to provide students with a clear explanation of why a particular mark was awarded and how they could improve their performance.

On completion of grading the course instructor will compile a sample of assessed work for review by the internal moderator. The way in which the sample is constituted is described below. In addition, the course instructor will complete the appropriate sections of the Internal Grade Moderation Form and append this to the sample for forwarding to the internal moderator. The course instructor must also supply the internal moderator with all rubrics or grading criteria used when assessing the students' performance.

5.3.3 Sampling Process

The sample of student work provided for moderation should consist of:

- a sample of work across all other bands (high, medium and low or fail) normally comprising approximately 10% of the work and where a number of markers have been involved it should include some work from each marker

- the sample should not exceed the work of 10 students
- For courses with fewer than 10 students, all the work shall be subject to moderation.
- any additional work where the first marker requests a second opinion

It is important to bear in mind that the purpose of sampling is to provide a representative sample of student work which provides the internal moderator with the opportunity to examine how well the grading and feedback reflect the overall grade attained by individual students.

Normally the grades given by the course instructor are provided to the internal moderator by the Programme Leader in constructing its assessment strategy may elect to incorporate elements of concealed double marking to further validate the accuracy of the grading process.

5.3.4 Responsibilities of the Internal Moderator

The internal moderator must carefully review the sample to confirm that grades awarded and feedback provided is appropriate and sufficient and that allocation of grades is consistent with the rubric for the assessment. The internal moderator must complete the Grading Moderation proforma and provide adequate feedback to the course instructor to demonstrate agreement or to highlight areas of weakness. Where the feedback would materially affect the student's grade the course instructor and internal moderator should meet to resolve an agreed final grade for the student.

Where the internal moderator identifies issues relating to consistency in the application of the assessment criteria then this should be reviewed with the course instructor and relevant markers. Where concerns are deemed to be significant then the relevant Head of Department/Dean of College will be informed and a course of action identified to assure standards. This may entail double marking of either the work of all students or all the work of particular markers.

5.3.5 Responsibilities of the Programme External Examiner

The responsibilities of the Programme External Examiner in reviewing assessment grades and other aspects of the programme are discussed fully in the External Examiner Policy.

REMINDER OF THE WEEK



The Learning Programme (from the BQA programme review handbook)

3.1.2 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.

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

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

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

3.1.2.4 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
- the profile of recent and current academic research, teaching or educational development matches the programme aims and curricular content.

3.1.2.5 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.

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

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

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

3.1.2.9 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.

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

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

3.1.2.12 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.

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

QUOTE OF THE WEEK

“Efforts to develop critical thinking falter in practice because too many professors still lecture to passive audiences instead of challenging students to apply what they have learned to new questions.”

Derek Bok

Happy Reading

