

PRESIDENT'S NEWS DIGEST

10 SEPTEMBER 2017 – VOLUME 2 - ISSUE 45

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MESSAGE FROM THE PRESIDENT

Welcome to the 45th issue of the 2nd year of the President's News Digest.

Warm welcome to our new staff and welcome back to our existing staff

This week we welcome back our returning colleagues and receive a good number of new colleagues. Let's all make them feel very welcome. A new staff induction week is being organized by the 2 VPs and HR. The date of this induction event will be announced soon.



In this issue, I will be covering the topic of “New Students Orientation”. As we embark on a new academic year, it is our duty to provide our new and existing students with the best support they need. New Students Orientation plays an important role in welcoming our students to a new world, which is different from secondary education.

During New Students Orientation, our students should be exposed to all academic and non-academic support they are entitled to. They should be aware of University's policies and bylaws and especially those that affect them on a daily basis. They should be briefed about our plagiarism policy and the use of Turnitin. It is important to inform them that the tolerance for plagiarism is nil, only some similarities of work with proper referencing and within defined limits are allowed. They have to be reminded on a daily basis about plagiarism and their exposure to online materials does not entitle them to “cut and paste” into their homework, assignments and projects. In addition, our new students should be briefed about institutional accreditation and its importance.

During orientation, new students should be informed about the university's vision, strategic directions, and organizational charts. They should also be informed about the support they can get from the Deanship of Students Affairs in terms of counseling, career progression, involvement with clubs, their entitlement to be elected to the Students Council, amongst many other activities. In addition, they should be informed about the library, IT facilities including learning resources like Moodle including visits to the library and live demos of Moodle.

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As in previous years, the Deanship of Students Affairs will organize a detailed “New Students Orientation” Day/Week to expose our Students to the University and colleges facilities. Students should become familiar with study plans, attendance of lectures, the SIS system and its facilities, and academic calendar, amongst many other things. During orientation, the students have the opportunity to connect with faculty, staff and their classmates. This is an important feature of good orientation. In addition, it will introduce new students to the wide variety of academic, cultural, social, and sports experiences available at ASU.

Research has shown that student orientation has a significant impact on welcoming and connecting students as they embark on a new experience, which is different from what they have witnessed before. This is important in retaining these students during the first year of their university’s life as the individuals that can help them are clearly identified. In addition, they will become aware of all the resources and facilities that are available to support them.

VISITING OUR BRITISH PARTNERS

From 4 until 8 September, the Chairman of the BOT, the President, the Director of Admin and Finance and Head of HR and Training visited our British Partners namely LSBU and Cardiff Met to discuss the launch of our new programs in September. It is vital for us to ensure the smooth running of these programs. This will help us in marketing the programs for future intakes and raise our reputation and profile.



POLICY OF THE WEEK

MONITORING AND REVIEW OF PROGRAMMES



(Part II)

3. Programme Monitoring

Effective monitoring involves the collection of regular feedback from students and other stakeholders and is an integral part of learning, teaching and assessment. In most cases, the difficulties encountered by students are addressed as they arise.

INTERVIEW OF THE WEEK

We would like to feature the interview this week with:



Name: Dr Faiza Zitouni

Position: Dean Of Student Affairs, Acting Assistant VP for Academic Affairs and Development

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

It is with a great pleasure to start the News Digest’s interviews for the new academic year 2017-2018. I would like to take this opportunity to wish all the staff at ASU a prosperous year thriving with health and successful achievements.

A small brief about my academic life; I was born in Algiers and left my family at the age of 18 to pursue my education at IAP (Algerian Institute of Petroleum, Boumerdes, Algeria). After my graduation, I was granted a scholarship from an Italian Company to pursue my further Education at Loughborough University of Technology (LUT), in the United Kingdom. After the completion of my PhD, I worked as postdoctoral research fellow at Oxford Brookes University for two years, and then I joined a senior position at a private company (Polyflor Ltd, UK) for 10 years where I led major projects. Following that, I have decided to join back the academic arena, and worked at the University of Salford (UK) at the same time I started a second PhD in Business Administration, on the Management of Change in the Higher Education Institutions.

The aims of monitoring and evaluation are:

1. To assure the quality and academic standards of programme provision for students.
2. To achieve effective collaboration between interested parties to remedy weaknesses and improve performance.

The objectives of such processes is to:

1. Promote responsiveness to student needs.
2. Ensure that attention is given to both quantitative and qualitative measures of performance.
3. Share good practice.
4. Encourage innovation in learning and teaching.

3.1 Annual Review (Annual Programme Review Report)

At the end of each academic year the Programme Team for each programme offered by the University must provide a review report (Annual Programme Review Report - APRR). This would normally be written by the Programme Leader and fully discussed and considered at the Department Curriculum Committee. The purpose of this document is to provide a self critical review of the programme and its operation over the previous academic year.

