

التاريخ: ٢٥ مارس ٢٠١٥ م

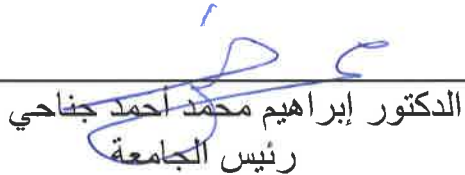
المحترم  
الأخ الفاضل الأستاذ الدكتور وهيب عيسى الناصر  
نائب الرئيس للبرامج الأكاديمية والدراسات العليا

تحية طيبة وبعد،،،  
نظرًا إلى استعجال إصدار قرار مجلس الجامعة بالتمرير بشأن اعتماد سياسة ضمان  
جودة البرامج وتعزيزها في جامعة البحرين ضمن مشروع الهيئة الوطنية للمؤهلات  
و ضمان جودة التعليم والتدريب.

أود إعلامكم بأن مجلس الجامعة قد أصدر بتاريخ ٢٥ مارس ٢٠١٥ م القرار الآتي:

القرار رقم ٢٠١٥/٥٤٨ (٢٠١٥/٣/٢٥) م  
وافق مجلس الجامعة على اعتماد "سياسة ضمان جودة البرامج وتعزيزها في جامعة  
البحرين"، وفق المرفق.

وتفضلوا بقبول فائق التحية،،،

  
الدكتور إبراهيم محمد أحمد جناحي  
رئيس الجامعة

نسخة منه إلى:  
- النواب والعمداء



# سياسة ضمان جودة البرامج وتعزيزها في جامعة البحرين



2015م

University of Bahrain  
Program Quality Assurance and Enhancement Policy



Approved by: University Council  
Approved on: 25<sup>th</sup> of March, 2015  
Date of Effect: 1<sup>st</sup> of April, 2015

Article(1) Title of the Policy

The title of this policy is "Program Quality Assurance and Enhancement Policy"

Article(2) Commencement

This policy and procedures commence on 1st of April 2015.

Article(3) Purpose

The purpose of this policy is:

- To specify, assure and enhance how a program evaluates student achievement of student learning outcomes and program goals, and how the information obtained from that evaluation is used to improve the program.
- To provide documentation for University Program's core activities.
- To support University's strategy in the field of education

Article(4) Scope

This policy applies to all Academic Programs offered by the University.

Article(5) Policy Owner

The main office responsible for the implementation and update of this policy is the Quality Assurance and Accreditation Office (QAAC).

Article(6) Policy Review

This policy shall be reviewed and revised as necessary every (3) years or more frequently as laws or regulations change.

Article(7) Definitions

The following terms of reference would apply throughout this policy document; unless otherwise stated:

- University: refers to University of Bahrain.



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- Senior Management: refers to the President and Vice- Presidents of the University
- Dean: refers to the Dean of a College/Deanship under the University
- Chair: : refers to the Department chair of academic department under the University
- Director: refers to the Director of an administrative unit under the University
- Glossary of Assessment Terms:

• **Program Educational Objectives:**

Expected accomplishments of graduates (employment, graduate school, licensure, commitment to lifelong learning, etc)

• **Program Outcomes:**

Knowledge, skills and abilities that students should attain by completing the degree program

• **Measures:**

Methods of assessment (surveys and questionnaires, interviews, written or oral tests, focus groups, portfolios, simulations, etc)

• **Indirect measures:**

Perceived success in achieving outcomes (Student responses to survey or interview questions about the education they received at UOB).

• **Direct measures:**

Demonstrated success in achieving outcomes (Course Portfolios of student)



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• **Benchmark:**

A point of reference or standard for measurement; a threshold for success (an expected score on a standardized test, achievement of identified characteristics in a portfolio, progress noted from longitudinal data, accreditation expectations, etc.)

• **Findings:**

Conclusions drawn from analysis of assessment information (Learning outcomes are or are not being achieved, levels of performance are increasing or decreasing, a significant number of graduates excel or are deficient in a specific area, students perceptions do or do not match their performance, etc.)

