

University of Bahrain Self- Evaluation Report

*Submitted to Higher Education Council
for Institutional Accreditation*

Review and Accreditation

- Program, College, or Institution : National or International

Review		Accreditation	
National	International	National	International
Program: QQA (B.SC. MGMT) QQA (B.SC. MRKT) QQA (B.SC. LAW) QQA (B.SC. Nursing) QQA (B.Sc. R. Nursing)	<u>Program:</u> NAAB(<i>Engineering</i>) CIDA(<i>Engineering</i>) ASIIN(Biology, Math, Statistics, Physics)(<i>Under Preparation</i>)	<u>Program:</u>	<u>Program:</u> ABET(<i>Engineering</i>), ABET (IT) CSC (Chemistry)
<u>College:</u> QQA (IT, <i>all programs</i>) QQA(Business, <i>All Progs.</i>) QQA (Engineering, <i>All B.Sc. Programs</i>)	<u>College:</u> ABA (<i>LAW, all programs</i>) NIE (BTC)	<u>Program:</u>	<u>College:</u> AACSB (Business)
<u>Institution:</u> QQA (University)	<u>Institution:</u> AUQA (University)	<u>Institution:</u> HEC (<i>NOW</i>)	<u>Institution</u>

The Institutional Accreditation Standards (معايير الاعتماد المؤسسي)

- Eight (8) Areas (مجال)
- Thirty Three (33) Standards (معيار)
- ✓ *Two Hundred Twenty (220) Key Indicators (مؤشر)*

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Standard 1

Standard 2

Standard 3

The institution must be effectively and responsibly governed

Key indicators

- 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.*
- 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.*
- 3. Policies, procedures and systems linking governance and management must be well documented and effectively disseminated across the institution.*
- 4. The institution must engage in appropriate risk management planning, which is administered and monitored by named individuals and conduct regular risk assessment exercises.*
- 5. Any partnership or cross-border collaboration must contain a risk-management strategy to protect students should there be any dispute.*
- 6. There must be a clear separation of ownership and responsibility for financial matters from academic decision making.*
- 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.*
- 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.*

Standard 1

Standard 2

Standard 3

The institution must have a clear and achievable strategy

Key indicators

- 9. 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.*
- 10. There must be provision for stakeholder, including students and employers, input to inform the strategic direction of the institution.*
- 11. The strategy must be well communicated to all stakeholders including students, within and outside the institution.*
- 12. Accurate data must be collected and collated systematically in order to provide a reliable measure of success against key performance indicators.*
- 13. 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.*

Standard 1

Standard 2

Standard 3

Financial management must be open, honest and effective

Key indicators

- 14. The institution must conduct its financial matters transparently and with appropriate probity.*
- 15. The institution's finances must be subject to regular independent external audit.*
- 16. 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.*
- 17. 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.*
- 18. Academic program managers must be given sufficient autonomy to allocate resources appropriately to achieve the program objectives and to maintain high standards.*

Standard 4

Standard 5

Standard 6

Standard 7

The institution must be effectively managed

Key indicators

19. *The management structure must be clearly defined, documented and understood by all stakeholders including governors, management, staff and students.*
20. *All senior managers must be suitably qualified and experienced, understand their specific responsibilities and be effective in carrying them out.*
21. *There must be clear channels of communication between management, the Board of Trustees, staff, students and other stakeholders.*
22. *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.*
23. *There must be an effective committee structure with appropriate reporting lines which informs management decision-making and provides feedback to stakeholders including students.*
24. *Committees and other meetings must have clear and appropriate terms of reference, must be scheduled to meet regularly and minted accurately.*
25. *There must be a set of comprehensive policies, regulations and procedures for staff and student conduct and systems in place to ensure their implementation.*

Standard 4

Standard 5

Standard 6

Standard 7

The institution must be effectively managed

Key indicators

- 26. There must be a published policy on complaints which includes a system for recording and monitoring complaints and the associated responses.*
- 27. A policy must exist and be administered effectively regarding collection of and refund of student fees.*
- 28. 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.*
- 29. Action plans must be implemented and reviewed regularly, with outcomes reported to management and subsequently to the governing body.*
- 30. Management must monitor and review academic and administrative staff performance through a clearly documented and transparent appraisal system.*
- 31. There must be transparent and fair policies and procedures in place to recognize and reward staff through promotion or financial considerations.*
- 32. Management must ensure that the institution has the facilities and mechanisms in place*

