

الجامعة الخليجية
GULF UNIVERSITY 

Quality Assurance Manual
Quality Assurance and Development Center
25/26



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Section1: Introduction

1.1Gu History and Background

Gulf University has been founded based on a strong vision to ensure that it will offer high quality education and provide graduates with strong intellectual and social foundations, thus helping our graduates to live as full contributors and compassionate members of a global society. Gulf University aims to establish itself as a distinguished higher education provider that will appeal to international, Bahraini and GCC students who prefer to be educated in a cultural environment, which is acceptable to parents and students alike.

The foundation of Gulf University (GU) has been based on a strong vision to ensure that it will offer high quality education and provide graduates with strong intellectual and social foundations, thus ensuring they live as full contributors and compassionate members of a global society.

Gulf University aims to establish itself as a distinguished provider of higher education that will appeal to international, Bahraini and GCC students who prefer to be educated in a cultural environment acceptable to parents, students and labor market alike.

The official registration of GU with the Ministry of Education for its scheduled academic programs was effective from September 21st, 2002; on the basis of his highness's the prime minister's cabinet decree number 1649-03 issued on the 2nd of September, 2001. Along with institutional accreditation conferred by Higher Education Council in Bahrain, Gulf University had met quality assurance requirements of Quality Assurance & Training Authority (BQA). All of our offered academic programs received full confidence from BQA program review in Bahrain. Additionally, all the programs are internationally accredited or recognized by professional bodies.

GU alumni are truly global citizens spreading around the world across diverse nationalities and especially in GCC region. Our alumni are more than 3,500 with close to 22 nationalities scattered all around the world. On the regional scale, Gulf University has close to 1,600 alumni concentrated in the State of Kuwait and approximately 500 in Saudi Arabia.

1.2GU Vision

Gulf University aspires to be a distinguished higher education institution in Bahrain and the region, for its competitive graduates, cutting edge learning environment, impactful/impressive research, and contribution to communities' growth through constructive partnership.

1.3GU Mission

Gulf University provides quality education, fostering creativity and innovation to generate professional workforce and intellectual capital in a stimulating multicultural environment. We pledge to contribute significantly towards research activities with a sound impact both in academia and industry in an ethical environment. We support our highly competent staff, graduates to achieve personal and professional

goals amidst socio economic challenges and engage in the sustainable development of Bahraini and regional community.

1.4GU Core Values (CV)

CV1: Integrity and ethics	CV4: Diversity and inclusion
CV2: Collegiality	CV5: Collaboration
CV3: Leadership	CV6: Creativity
CV7: Sustainability	

1.5GU Graduates Attributes (GA)

GA1: Knowledgeable in Their Disciplines	GA5: Critical Thinkers and Problem Solvers
GA2: Professional Applicators of Technologies	GA6: Lifelong Learners with Adaptability
GA3: Effective Communicators	GA7: Responsible and Ethical Towards Society and Environment
GA4: Collaborators and Leaders	GA8: Reflective Learners and Initiators