• **Improvements:**

Changes to curriculum, scheduling, facilities, equipment, classrooms, labs, advising, etc. that respond directly to assessment.

• **The Assessment Process:**

1. Program Outcomes are developed to meet program educational objectives.
2. Measures are used to assess whether program outcomes are achieved.
3. Analysis of information gathered through assessment measures leads to findings that direct improvements that will lead to enhanced achievement of program outcomes so that graduates will realize the educational objectives of the program.



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Chapter 2: Program Quality Assurance and Enhancement Policy

Article(8) Introduction

Program Quality Assurance is defined as the total of all activities, methods, procedures and instruments aimed at systematically and purposefully developing and documenting the quality of the Program's efforts in the field of education.

This policy specifies the University's quality assurance structures, program's quality assurance principles and number of objectives for this work. Also, the following policies include the assessment plan of the courses and the program, to assure and enhance the quality of the program.

Article(9) Policy Statement

The University of Bahrain shows its commitment to establish confidence in the quality and standards of its programs through its arrangements for regular monitoring and periodic review of all its programs, in order to secure their continuing relevance and currency of intended learning outcomes, achieving its objectives and continued alignment with the national framework of qualifications.

Article(10) Policy Implementation Guiding Principles

Program Quality assurance at University of Bahrain is supported by the following principles:

- The university continuously improves the quality of teaching, learning, research, administrative services, and community engagement.
- Quality in teaching, learning, and research is essential to the achievement of University's mission, goals and activities.
- The University evaluates its achievements against appropriate national and international benchmarks.
- University's quality assurance methods are evidence-based; where measures, Key Performance Indicators (KPIs), outcomes and feedback from internal and external stakeholders (including students, staff, employers and the community)



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will provide the basis for analyses and conclusions on which improvements are planned.

- Overall responsibility for quality assurance and its documentation is carried out in collaboration between the management, staff and students.
- Quality assurance is based on input from internal and external stakeholders. The internal stakeholder includes students, academic and administrative staff, who are the primary participants in the quality assurance and the development of the academic programs. The university is characterized by having highly qualified staff, for which quality assurance is an integrated part of the activities of the university. The external stakeholders are alumni, employers and family members, whom input are essential to measure the learning process of graduates in the market.
- Going forward, quality assurance is founded on professionalism, dialogue and knowledge sharing. Quality assurance supports a systematic and sustained development of quality within the entire field of education and it also contains sufficient retrospective focus to meet the legislative requirements regarding documentation.
- Internal and external stakeholders are involved on an ongoing basis as part of the evaluation and quality assurance practices for the development of the program.
- The prerequisite for successful systematic quality assurance is that the specific objectives contained in related sub-policies are interpreted, clarified and carried out by the involved parties at all levels of the organization on the basis of a clear division of responsibilities.
- The relevant management level must ensure that the necessary resources are available in relation to execution and evaluation of quality assurance.



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Chapter 3. Policy Procedures Statements and Support Procedures

Article(11) Procedure Statements

The following are the procedure statements:

1. Monitoring, reporting and collection, evaluation and communication of students and stakeholders feedbacks

The University should have arrangements for monitoring of students' progress and achievement, including provisions for collecting, analyzing and using relevant information for the effectiveness of delivery of programs and curricula. The University should have provision for collection and analysis of staff and students feedbacks on the quality of provision being monitored

As the main users of the program, students contribute to the monitoring and periodic review; The University provides should provide ways for student involvement and effective methods of gathering feedback from students; similar arrangements should be in place for collection of feedback from external stakeholders, their analysis and communication to program staff.