The programme team should meet before preparing the APRR and discuss the programme and statistical data supplied by Registration and by the Measuring and Evaluation Unit of the QAAC. During this meeting the programme team will also discuss any changes which they would like to make to the programme for the coming academic year and ensure that these are properly documented. If the proposed course changes are approved at the meeting these can be processed for approval following the guidance given in Section 2 of this document.

The APRR is discussed and forwarded to the QAAC.

The purpose of the APRR will be to:

1. ensure that programmes remain current and valid in the light of developing knowledge in the discipline, and practice in its application;
2. evaluate the extent to which the intended learning outcomes are being attained by students;
3. evaluate the continuing effectiveness of the curriculum and of assessment in relation to the intended learning outcomes;
4. track the implementation of any recommendations for action resulting from any reviews of the programme conducted in the previous year

I have also worked in various Universities such as Bradford University, Heriot Watt University, Middlesex University, and the University of Sharjah and University of Modern Sciences in Dubai.

2. Tell us about your job at ASU

My job at ASU is challenging most of the time but very rewarding. I am grateful to be surrounded by great individuals that make my job enjoyable.

I strongly believe that teamwork is the essence to success in any Institution; hence, I am thankful to all my colleagues.

3. Tell us about your aspirations for the University

I believe that our University has all the assets to be a successful International University; furthermore, I strongly believe that we are in right path to do so, especially with our great leadership team, renown reputation and the introduction of the new British programmes, etc..

4. What do you enjoy most about your job?

As Dean of Student Affairs, I love working with students. At the Deanship, we have open doors policy and our students are the center of all our activities.

I must admit it is very much rewarding for me and for my team when we solve students' issues/ problems, and see the smiles on their faces.

5. Tell us about your hobbies

Living in the Kingdom of Bahrain, gave me the opportunity to realize I really like painting, mainly abstract with my own trade mark.

5. ensure that appropriate actions are taken to remedy any identified shortcomings and note good practice.

The following matters will be considered during the Programme Team Meeting and integrated where necessary into the APRR:

Quantitative analysis including:

- number of applications;
- intake numbers;
- gender distribution;
- age distribution;
- country of domicile distribution;
- entry qualification distribution;
- student achievement focusing on student progression and award information.

Qualitative analysis - giving attention to:

- curriculum aims and programme content;
- learning and teaching;
- the research and scholarly activity that underpins the learning and teaching;
- the link between learning outcomes and assessment criteria;
- assessment - academic support and feedback;
- issues relating to student support and guidance;
- resource requirements;
- staff development needs;
- the recruitment and admission of students;
- issues relating to any work placements offered on the programme(s);
- extra-curricular activities;
- quality enhancement including technology enhanced learning;
- equality and diversity issues including impact assessment;
- action plans at programme and course level;
- evaluation of the programme with reference to:
 - Programme External Examiners' reports and external subject review reports;
 - staff and student feedback;
 - any reports from accrediting or other external bodies such as the Directorate of Higher Education Reviews, Higher Education Council, Quality Assurance Authority;
 - the implementation of any conditions imposed during review events;

6. Tell us about your favourite food

Mainly seafood.

7. Tell us about the book you are reading now

At the moments all books related to SFHEA application.

8. Final words

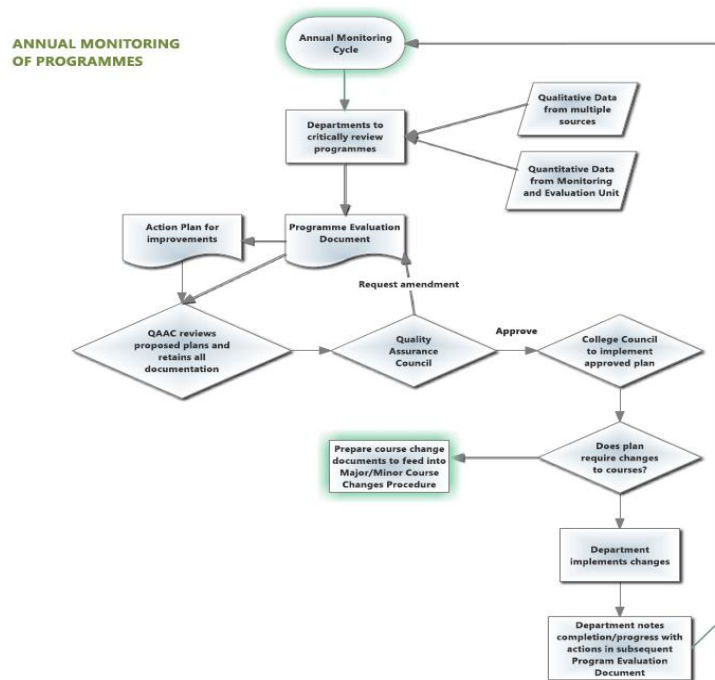
I started and I will finish along the same words, by wishing ASU, staff and students a great new academic year 2017-2018.

May God bless you All.

Following this meeting, the Programme Team will create report on the action plan from the previous year (which has been discussed within the APRR) and an action plan for the following academic year. These are forwarded to the Department and College Curriculum Committee and the Quality Assurance and Accreditation Centre.