Section2: Acronyms

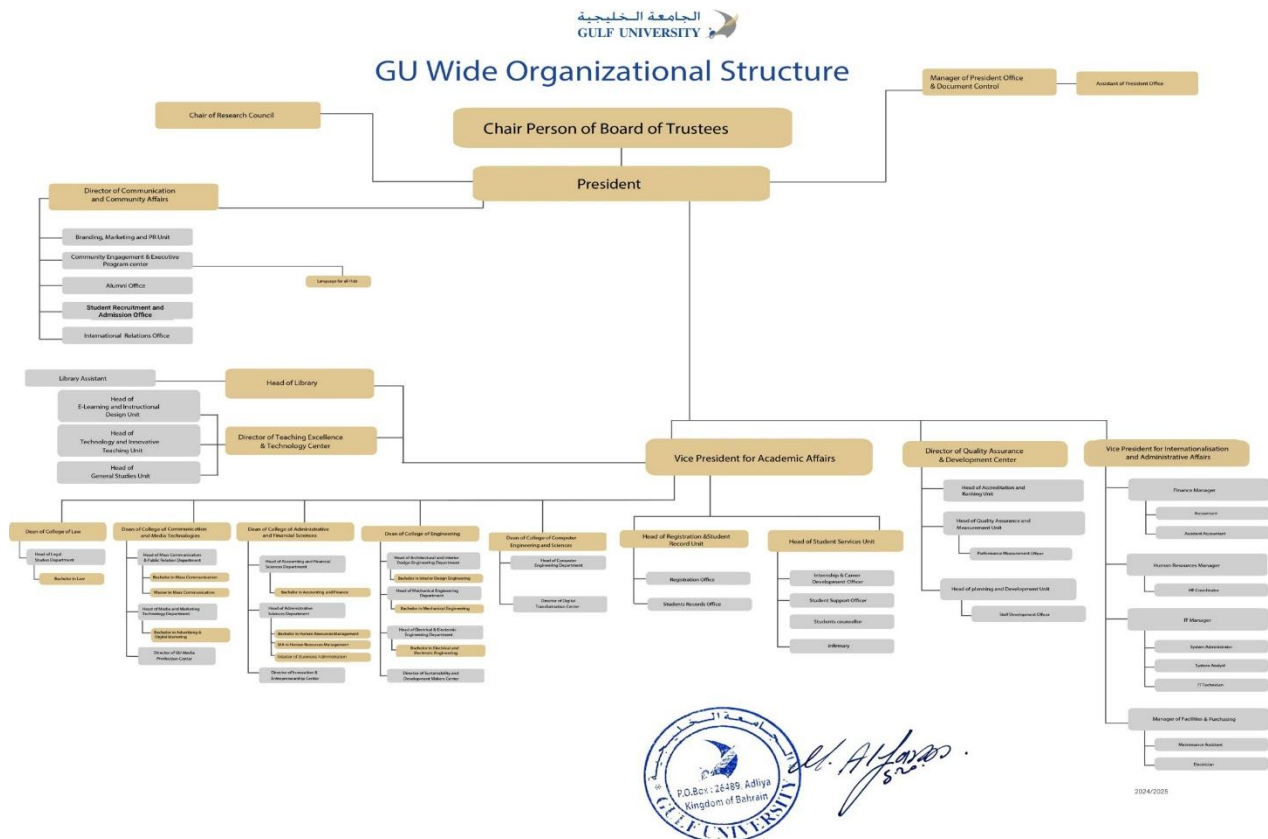
A-QADC	Administrative Quality Assurance and Development Coordinator
BOT	Board of Trustees
CILOs	Course Intended Learning Outcomes
C-PRDC	College Program Review and Development Committee
C-QAC	College Quality Assurance Committee
C-TLAC	College Teaching, Learning and Assessment Committee
HEC	Higher Education Council
NQF	National Qualifications Framework
PILOs	Program Intended Learning Outcomes
BQA	Education and Training Quality Authority
QADC	Quality Assurance and Development Center
U-PRDC	University Program Review and Development Committee
U-TLAC	University Teaching, Learning and Assessment Committee
U-QADC	University Quality Assurance and Development Committee

Section3: Governance at GU

The Board of Trustees is the highest governing body of Gulf University. It consists of minimum 7 to maximum 15 members, where 50% of the members shall hold/have academic background. The members of the Board of Trustees shall be nominated by the Board of Directors of Gulf University and approved by the Higher Education Council in the Kingdom of Bahrain. The Board of Trustees is responsible for approving University strategic plan, educational developments, financial viability, and overall developments that ensure high standards of quality and integrity to achieve the University vision and mission.

The University Council is the second highest level of governance at Gulf University and is chaired by the University President. The University Council is composed of University President, Vice President(s), Deans, Director of University Research Council, Director of Community Engagement and Continuous Learning Center, Director of Quality Assurance and Development Center, Head of Admission and Registration Unit, Head of Student Services Unit, Representative of faculty, and Chair of Student Council. The University council leads the academic and administrative developments and manages the University operations and activities to ensure the alignment and adherence with regulations of national regulatory bodies.