Standard 4

Standard 5

Standard 6

Standard 7

Academic management must be effective

Key indicators

33. *Programs must be fully mapped to the National Qualifications Framework and have achieved or be in the process of achieving a '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.*
34. *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.*
35. *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.*
36. *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.*
37. *The institution must have clear policies, criteria and processes for academic appointments and promotions and be able to demonstrate that these are implemented.*
38. *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.*
39. *The institution must ensure that there is a balance between the number of senior and junior academic staff.*
40. *The institution must ensure that there is a balance between the number of local and international academic staff.*

Standard 4

Standard 5

Standard 6

Standard 7

Academic management must be effective

Key indicators

41. There must be regular scheduled and minted meetings of academic staff to review academic programs.
42. There must be an appropriate policy and effective procedures for the acquisition of academic resources to support programs.
43. 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.
44. Appraisal of teaching staff must include regular classroom observation, feedback and be followed up where necessary.
45. Academic managers must employ a system of mentoring and peer review to support faculty staff.
46. Newly appointed academic staff must have a thorough induction program and be offered ongoing support and guidance through a mentoring system.
47. Teachers' development must be supported by regular training and the provision of technology and tools to facilitate self-learning, access to information and communication.

Standard 4

Standard 5

Standard 6

Standard 7

The institution must be effectively administered

Key indicators

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

Standard 4

Standard 5

Standard 6

Standard 7

The institution must employ appropriately qualified and experienced managerial, administrative and technical staff

Key indicators

55. 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.
56. Technical staff, including those working in laboratories, must be qualified, experienced and trained in their area of expertise.
57. The Human Resources team must be suitably qualified, experienced and have the necessary skills.
58. There must be effective procedures for the induction of all staff.
59. There must be a transparent and well-documented appraisal system for all staff.
60. There must be clear and appropriate job specifications for all staff.
61. All staff must be treated fairly and according to a published equality and diversity policy.
62. The institution must have a clear policy regarding the handling of legal issues relating to the employment of staff.
63. Staff must have access to a published complaints and appeals procedure.

Standard 8

Standard 9

Standard 10

Standard 11

Teaching must be relevant to and effective in delivering the intended learning outcomes

Key indicators

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

Standard 8

Standard 9

Standard 10

Standard 11

Learning opportunities provided must be varied and motivating and encourage students to develop as independent learners

Key indicators

- 71. 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.*
- 72. Intended learning outcomes for all programs must be articulated clearly and be publicly available.*
- 73. The learning opportunities provided must be designed to facilitate students' achievement of the intended learning outcomes.*
- 74. Students must be encouraged and supported to develop independent learning skills and take responsibility for their own learning.*
- 75. Students must have access to teaching staff outside classroom-based teaching and learning sessions.*
- 76. 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.*

Standard 8

Standard 9

Standard 10

Standard 11

Assessments must be planned, well-organized and be closely linked to the intended learning outcomes

Key indicators

77. Students must be provided with an assessment schedule in which required coursework and revision periods are detailed in advance with clear submission dates.
78. The overall diet of assessments must include formative and summative elements and ensure that all program intended learning outcomes are addressed.
79. Individual assessments must focus on measuring student achievement of relevant intended learning outcomes.
80. The link between assessment and intended learning outcomes must be reviewed periodically to ensure relevance and effectiveness.
81. 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.
82. Assessment procedures must be transparent so that students understand the link between marking criteria and grade attainment.
83. Students must receive prompt, detailed and supportive oral and written feedback on their assessments and overall performance and progress.
84. 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.

Standard 8

Standard 9

Standard 10

Standard 11

Assessments must be effectively administered and quality assured

Key indicators

85. 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.
86. The institution must take appropriate steps to identify and discourage cheating, including plagiarism and other misdemeanors, and to penalize offenders.
87. 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.
88. There must be effective procedures for internal moderation at pre- and post-assessment stages.
89. There must be effective procedures for external moderation at pre- and post-assessment stages.
90. The institution must make student records and transcripts available to its students in a timely manner.