QAAC will review the action plans and forward these to the Quality Assurance Council for discussion and possibly amendment.

The approved action plans will then be forwarded to the College Council which will note the improvements required and forward to the Department to implement. Monitoring implementation will be confirmed in the next iteration of the cycle of Annual Monitoring.



3.2 Periodic Review

One of the major functions of the Quality Assurance Council is to supplement the annual reviews by a regular and comprehensive periodic reviews of Programmes in Colleges.

3.2.1 Scheduling of Reviews

These are normally conducted every five years and the QAAC will inform the relevant College a year in advance of which programmes will be reviewed in the next academic year. The exact date when the review will be conducted will be communicated to the College at least 3 months prior to the event.

3.2.2 Purpose

The purpose of the periodic review is to:

1. critically examine the programmes and ensure they are still relevant and meeting their aims
2. examine the content of the programmes to ensure that they are up to date and relevant
3. confirm that the programmes continues to comply with the requirements of external agencies such as the Directorate of Higher Education Reviews, NQF and HEC and operate in accordance with the University Bylaws
4. review and comment upon future plans for the programme.

3.2.3 Documentation Required

1 Reflective Analysis

The review will be based on a report (Reflective Analysis) prepared by the College which provides a critical appraisal of each of the programmes being reviewed noting any strengths or weaknesses (this will be informed by examination of the programme evaluation documents provided since the last period review of the programme). It should also look at trends in statistical data which form part of the annual Programme Evaluation Documents.

In addition it will provide a commentary based on the views of at least one external assessor (who is?). The full report(s) from the external assessor(s) should be provided as an Appendix to the Reflective Analysis. The external assessor should be a subject expert in the discipline(s) covered by the programme.

The report will also provide benchmarking evidence to demonstrate that the content of the programme is comparable with similar programmes offered at other Higher Education institutions.

The report will discuss any external reviews conducted since the last periodic review and confirm that all recommendations from such reviews have been fully addressed.

Finally the report will provide a brief section which highlights any significant achievements since the last periodic review and any examples of good practice or innovation which could potentially be transferred to other programmes.

2 Supporting Materials

The College will provide

1. documentation which outlines the programme learning outcomes, the course learning outcomes and the programme structure;
2. course descriptors for all courses on the programme;

The college will also make available on the days of the Review

3. any course portfolios for the 3 semesters of teaching prior to the review taking place.

3.2.4 Periodic Review Panel

Panel Composition

Periodic Review Panels will be proposed by the QAAC and subject to approval by University Council. The minimum composition as follows:

1. Convener: An internal member of staff appointed by University Curriculum Committee. The Convener will not be a member of staff of the College proposing the new programme.
2. One external member: Who must be an academic with relevant subject experience and who has provide a report on the programme (the external assessor?).
3. Two members of staff from the Quality Assurance and Accreditation Centre

3.2.5 Periodic Review Event

This will normally be scheduled to be completed within 2 days. The Periodic Review Panel will meet with the College Dean and academic staff teaching on the programme and any support staff whom they may wish to meet. They will also allow time to review the course portfolios to satisfy themselves that these are satisfactory both from the perspective of subject level and content and that they meet standards set by the QAAC.

3.2.6 Formulation of Outcomes

Having concluded their meetings the Panel will deliberate and issue a report which either confirms satisfaction with the programme or outlines their suggestions for improvement of the programme as a whole or individual courses. The Panel may also make comments and suggestions on the resources available to the programme and administration of the programme.

The Panel may provide:

Major improvements - these are aspects of the programme design or delivery which must be addressed to ensure that standards of provision meet those expected in a Higher Education institution.

Improvements - these are aspects of the programme which the Panel would advise the Programme Team to consider amending or improving in order to enhance the quality of the Programme.

Commendations - these are aspects of the programme which the Panel consider are particularly meritorious and noteworthy as examples of best practices.

3.2.7 Response to Report

On receipt of the report from the Periodic Review Panel the College Dean will formulate a response. This will include actions to be taken to address suggested improvements. The report should prioritise addressing the major improvements identified by the Panel. The response will be signed off by the Dean and forwarded for approval by the University Curriculum Committee and then to University Council and Board of Trustees.

An important step at this stage is that if the programme has changed significantly i.e. programme aims and learning outcomes or more than 50% of the required credits at any stage have been changed, the QAAC must advise on what, if any, approval is required to comply with NQF and any other relevant regulations on programme review.

The University Quality Council and University Council and Board of Trustees must therefore consider carefully whether all of the proposals for change must be implemented and may request modification of the extent to which it is proposed that the programme should be changed.

Monitoring of implementation of improvements will be assured through the University's standard quality improvement mechanisms.

QUOTE OF THE WEEK

“Some days are just bad days, that's all. You have to experience sadness to know happiness, and I remind myself that not every day is going to be a good day, that's just the way it is!”

Dita Von Teese

Happy Reading