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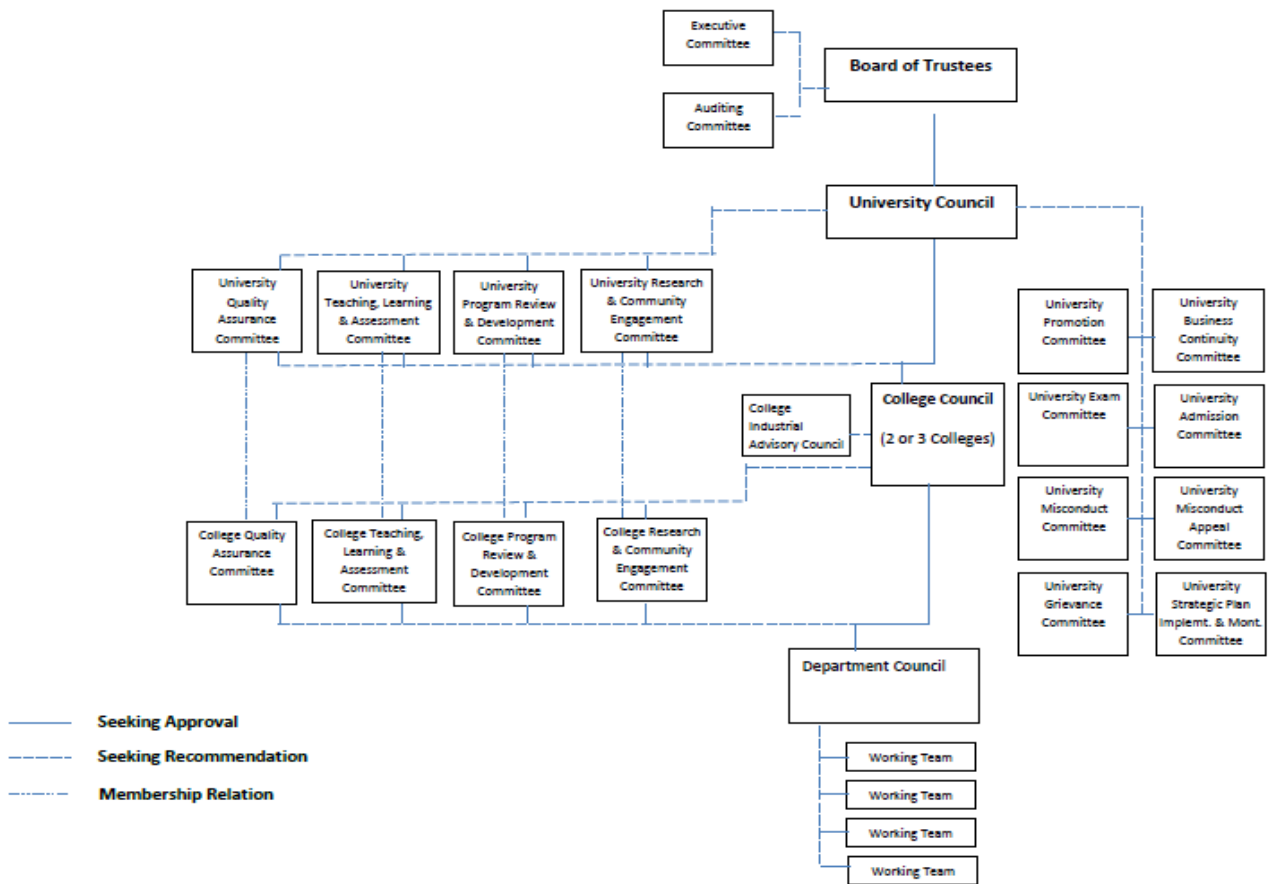
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3.1GU Organizational Structure.

3.2GU Councils & Committees structures

The Board of Trustees, University Council, College Councils and Department Councils are supported by standing committees on various levels. The committees lead and conduct responsibilities and tasks assigned by the relevant councils in accordance with terms of references to take necessary actions and to provide recommendation. The standing committees are comprised of staff members, and in particular cases students and external members, to ensure the effective decision making mechanism and appropriate day-to-day operations.