The Programs should have arrangements of monitoring student's progress and achievement through the assessment of Course Intended Learning Outcomes (CILOs), Program Intended Learning Outcomes (PILOs) and the Program Educational Objectives (PEOs). Every faculty member is responsible to assess their CILOs and submit a Course Portfolio (CP). The QAC should run alumni and employer surveys (QP-15-rev.a.1) to obtain information on the effectiveness of program and curricula. The QAC/DAC should meet with the Program Advisory Committee (PAC) and the Student Advisory Committee (SAC) to reflect on the effectiveness of program and curricula, and hence come up with findings that are included in the Self Evaluation Report (SER). Centrally, the Quality Assurance and Accreditation Center (QAAC) with the Deanship of Admission and Registration (DAR) should run the Senior-Exit survey. All information from advisory committee meetings, surveys, assessment of outcomes, whether direct or indirect, are analyzed and should be included in the annual Self Evaluation Report (SER) (QF-23-rav.a.2). The results of the SER should be followed up by an improvement action plan (QF-11-rev.a.1) (QF-25-rev.a.1) and (PM-13-rev.a.1).



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2. Periodic review and validation

A periodic review should be conducted focused on validity and currency of PEOs, PILOs and CILOs (PM-11-rev.a.1) (PM-12-rev.a.1), the extent to which intended learning outcomes of the program are being achieved by the learners, and the effectiveness of curriculum and teaching, learning and assessment methods in the actual achievement of PILOs; The University should have explicit and agreed criteria for review and validation of its programs and published principles for selection and appointment of the QAC/DAC members, QAC Director (QAD) and Curriculum (Academic) Committee members to ensure those involved have appropriate knowledge and expertise for their role as shown in QAC Director Quality Manual and in (PM-11-rev.a.1).

3. Defined Responsibilities and Capacity Building

The University should assure that responsibilities for monitoring and review are clearly defined and the staff involved informed, and where necessary, appropriately trained as detailed in QAAC Quality Manual and QAC Director Quality Manual.

4. Frequency and range

The frequency of review, meetings, conducting surveys, audit, reporting, etc should be defined. The monitoring and review processes should have the approval and commitment of the university. All these are detailed in QAAC process, maps and procedures.

5. Selection and appointment of external reviewers

The University should make use of external stakeholder participation at key stages of monitoring and review process through paper/electronic-based (surveys) or direct involvement with the PAC. Every program is responsible to select their alumni and employers as the external stakeholders. The procedure details for conducting the surveys are stated in QAAC Survey Procedure (QP-15-rev.a.1). Every program is responsible to identify or select the members of PAC. However the selection is to be complied with the QAC Director Quality Manual.

6. Submission for External Review and Validation

The University should make arrangements to periodically obtain broader view of the continuing validity and relevance of its programs and awards by undertaking/ using

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market research and needs analysis to reflect any changes in the subject field, and/or employers' expectations and occupational standards, and/or meeting with the PAC, and/or conducting employer/alumni surveys.

7. Follow up on reviews and validation process

The University should ensure that recommendations for action from previous reviews are followed up and action is taken to remedy shortcomings; The Program that underwent the review should develop and process action plan/s to remedy the shortcomings (PM-13-rev.a.1).

8. Quality Structure

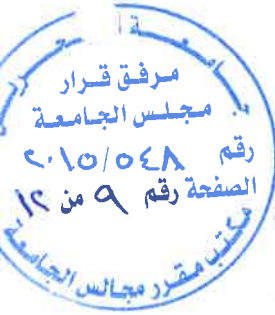
The structure of quality assurance at UOB consists of the Quality Assurance Accreditation Center (QAAC), Quality Assurance Office Directors (QAD) at each college, Quality Assurance Committees (QAC) at each program, the Program Advisory Committee, the Student Advisory Committee and the Quality Assurance Executive Committee (QAE). This committee is headed by the QAAC director and comprises the Presidents Advisor for Quality and all college's Quality Assurance Offices Directors.

The job descriptions of every responsible person or committee are presented in details in the Quality Assurance Offices Director Quality Manual and QAAC Quality Manual.

9. Detailed Procedures

The programs should be monitored at the program, college and university level.