Standard 12

Standard 13

The institution must demonstrate a commitment to research and provide adequate and appropriate facilities to promote research

Key indicators

- 91. The promotion and facilitation of research must be a central feature of the institution's overall strategic aims.*
- 92. The interaction between research, scholarly activity and education must be reflected in the curriculum, inform current teaching, and encourage and prepare students for engagement in research, scholarship and innovative development.*
- 93. There must be policies which identify the priorities, facilities and development in research and commercialization.*
- 94. Incentives must be provided for the academic staff and the departments to conduct research.*

Standard 12

Standard 13

The institution must encourage and support its staff to undertake research and scholarly activity and to engage in other professional activities

Key indicators

95. *The institution must have well-defined policies and procedures for the undertaking of academic research and these are communicated effectively to all relevant stakeholders.*
96. *The research strategy of the institution must be in line with national priorities.*
97. *Teachers must be encouraged and supported to undertake research in relevant fields and to publish their findings.*
98. *The institution must maintain a catalogue of up-to-date staff publications which are published on the website.*
99. *Academic staff contracts must require academic staff to engage in research and scholarly activities relevant to their teaching and other duties.*
100. *Appointment and promotion criteria and faculty performance evaluations must reflect the institution's expectations for faculty research and scholarly activity.*
101. *Academic staff must be encouraged to seek out international universities or employers in order to develop collaborative relationships.*
102. *There must be a fair and transparent procedure for staff to seek financial support for their research and other professional development activities.*
103. *The institution must provide time for staff to meet regularly to share and discuss current research activities and, if appropriate, invite external speakers.*

Standard 14

Standard 15

Standard 16

The institution's strategy must recognize the importance of promoting entrepreneurship and provide appropriate academic, physical and financial resources to support this

Key indicators

- 104. The institution's strategic plan must demonstrate a commitment to promoting entrepreneurship and enterprise across the institution.*
- 105. The institution must have or be developing policies and mechanisms which will facilitate funding for graduate and staff enterprise and provide appropriate facilities such as incubator support.*
- 106. The strategy must demonstrate an awareness of and commitment to the Kingdom's employability agenda in that it encourages links with industry, encourages entrepreneurship and focuses on the knowledge economy.*
- 107. The institution must ensure coverage in its curricula of the skills and competencies required by employers so as to prepare students for entry into the world of work. Views of employers must inform the review process.*

Standard 14

Standard 15

Standard 16

The institution must proactively engage with the local and regional business community

Key indicators

- 108. Employers must be encouraged to forge links with the institution so as to provide opportunities for internships and on-the-job training.*
- 109. Students must be made aware of the current job market and provided with opportunities to engage with prospective employers.*
- 110. The institution must engage with the wider community, such as employers and its alumni, in a formal and systematic manner in order to obtain feedback on the relevance of its curriculum and to identify areas for development and improvement.*
- 111. The institution must collect data on the destination of its graduates to inform and improve its relationships with the world of work and its engagement with the Kingdom's employability agenda.*
- 112. Where appropriate, students must be given the opportunity to attain relevant workplace experience.*

Standard 14

Standard 15

Standard 16

The institution must demonstrate its commitment to community service and engagement

Key indicators

- 113. Institutional strategy must take into account the Kingdom's national indicators and demonstrate a commitment to community and social outreach and lifelong learning.*
- 114. The institution must demonstrate that it engages in community outreach and the provision of mutually beneficial services.*
- 115. The institution must encourage its staff and students to engage with the local community around it through cultural, social and community service activities.*
- 116. There must be a dedicated team which has responsibility for the institution's work in community service.*
- 117. The institution must produce an annual report detailing the community services it has been engaged in.*

Standard 17

Standard 18

Standard 19

Standard 20

Publicity material, both printed and electronic, including the website, must provide a comprehensive, up-to-date and accurate description of the institution and its curriculum

Key indicators

- 118. Text and images in printed material and on the institution's website must provide an accurate description of the institution's location, premises, facilities and the range and nature of resources and services offered.*
- 119. Information on the programs available must be comprehensive, accurate and up-to-date and provide details of the status of the qualifications offered, including the awarding body and level of award.*
- 120. The institution's website must provide content which is current and which provides support for existing and prospective students.*
- 121. Information on staff qualifications and work experience must be made available to students.*
- 122. Students must be given some indication of the type of careers graduates may follow and any professional body exemptions that may be available.*
- 123. Students must be informed of the full cost of all programs, including costs of examinations and any required materials.*
- 124. Students must be informed as to the necessary English requirements for entry on to programs.*