The following figure illustrates the relationship between the councils and committees:



Section4: GU Strategic Directions

Gulf University is maintaining a 5-year strategic plan that responds to the development vision of the Kingdom of Bahrain, national Higher Education Strategy, and research plans. GU Strategic Plan 2022-2023 / 2026-2027/ considers and reflects the needs and responses of internal and external stakeholders, environmental scan analysis of best practices. It outlines areas of developments (goals) and relevant objectives with KPIs and milestones. GU considers its Strategic Plan as a dynamic framework that forms core guidance for quality assurance, and shall be adapted to prevent any possible failure in achieving the targeted objectives..

4.1 Strategic Themes

STH1: Proactive Education for futuristic career in Demand

Gulf University will provide quality education to prepare graduates for jobs of future, by forecasting future market needs and instilling 21st century skills.

STH2: Relevant Research with Reflection on Industry and Society

Gulf University will enhance scholarly achievements of staff and students by publishing in high impact and internationally reputed journals. The direction for research is towards quality that is relevant and addresses industrial and societal issues.

STH3: Effective Community Engagement for Outreach and Social Impact

Gulf University will enhance its community engagement activities focusing on better outreach and actual societal needs. This will be facilitated through the expansion of GU network and activating the existing partnership agreements with industry

STH4: Market repositioning through Innovation and Internationalization

Gulf University will reposition itself in the higher education sector in Bahrain and region by participating in university rankings, innovative practices in teaching, learning and campus operation. Reposition will also come through embedding internationalization in offered programs focusing on collaborative student activities, events, projects with international students, students' participation in international conference, forum, symposium.

STH5: Commitment towards SDGs through People and Processes

Gulf University will contribute towards achieving SDGs through embedding the goals into university processes including curriculum, campus, research, and students' activities.

STH6: Championing Alumni Empowerment and Lifelong Engagement

Gulf University will provide support to its alumni through career opportunities and lifelong engagement and invest in them to become GU ambassadors.

STH7: Digital Transformation through Leveraging Technical and Human Capabilities

Gulf University will enhance efficiency and effectiveness of operations through digitizing all aspects of university processes including teaching, learning and simultaneously building human and infrastructural capacity to facilitate such transition.

Section5: Quality Assurance and Enhancement

5.1 Mission and Objective

The QADC was established in 2008 with a dedicated mission to ensure and enhance the quality of academic and administrative performance across University Colleges, Committees, and administrative Units. The center aims to reinforce the quality culture and practice in collaboration with internal and external stakeholders to improve the educational environment through effective utilization of human and physical resources.

5.2 Function (Scope of Work) of Quality Assurance and Development Center

QADC is responsible to lead the development initiatives and provide appropriate plans, policies, procedures, and guidelines to achieve the alignment with the standards of the national regulatory authorities while considering the regional, and international standards of accreditation and professional bodies. The center is also responsible for accurate communications with external communities in regard to quality assurance and accreditations issues.

5.3 Structure

Quality Assurance and Performance Measurement Unit

The Unit works closely with the University Colleges, Committees, and supportive Units to conduct regular quality assurance reviews to ensure the adherence with the University policies and procedures. Accordingly, the Unit is responsible for preparing and communicating quality audit reports with University management and audited Units and provide recommendations for enhancements.

Institutional Performance Measurement Office

This Office within the Quality Assurance and Accreditation Unit develops and implements appropriate and effective tracking mechanisms and tools to measure the performance of the staff and University Units. It works closely with the above-mentioned Units and the University management to provide accurate and up-to-date data and analysis that defines the actual performance against the planned and targeted standards followed by performing extensive analysis and reporting in order to facilitate the University with an evidence-driven strategic decisions and best day to day operations.

Planning and Development Unit

The Unit is responsible for assisting GU in developing strategic plan and in monitoring progress against University KPIs. The Unit solicits data from a wide range of internal and external sources and benchmark best practices in higher education to support University, Colleges and supportive Units in the development of their operational plans in accordance with GU strategic plan. The Unit also prepares annual report, covering the achievements and areas of concerns of GU Strategic Plan.