At the Program level, the QAC is responsible to comply with the QAAC Roadmap. As in the QAAC roadmap, the QAC is responsible for capacity building for new comers or new rules, preparation and implementation of running meetings with the advisory committees, conducting surveys, assessment of outcomes and objectives, write-up of SER, generation of improvement actions, and follow-up in an improvement action plan. The QAC reviews the assessment, its alignment with the CILOs and its level of delivery as to its mapping to the NQF descriptors, or Accreditation requirements, or benchmarking requirements. The QAC/DAC should also audit the CP (QP-7-rev.a.1) and ensure it satisfies with the requirements. Specifically to the assessment process, the faculty should assess their CILOs, and the QAC should assess their PILOs, as shown in the Assessment Cycle. Cross-function showing the responsibility including all constituents is



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shown in Overall Quality Assurance Process Map PM-12-rev.a.1, and in the Academic Program Assessment Process, PM-11-rev.a.1.

At the College level, the QAC Director is the connection to the QAAC through the QAE. The QAC Director should ensure the functions of the QAC/DAC are satisfying the requirements. The QAC Director should undergo an audit process on a sample on the CP throughout and by the end of every semester.

At the University level, the QAAC should arrange a monthly meeting with the Quality Assurance Directors (QAD). The QAAC should conduct the Senior Exit Survey with the with the Deanship of Admission and Registration (DAR). The QAAC follows-up with the QAD using the Assessment Cycle, Overall Quality Assurance Process Map PM-12-rev.a.1, Academic Program Assessment Process, PM-11-rev.a.1, and the QAAC Roadmap.

All programs at UOB should be sitting on the NQF Qualification Framework (NQF). QAAC should develop a plan with the QAD to include all programs on the NQF. NQF Mapping and Validation Process is explained in Mapping UOB Programs to the NQF level Procedure, QP-14-rev.a.2. If it happened that a program is not validated, then the program would follow-up the reasons as part of an opportunity for improvement (OFIs). The OFIs are followed up through the OFI process map (PM-13-rev.a.1).

Actions from previous reviews could be internal or external. Internal reviews could be the SER or audit performed by QAAC. The audit procedure is explained in the Audit Procedure (QP-7-rev.a.1) and Process Map (PM-1-rev.a.1). All recommendations either internal or external are followed up using the OFI Action Plan Process Map and Forms.

In case the QAC Director or QAC/DAC member is changed, a handover procedure should be followed, QP-13-rev.a.1.

The QAAC should provide Supplementary materials to the faculty members, and ensure that the policies, procedures and quality assurance arrangements are communicated, and where needed trained.

In terms of responsibilities, the overall process of assessment and evaluation for CILOs, SOs, and PEOs are defined as follows:

For CILOs,



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- The faculty is the direct responsible person to define the CILOs, and develop the course specification form and syllabus to satisfy the CILOs.
- The CILOs are reviewed by the QAC/DAC committee.
- The CILOs are approved by the Academic Committee, then presented at the department council, and approved.
- At the end of every semester, the faculty assess the CILOs, and proposes improvement actions to improve the achievement of the CILOs.

For PILOs/SOs,

- The QAC/DAC committee defines an overall mapping matrix between the curriculum courses and the PILOs/SOs.
- The department council the overall mapping matrix.
- The QAC/DAC committee ensures the assessment of the PILOs/SOs with through contacting the faculty.
- By the end of every year, all SOs should be assessed and improvement actions are proposed.
- The QAC/DAC meets prepares a summary of all SOs assessment findings, and presents it to the department council, where improvement actions are developed.

Article(12) University Supporting Policies, Procedures and Regulations

- Program Quality Assurance Procedure.
- Quality Assurance Offices Director Quality Manual and QAAC Quality Manual.
- University Quality Assurance Policy
- Program Design, Development, Approval and Review Policy and Procedures.
- Benchmarking Policy and Procedures.
- Moderation of Exams policy.
- Study and Exams Policy.
- Assessment Procedures and IDEAS Handbook.



Chapter 4. Responsibilities Summary

Article(13) Responsibilities summary

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**Authority/Consultation:** QAAC

**Management Responsibility:** the Quality Assurance Executive Committee (QAE) with Vice President for Academic Programs, Deans and Chairs.

**Implementation Responsibility:**

College Dean and College Council; Academic Chair and Department Council; Quality Assurance Office Director, Quality Assurance Committees (QAC), Department Assessment Committee (DAC), Curriculum Committee and Course Instructor.

**Approval Authority:** University Council