Standard 17

Standard 18

Standard 19

Standard 20

The institution must take reasonable care to recruit and enroll suitable students for its courses

Key indicators

125. *Entry requirements for each program must be set at an appropriate level and clearly stated in the program descriptions seen by prospective students.*
126. *A formal application process must ensure that students meet the entry requirements and any claimed qualifications must be verified.*
127. *Prospective students must be properly briefed on the nature and requirements of the program(s) in which they are interested and provided with advice on choosing their program.*
128. *All application enquiries must be responded to promptly and appropriately.*
129. *Any recruitment agents must be properly selected, briefed, monitored and evaluated.*
130. *Students must receive a proper initial assessment, which includes language ability if appropriate, to confirm their capability to complete the programs on which they are enrolling.*
131. *Students with special needs must be identified in order that appropriate support mechanisms can be provided.*
132. *Entry on the basis of accreditation of prior learning and credit exemptions must be subject to a rigorous process and clearly documented.*
133. *The admissions policy must be reviewed regularly with relevant external stakeholders including employers.*
134. *The institution's application and recruitment process must be fair and transparent with evidence to show that equal opportunities, anti-discriminatory and inclusion issues are demonstrably addressed.*
135. *Data on student performance must be used to inform the improvement of the student selection process.*

Standard 17

Standard 18

Standard 19

Standard 20

Students must receive pastoral support appropriate to their age, background and circumstances

Key indicators

- 136. There must be a dedicated student support service which is provided by an adequate number of suitably qualified and trained staff, and which is accessible to all students and available to provide advice and counseling.*
- 137. The support services must be evaluated regularly to ensure effectiveness and safety.*
- 138. Students must receive an appropriate induction and information on the pastoral support available to them.*
- 139. Students must be issued with a contact number for out-of-hours and emergency support.*
- 140. The institution must have policies to avoid discrimination and a published procedure for dealing with any abusive behavior.*
- 141. There must be effective systems to communicate with students out of class hours.*

Standard 17

Standard 18

Standard 19

Standard 20

Students must receive appropriate guidance

Key indicators

- 142. Students must be given an induction to the institution, their program of study and guidance on the use of facilities such as the library and IT.*
- 143. Additional support or advice on alternative programs must be provided to students who are judged not to be making sufficient progress to succeed.*
- 144. Students must have access to a fair complaints procedure of which they are informed in writing at the start of the course and offered guidance in submitting a complaint.*
- 145. Students must have access to careers information, advice and guidance, including progression to further study, from a designated and suitably qualified and experienced member of staff.*

Standard 21

Standard 22

Standard 23

Standard 24

Student progress must be measured and recorded regularly on the basis of adequate and explicit data and effective remedial action taken where necessary

Key indicators

- 146. Assessment outcomes must be monitored to enable the identification of students who are not making satisfactory progress and there must be prompt intervention where appropriate.*
- 147. There must be a clear and published policy on required student attendance and punctuality, effective procedures and systems to monitor and enforce it.*
- 148. Accurate and secure records of attendance and punctuality at each session must be kept for all students, collated centrally and reviewed at least weekly.*
- 149. Student absences must be followed up promptly and appropriate action taken.*
- 150. Students must be allocated an academic counsellor with whom meetings are held at least once per semester to review and discuss progress.*

Standard 21

Standard 22

Standard 23

Standard 24

International students must be provided with specific advice and assistance

Key indicators

- 151. International students must receive appropriate advice before their arrival on travelling to and living in the Kingdom.*
- 152. International students must receive an appropriate induction upon arrival covering issues specific to the local area and further information provided throughout the course of study.*
- 153. Provision of support must take into account cultural and religious considerations. Where possible, students should have access to speakers of their first language.*

Standard 21

Standard 22

Standard 23

Standard 24

Where residential accommodation is offered, it must be fit-for-purpose, well maintained and appropriately supervised