Staff Professional Development Unit

The main objective of this Unit is to develop and train GU Academic and Administrative staff. Based on assessing the needs for trainings and areas of enhancement, the Unit plans and leads the staff professional development activities to improve staff competences and skills. Such professional trainings

shall support the University to achieve effective utilization of its human resource, which shall be reflected on the quality of educational and research activities, as well as administrative performance. The Unit manages orientation sessions for new employees and arrange for internal and external training for GU staff.

Accreditation and Ranking Unit

The unit is responsible for managing university accreditation and ranking projects. The unit works closely with other QADC departments to identify potential accreditations and manages the application process by coordinating with relevant departments across the university. The university is also responsible for applying to be listed in different rankings, monitor University rankings , set and implement plans to enhance university position across different rankings.

Section6: Quality Assurance Audit

- The Quality Audit Procedures ensure that implementation of the quality audit process is standardized across the University applicable to all Colleges, Departments, Units, Offices (Academic and administrative) and Committees at Gulf University.
- QADC shall identify the following areas for quality assurance audit: College and department Governance; Admission & Registration; Transfer and Progression of students; Program design and development, Program review and development; Mapping of academic programs to NQF level descriptor; Teaching and learning; Assessment design; Implementation of Assessment verification and moderation procedures; Implementation of Plagiarism policy and Procedure; Academic advising; Research and community engagement, Process of certification, authentication and retention; Internal and external stakeholder feedback analysis; Advisory Board; External Reviewer; Continuous improvement of all quality assurance process related to institutional listing standards etc.
- Internal Audit Checklist comprises of all the relevant areas and associated details of the documents to be audited in a comprehensive and rigorous manner. This ensures quality assurance audit procedure complying with University Policies, Procedures and NQF institutional listing standards.
- Quality Assurance Audit process shall be conducted for academic constituents of the University through 2 cycles during each academic year (as detailed in this document).
- Quality Assurance Audit process shall be conducted annually for administrative departments at the University. The audit process also shall include how risk and business continuity assessment exercises are implemented to identify the level of risk with the proper recovery plan and how the compliance with HEC regulations is met and documented at each administrative department of the University.

A. Quality Assurance Audit (First Cycle)

6.1 Notification of QA Audit

Quality Assurance Center shall notify (in May every academic year) all academic constituents of the University (Colleges, Departments, Units, Offices and Committees) with the quality assurance audit schedule (first cycle). The audit shall be conducted in October in the following academic year.

6.2 Preparation for QA Audit

- 6.2.1 Once Notified, Colleges and Departments shall Prepare the following :
- Course Portfolios for Spring and Summer semesters,
 - Minutes of meetings for College and Department Councils, and for College Committees,
 - Program review and development files
 - Files of Development in Teaching and learning
 - Files of Assessment Verification and Moderation
 - Files of Academic Advising
 - Files of Research
 - Files of Community Engagement and extra-curricular activities
 - File of College operational plan and improvement plans

- File of budget plans and allocations
 - Files of utilization and development of staff, physical and learning resources
 - File of National and International relations
 - File of Plagiarism Policy, Procedure and implementation
 - File of Department Advisory Board
 - File of External Reviewers
 - File of Internal and External Stakeholders Feedback analysis
 - File of Mapping of Program Courses to NQF level List of additional required files shall be sent
 - List of additional required files shall be sent.
- 6.2.2 Once notified, Academic Committees shall prepare the following:
- Minutes of meetings,
 - File (with evidences) of executed Committee duties,
 - File (with evidences) of communications,
 - Annual or semester report of the Committees at College and University levels.
 - List of additional required files shall be sent.
- 6.2.3 Once notified, Supportive Units and Offices shall prepare the following:
- Minutes of meetings
 - File of Admission and Registration along with implemented forms,
 - File of Certification and Authentication,
 - File (with evidences) of executed Scope of Work,
 - File of budget plan and allocations,
 - File (with evidences) of operational and improvements plans,
 - File of e-Learning Unit,
 - File of Library,
 - File of Student Services Unit.
 - List of additional required files shall be sent to each Unit according to the type and Scope of Work of the unit.
- 6.2.4 College Quality Assurance Committee (C-QAC) shall collaborate with Deans, Heads of Departments, Committees Chairpersons and Staff to prepare the required documents and evidences. C-QAC shall also provide advice on the QA Audit.
- 6.2.5 QADC shall conduct an initial visit to Colleges, Departments, academic committees, Supportive Units and Offices in June-July to oversee preparation for the scheduled audit of September/October, shall provide with the additional required files and evidence.
- 6.2.6 Colleges, Departments, Academic Committees, Supportive Units and Offices shall prepare and send brief reports on the prepared files and evidences, to QADC, preferably within 1st – 2nd week of September.

