

# PRESIDENT'S NEWS DIGEST

26 AUGUST 2018 – VOLUME 3 - ISSUE 43



**ASU**  
جامعة العلوم التطبيقية  
APPLIED SCIENCE UNIVERSITY

## What's **INSIDE** this ISSUE

- Message from the President
- Interview of the Week
  - Baha'a Sami Karaimeh
- Quote of the Week

### MESSAGE FROM THE PRESIDENT

Welcome to the 43rd issue of the 3rd year of the President's News Digest.

In this issue of the News Digest, I will address the subject of standard 4 as described in the “**BQA Framework for Cycle 2: Institutional Reviews**” which is entitled “The Quality of Teaching and Learning”



### Standard 4 – The Quality of Teaching and Learning

The institution has a comprehensive academic planning system with a clear management structure and processes in place to ensure the quality of the teaching and learning programmes and their delivery.

### Indicator 13 - Management of Teaching and Learning Programmes

There are effective mechanisms to ensure the quality of teaching and learning provision across the institution.

### What is expected of a HEI operating in Bahrain:

1. There is an academic plan which includes a statement of the philosophy of teaching and learning and which is appropriate for the institutional type and mission of the institution. This plan is implemented, monitored and reviewed.
2. There are clear roles and responsibilities for those responsible for the management of academic programmes.
3. There is a teaching and learning policy which is implemented, monitored and reviewed for effectiveness.
4. Where practicums, work-based learning or internships are used, there are policies and procedures with regard to learning agreements, assessment, and the roles and responsibilities of the various stakeholders. There is a system to record and monitor regularly the student's learning experience, with mechanisms for improvement.



Office No: (+973) 16036161

Email: [tania.kashou@asu.edu.bh](mailto:tania.kashou@asu.edu.bh)

- The institution has a consistently implemented, effective system to evaluate the quality of teaching and learning, leading to continuous improvement.

#### Indicator 14 - Admissions

The institution has appropriate and rigorously enforced admission criteria for all its programmes. What is expected of a HEI operating in Bahrain:

#### What is expected of a HEI operating in Bahrain:

- The institution publishes up-to-date, clear and accurate information about its academic programmes, admission criteria including credit transfer, attendance requirements and expected standards of academic integrity, which is available to students, prospective students and other stakeholders.
- The institution has clearly stated regulations about the transfer of credits from one programme to another or from another institution.
- Admission criteria and measurement of knowledge competencies related to specific programme are aligned with local and international academic norms for the discipline.
- The languages of teaching and learning in the programme are clearly stated and admission criteria include minimum language standards that must be met.
- The institution is able to demonstrate how any foundation studies including orientation and bridging courses enable students to meet its admission criteria for a particular institution.
- The institution regularly reviews admission criteria, using information on student outcomes and international comparisons, to ensure the criteria are appropriate.

#### Indicator 15 - Introduction and Review of Programmes

The institution has rigorous systems and processes for the development and approval of new programmes - that includes appropriate infrastructure - and for the review of existing programmes to ensure sound academic standards are met.

### INTERVIEW OF THE WEEK

We would like to feature the interview this week with:



Name: Baha'a Sami Karameh

Position: Office Manager of the Public Relations Office

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

I was born and raised in Al Zarqa City in Jordan, surrounded by a lovely family. I had a wonderful childhood with many close friends from all over the area.

In 2010 I obtained my Bachelor's degree in Media from Al Yarmouk University.

#### 2. Tell us about your job at ASU

I am responsible of the University's public relations in the Directorate. In fact this is my seventh year journey at ASU.

My work contains a number of effective and essential activities such as; publications in the newspapers, press releases, the University's website, media, promotional printing materials, handbooks and part of the outdoor campaigns. I am also the chief editor of the University's annual yearly magazine.

These requirements are applied consistently, regularly monitored and reviewed.

### **What is expected of a HEI operating in Bahrain:**

1. There is a formal effectively implemented mechanism to ensure that programmes and their curricula are up-to-date, articulate clear progression routes for learners and are relevant to the labour market and societal needs and reflect current research and trends in the discipline (fitness of purpose) and which articulate with the institutional mission and strategic goals (fitness for purpose).
2. There is a robust mechanism to ensure that the institution's qualifications are based on recognized higher education fields of study and that the number and distribution of credit hours is demonstrably in accordance with international norms, NQF credit requirements and HEC licensing arrangements (where applicable).
3. NQF level and credits are clearly stated in the certificate issued by the awarding institution (where applicable).
4. There are effective policies and procedures for the development of new programmes that include: resources required, the use of online or blended learning (where applicable); the use of work-based learning (where applicable); professional accreditation (where applicable); and the availability of qualified teaching staff.
5. There are implemented effective mechanisms for programme approval which includes the description of learning outcomes with course learning outcomes being mapped to the programme learning outcomes.
6. There are implemented formal policies and procedures for the review of programmes. There is a regular external review of programmes to ensure currency and relevance.
7. There are formal and effective internal and external arrangements in accordance with the NQF requirements of mapping and confirmation and which demonstrate how the arrangements apply to NQF level descriptors and credits to enable qualifications to be placed on the NQF.