Key indicators

154. Any residential accommodation must be clean, safe and of a standard which is adequate to the needs of students.

155. Any residential accommodation must be open to inspection by the appropriate authorities.

156. A level of supervision must be provided appropriate to the needs of students.

Standard 21

Standard 22

Standard 23

Standard 24

The institution must provide an appropriate social program for students and information on activities in the Kingdom

Key indicators

- 157. Students must be provided with appropriate information on opportunities for participation at events and other leisure activities which may be of interest.*
- 158. The social program must be responsive to the needs and wishes of students and be affordable by the majority of students.*
- 159. Any activities organized by the institution must be supervised by a responsible representative with suitable qualifications and experience.*
- 160. Students must be encouraged to develop and participate in extra-mural activities.*

Standard 25

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Standard 30

The institution must have secure possession of and access to its premises

Key indicators

161. The institution must have secure tenure on its premises which provides a legal right to use the premises for delivery of higher education.

162. Where required, the institution must have access to suitable external premises for academic or non-academic purposes of a temporary or occasional nature.

Standard 25

Standard 26

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Standard 28

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Standard 30

The premises must provide a safe, secure and clean environment for students and staff

Key indicators

163. Access to the premises must be appropriately restricted and secured.

164. The premises must be maintained in an adequate state of repair, decoration and cleanliness.

165. The institution must demonstrate an ongoing commitment to compliance with quantitative directives issued by HEC and included in the licensing requirements.

166. Current and projected student intake numbers must be directly related to the physical resources, capacity and capability of the institution to deliver its programs effectively.

167. There must be specific safety rules in areas of particular hazard (e.g. science laboratories) made readily available to students, staff and visitors.

168. General guidance on health and safety must be made available to students, staff and visitors.

169. There must be adequate signage inside and outside of the premises and notice boards for the display of general information.

170. There must be adequate circulation space for the number of students and staff accommodated, and a suitable area in which to receive visitors.

171. There must be toilet facilities of an appropriate number and level of cleanliness.

172. There must be adequate air conditioning, heating and ventilation in all rooms.

Standard 25

Standard 26

Standard 27

Standard 28

Standard 29

Standard 30

Classrooms and other learning areas must be appropriate for the programs offered

Key indicators

173. Teaching areas must be of an appropriate size and provide a suitable level of equipment for lectures, seminars and tutorials.

174. Classrooms and any specialized learning areas (e.g. laboratories, clinics, workshops, studios) must be equipped to a level which allows for the effective delivery of each program

Standard 25

Standard 26

Standard 27

Standard 28

Standard 29

Standard 30

There must be appropriate non-teaching facilities for students and staff

Key indicators

- 175. Students must have access to sufficient space and suitable facilities for private individual study and group work.*
- 176. Teaching staff must have access to sufficient personal space for preparation, marking work and consultations with students.*
- 177. Students and staff must have access to space and facilities suitable for relaxation and the consumption of food and drink where appropriate.*
- 178. There must be individual offices or rooms in which academic staff and senior management can hold private meetings and a room of sufficient size to hold staff meetings.*
- 179. Administrative offices must be adequate in size and suitably resourced for the effective administration of the institution.*
- 180. Students must have access to medical facilities of a first aid nature and to a source of advice on general health and well-being issues.*
- 181. Students must be provided with dedicated facilities which enable them to enjoy leisure activities such as sports and creative pursuits.*

Standard 25

Standard 26

Standard 27

Standard 28

Standard 29

Standard 30

The library must be appropriately stocked and provide a fit-for-purpose learning resource for the student body

Key indicators

- 182.The library must be adequately staffed with appropriately qualified and experienced staff.*
- 183.The library must have sufficient space for independent student study and group working and be open at appropriate times for staff and student access.*
- 184.There must be sufficient provision of learning materials including books, journals and periodicals.*
- 185.There must be a well-organized and implemented lending policy.*
- 186.There must be clear, systematic and effective means of ensuring the adequacy and currency of library stock to reflect staff and student current and future needs.*
- 187.Students and staff must have access to e-library and e-learning facilities which are regularly updated.*
- 188.Library facilities and resources must be accessible to students and staff with disabilities.*

AREA 7: PREMISES, FACILITIES AND LEARNING RESOURCES

Standard 25

Standard 26

Standard 27

Standard 28

Standard 29

Standard 30

The Information Technology resources must be well-managed and provide a fit-for-purpose learning resource

Key indicators

189.IT staff must be suitably qualified, experienced and knowledgeable.