6.3 Conducting QA Audit (First Cycle)

- 6.3.1 Director of QADC shall appoint the Audit Team, in 3rd week of September, which is headed by the Director of QADC and includes QADC Staff (Coordinators) with Colleges' Quality Assurance Committees (C-QACs).

- 6.3.2 Audit Team shall send the comprehensive internal audit checklist to the HODs, Deans, Chairpersons of the Committees at University and College levels, Head of Units and Offices to prepare the relevant documents at least 15 days prior to audit.
- 6.3.3 Audit Team shall conduct the audit visit in 1st – 2nd weeks of October. The audit shall include the following:
- checking files and evidences,
 - meetings with the management, staff, and students.
- (Form GU-PR14QAA-F01)
- 6.3.4 Audit Team shall note the observations, may ask for additional files and evidences, may collect some file and evidences, and may conduct additional meetings with relevant personnel. Audit Team shall report to Director of QADC.
- 6.3.5 Director of QADC shall send an audit report (Form GU-PR14QAA-F02) to relevant Colleges, Departments, Academic Committees, Supportive Units and Offices in 3rd – 4th week of October. The report shall address the outcomes of the audit visit including observations, remarks and recommendations.
- 6.3.6 Director of QADC shall submit a brief report on first-cycle audit to University President and U-QAC, for review and approval of recommendations.
- 6.3.7 U-QAC shall collaborate with C-QACs to clarify the observations and recommended actions for enhancement.
- 6.3.8 Colleges, Departments, Academic Committees, Supportive Units and Offices shall prepare and send to QADC their improvement plans, within 4 weeks after receiving the audit report.
- 6.3.9 Audit Team shall conduct follow-up visits to audit implementation of improvement plans and shall report to U-QAC.
- 6.3.10 Director of QADC shall send the final report on first-cycle quality assurance audit to University President, University Council and U-QAC, at the end of the fall semester.

B. Quality Assurance Audit (Second Cycle)

6.4 Notification of QA Audit

QADC shall notify (in January every academic year) all academic constituents of the University (Colleges, Departments, Units, Offices and Committees) with the quality assurance audit schedule (second cycle). The audit shall be conducted in March same academic year.

6.5 Preparation for QA Audit

- 6.5.1 Once notified, Colleges and Departments shall prepare the following:
- Course Portfolios for Spring and Summer semesters,
 - Minutes of meetings for College and Department Councils, and for College Committees,
 - Program review and development files,
 - Files of Development in Teaching and learning,
 - Files of Assessment Verification and Moderation,
 - Files of Academic Advising.
 - Files of research,
 - Files of community engagement and extra-curricular activities,
 - File of College operational plan and improvement plans,

- File of budget plans and allocations,
 - Files of utilization and development of staff, physical and learning resources,
 - File of national and international relations,
 - File of Plagiarism Policy, Procedure and implementation
 - File of Advisory Board
 - File of External Reviewers
 - File of Internal and External stakeholders Feedback analysis
 - File of Mapping of Program Courses to NQF level
 - List of additional required files shall be sent.
- 6.5.2 Once notified, Academic Committees shall prepare the following:
- Minutes of meetings,
 - File (with evidences) of executed committee duties,
 - File (with evidences) of communications,
 - Annual or semester report of the Committees at College and University levels
 - List of additional required files shall be sent
- 6.5.3 Once notified, Supportive Units and Offices shall prepare the following:
- Minutes of meetings
 - File of Admission and Registration along with implemented forms
 - File of Certification and Authentication
 - File (with evidences) of executed Scope of Work,
 - File of budget plan and allocations,
 - File (with evidences) of operational and improvements plans
 - File of e-Learning Unit
 - File of Library
 - File of Student Services Unit
 - List of additional required files shall be sent to each Unit according to the type and scope of work of the unit.