### **3. Tell us about your aspirations for the University**

I hope ASU becomes a leading university in the region.

### **4. What do you enjoy most about your job?**

I enjoy the great teamwork and the amazing family atmosphere in my division.

I like to take on new challenges every year.

### **5. Tell us about your hobbies**

My hobby is reading in general, playing chess & football.

### **6. Tell us about your favourite food**

A traditional Jordanian cuisine called (Mansaf), in addition to other local food that is rich in carbs.

### **7. Tell us about the book you are reading now**

The Arabic version of a book call "The Founding Myths of Modern Israel" by the author: Roger Garaudy

### **8. Final words**

I wish ASU success and all the best.

## **Indicator 16 - Student Assessment and Moderation**

There are implemented transparent assessment policies and procedures including moderation. Assessment of student learning is appropriate and accurately reflects the learning outcomes and academic standards achieved by students.

### **What is expected of a HEI operating in Bahrain:**

1. There are effective assessment policies and procedures, which are publicly available and systematically implemented across the institution.
2. There are staff development opportunities on how to measure course and programme learning outcomes through appropriate design of assessment and the use of varying assessment tasks.
3. There are effective policies and procedures that govern the internal and external moderation of assessment and clearly state the roles and responsibilities of the external examiner/reviewer and the mechanism for their appointment.
4. There is a clear and transparent grade appeals process that is communicated to students and consistently applied across the institution and which is done in a timely manner.
5. The institution has implemented sound processes for deterring and detecting plagiarism and academic misconduct, which are consistently applied.

## **Indicator 17 - The Learning Outcomes**

The institution ensures that all programmes and courses have clearly formulated learning outcomes and there are effective mechanisms to ensure that graduates achieve the learning outcomes of the programmes.

### **What is expected of a HEI operating in Bahrain:**

1. There is an implemented effective mechanism to ensure that all programmes and courses have clearly formulated learning outcomes.
2. There is a mechanism to ensure that graduate attributes and intended learning outcomes are achieved across all programmes.
3. The institution provides the opportunity for learners to exit a programme at a given level and progress to another, specifying the details of those programmes and award (if any) given at the time of exit (where applicable).
4. The institution has approval processes and protocols for submitting learners data and results for certification to ensure that the outcomes of the assessment and verification are in line with its regulations.
5. The institution tracks student progression and graduate destination and uses this information to ensure academic standards are attained.
6. Benchmarks and external reference points are used to determine and verify the equivalence of learning outcomes linked with occupational standards where appropriate, and with other similar programmes in Bahrain, regionally and internationally.

## **Indicator 18 - Recognition of Prior Learning (where applicable and legislation permits)**

The institution has a recognition of prior learning policy, and effective procedures for recognizing prior learning and assessing current competencies.

### **What is expected of a HEI operating in Bahrain:**

1. There is a policy and procedure in place to support access and recognition of prior learning measures and which accords with the National Qualifications policy on recognition of prior learning.
2. There are effective procedures stipulated for recognition of prior learning; this includes formal, informal and non-formal learning\* and the identification, documentation, assessment, evaluation and transcription of prior learning against specified learning outcomes, so that it can articulate with current academic programmes and qualifications.
3. Assessment instruments are designed for recognition of prior learning and are implemented in accordance with the institution's policies on fair and transparent assessment.
4. There is an up-to-date register of recognition of prior learning assessment and admission.
5. There are staff development activities for those involved in the assessment of recognition of prior learning.

\*Formal learning: Learning that is organized and normally occurs in structured learning environments. Learning in which the learner's objective is to obtain knowledge, skills and/or competences. Typical examples are learning that takes place within the initial education and training system or workplace training.

Non-formal learning: Organized education and training outside the formal education or training systems. However, this type of learning does not have the level of curriculum, syllabus, accreditation and certification associated with Formal Learning. Non-Formal Learning may be assessed but does not typically lead to formal certification – for example, learning and training activities undertaken in the workplace, voluntary sector and through community service programmes.

Informal learning: Learning that is not organized nor structured and has no set objective in terms of learning outcomes and is never intentional from the learner's viewpoint. Typical examples are learning which is gained through work-related, social, family, hobby or leisure activities and experiences.

## **Indicator 19 - Short courses**

The institution has effective systems in place for the management of its short courses (where applicable).

### **What is expected of a HEI operating in Bahrain:**

1. There is a plan that aligns short courses with the institution's mission and academic programmes.
2. There are clear lines of responsibility for the development, implementation and monitoring of the effectiveness of short courses.
3. There are policies and procedures in place to monitor the effectiveness of short courses offered by the institution. These are implemented, monitored and reviewed.

## QUOTE OF THE WEEK

*“Integrity is the most valuable and respected quality of leadership. Always keep your word.”*

**Brian Tracy**

 *Happy Reading!* 