190.There must be sufficient computers of the necessary specification to meet student and staff needs.

191.There must be provision of appropriate, up-to-date software which reflects the needs of the programs and research projects.

192.The institution-wide IT systems must be fit-for-purpose and efficiently maintained and upgraded to ensure a reliable network is available to all stakeholders including students.

193.There must be an effective means of ensuring the renewal of hardware and software to ensure efficiency and currency which is supported by adequate financial resourcing.

194.IT facilities must be accessible to students and staff with disabilities.

195.Learning management systems and virtual learning environments must be available and effectively managed.

196.The institution must use social media effectively to engage with and improve student development.

197.The institution must proactively search out new IT resources which will enhance the learning experience and promote their use across the institution.

Standard 31

Standard 32

Standard 33

The institution must have effective systems to review its own standards and assess its own performance

Key indicators

- 198. The institution must have dedicated accreditation and quality assurance teams which comprises staff with relevant qualifications, knowledge and experience.*
- 199. The accreditation and quality assurance team must continuously monitor its own performance, referring to external quality assurance systems and international benchmarks.*
- 200. The institution must ensure that it takes into account the views of all its stakeholders, to include employers, students and the wider community, when collecting data for accreditation and quality assurance purposes.*
- 201. The institution must undertake regular and systematic monitoring of its operations and conduct periodic reviews of all aspects of its performance against clearly specified and appropriate indicators.*
- 202. The nominated leader for each course must produce an end-of-session (semester or year) report which includes measures of student satisfaction, completion rates and achievement levels.*

Standard 31

Standard 32

Standard 33

The institution must have effective systems to review its own standards and assess its own performance

Key indicators

203. Reports which present the results of the institution's reviews, evaluate its performance and incorporate action plans, must be compiled at least annually. These must be considered by senior management and the board of trustees and, where appropriate, shared with all stakeholders including students.

204. All programs must be subject to annual review and to full revalidation every four years.

205. Annual review and revalidation of programs must involve external assessors.

206. All quality management policies and procedures must be clearly documented and brought to the attention of staff and, where appropriate, students and other stakeholders.

207. Particular attention must be paid to the quality of the student learning experience and to ensuring there is fair treatment of all students.

Standard 31

Standard 32

Standard 33

The institution must regularly obtain and record and analyze feedback from students and other stakeholders and take appropriate action where necessary

Key indicators

- 208. Views of all stakeholders, including teachers and students, partner institutions and employers, must be canvassed and recorded regularly through various means including face-to-face meetings, feedback questionnaires and, where appropriate, formal student representation.*
- 209. There must be well-defined policies for obtaining feedback from students on academic staff performance.*
- 210. The views of stakeholders including students must be considered objectively, evaluated thoroughly and, where necessary, appropriate action taken.*
- 211. There must be effective means of responding to stakeholder opinion and keeping them informed of any actions taken, through formal feedback mechanisms.*
- 212. Key performance indicators must include analysis of student outcomes in terms of the current year and year-on-year performance and any significant variations in student achievement between different program components.*
- 213. The institution must pro-actively engage with its alumni and encourage interaction with current students to provide support, mentoring and career advice.*

Standard 31

Standard 32

Standard 33

The institution must have a strong commitment to, and procedures that facilitate, continuing enhancement of its provision

Key indicators

- 214.All stakeholders including students must be invited and encouraged to make suggestions for enhancement.*
- 215.In their annual appraisal, all staff must be required to identify where they have facilitated enhancement and to identify further areas requiring enhancement.*
- 216.Staff professional development needs must be identified through appraisal and other means and measures taken to support staff to address these.*
- 217.End-of-session course and annual program reports must include enhancements made and identify further areas requiring enhancement.*
- 218.Action plans must be implemented and reviewed regularly within the institution's committee structure.*
- 219.The institution must keep research resources and facilities under review so as to find ways of enhancing its research capabilities.*
- 220.The institution must have formal mechanisms in place to monitor the information gathered internally and externally, to make any enhancements deemed necessary and measure their impact.*