6.6 Conducting QA Audit (Second Cycle)

- 6.6.1 Director of QADC shall appoint Audit Team, in 3rd week of semester, which is headed by the Director of QADC and includes QADC Staff (Coordinators) with College Quality Assurance Committees (C-QACs).
- 6.6.2 Audit Team shall send the comprehensive internal audit checklist to the HODs, Deans, Chairpersons of the Committees at University and College level, Head of Units and Offices to prepare the relevant documents at least 15 days prior to audit.
- 6.6.3 Audit Team shall conduct the audit visit in 2nd - 3rd week of March. The audit shall include the following:
- checking files and evidences,
 - meetings with the management, staff, and students.
- Audit Team shall note the observations, may ask for additional files and evidences, may collect some file and evidences, and may conduct additional meetings with relevant personnel, (Form GU-PR14QAA-F01).
- 6.6.4 Director of QADC shall send an audit report (Form GU-PR14QAA-F02) to relevant Colleges, Departments, Academic Committees, Supportive Units and Offices within 1-2 weeks after the

audit. The report shall address the outcomes of the audit visit including observations, remarks and recommendations.

- 6.6.5 Director of QADC shall submit a brief report on second-cycle audit to University President and U-QAC, for review and approval of recommendations.
- 6.6.6 U-QAC shall collaborate with C-QACs to clarify the observations and recommended actions for enhancement.
- 6.6.7 Colleges, Departments, Academic Committees, Supportive Units and Offices shall prepare and send to QADC their improvement plans, within 4 weeks after receiving the QADC audit report (second cycle).
- 6.6.8 Audit Team shall conduct follow-up visits to audit implementation of improvement plans and shall report to U-QAC.
- 6.6.9 Director of QADC shall send the final (annual) report on quality assurance audit based on first and second-cycle audits, to University President, University Council and U-QAC at 3rd Week of June.

C. Quality Assurance Audit (Administrative Departments)

6.7 Notification of QA Audit

QADC shall notify (at the beginning of May every academic year) all administrative departments at the University with the annual quality assurance audit schedule. The audit shall be conducted before end of June same academic year.

6.8 Preparation for QA Audit

- 6.8.1 Once notified, the administrative departments shall prepare the following:
 - Minutes of meetings,
 - File (with evidences) of executed Scope of Work,
 - File of budget plan and allocations,
 - File (with evidences) of operational and improvements plans.
 - List of additional required files shall be sent to each department according to relevant Scope of Work.
- 6.8.2 Administrative Quality Assurance Coordinator (A-QAC) shall collaborate with the Managers of administrative departments and staff to prepare the required documents and evidences. The Coordinator shall also provide advice on the QA Audit.
- 6.8.3 QADC shall conduct an initial visit to administrative departments within 2nd week of May to oversee preparation for the scheduled audit in June, shall provide with the additional required files and evidences.
- 6.8.4 Administrative departments shall prepare and send brief reports on the prepared files and evidences, to QADC, within 3rd – 4th week of May.

6.9 Conducting QA Audit

- 6.9.1 Director of QADC shall appoint Audit Team, which is headed by the Director of QADC and includes QADC Staff (Coordinators).

- 6.9.2 Audit Team shall send the comprehensive internal audit checklist to the managers to prepare the relevant documents at least 15 days prior to audit.
- 6.9.3 Audit Team shall conduct the audit visit in 2nd - 3rd week of June. The audit shall include the following:
- checking files and evidences,
 - meetings with the management and staff.
- Audit Team shall note the observations, may ask for additional files and evidences, may collect some file and evidences, and may conduct additional meetings with relevant personnel.
- 6.9.4 Director of QADC shall send an audit report (Form GU-PR14QAA-F02) to relevant Managers within 1-2 weeks after the audit. The report shall address the outcomes of the audit visit including observations, remarks and recommendations.
- 6.9.5 Director of QADC shall submit a brief report on the audit to University President and U-QAC, for review and approval of recommendations.
- 6.9.6 U-QAC shall collaborate with A-QAC to clarify the observations and recommended actions for enhancement.
- 6.9.7 Administrative department shall prepare and send to QADC their improvement plans, within 3 weeks after receiving the QADC audit report.
- 6.9.8 Audit Team shall conduct follow-up visits to audit implementation of improvement plans and shall report to U-QAC.
- 6.9.9 Director of QADC shall send the final (annual) report on quality assurance audit to University President, University Council and U-QAC before end the academic year

6.10 Ad hoc Quality Assurance Audit

QADC shall conduct ad hoc audits during the academic year with focus on particular issues according to the University's internal and external obligations.

- 6.10.1 QADC shall send short notice to the concerned College, Department, Academic Committee, Supportive Unit, Office or Administrative Department along with the audit schedule.
- 6.10.2 The concerned constituent shall prepare the required files and evidences according to the schedule.
- 6.10.3 QADC shall conduct the ad hoc audit (Form GU-PR14QAA-F01), and shall send the audit report, (Form GU-PR14QAA-F02) to the concerned constituent and to U-QAC within one week after the audit. The report shall address the outcomes of the audit visit including observations, remarks and recommendations.
- 6.10.4 U-QAC shall collaborate with C-QACs (for academic audit) or with A-QAC (for administrative audit) to clarify the observations and recommended actions for enhancement.
- 6.10.5 The concerned constituent shall prepare and send to QADC an improvement plan for the audited issue/s within 1-2 weeks after receiving the QADC report (ad hoc audit).
- 6.10.6 QADC shall conduct follow-up visit to audit implementation of the plan within 2-3 weeks after receiving the improvement plan.
- 6.10.7 Director of QADC shall send a report on the ad hoc audit to University President, University Council and U-QAC after the follow up visit.

Section7: Access Transfer and Progression

7.1Credit Transfer and Criteria

Admission Procedures (GU-PR01AD) and Enrolment Procedures (GU-PR03SE) documents present comprehensive details of how applicants can have access to the offered programs at the University, how students from other HEI can transfer their study to Gulf University, how students at GU can transfer their path of study from their current program to other program at the University. Further, Student Enrolment Procedures (GU-PR03SE) document include section on Credit Hours System and Credit Accumulation, which explains how students' progress throughout their study period.

The following selected sections from the aforementioned documents highlight students access, transfer and progression:

7.1.1 Credit transfer criteria

- **External Transfer :**
External credit transfer for students or graduates from other HE institutions, who wish to study at GU and who meet GU admission requirements, shall be considered as follows:
 - a. Courses with similar titles, contents, credit hours, and NQF level to these at GU shall be transferred.
 - b. The minimum grade required for transfer is C or 70% if the passing grade is 60%, or 60% if the passing grade is 50% , or 50% if the passing grade is 40%.
 - c. No courses shall be equivalent to GU preparatory courses.
 - d. Courses passed outside GU after the student is registered at GU shall not be transferred without prior written permission from relevant College and President of University.
 - e. The maximum number of transferred credits is 66% of the total credits required for the degree (this does not include courses transferred for the requirements of supplementary courses of zero credit).
- **Internal Transfer :**
Student at GU can transfer from his/her current program to another within the university. Internal transfer criteria are:
 - f. The student has completed at least one semester in current program, excluding withdrawal semesters.
 - g. Credits shall be transferred only for courses that are similar (including NQF level) in both programs. Non-similar courses shall not be considered for credit transfer.
 - h. Marks for transferred courses will be included in the CGPA.
 - i. Internal transfer shall be subject to approval by relevant Heads of Departments and Dean(s).
 - j. One semester shall be considered in the maximum period of graduation in the new program, for every (15) credit hours transferred from the previous program.

7.2 Study Path selection for Students in Mass Communication Bachelor Program

- 7.2.1 Students passed their 3rd Semester of study are eligible for path selection process.
- 7.2.2 The student shall receive the 'Survey of Study Path Selection' form (Form GU-PR03SE-F08) from Unit of Admission and Registration and shall list his/her initial path choice priorities, followed by submitting the form to relevant Academic Advisor for review and guidance.
- 7.2.3 Academic Advisor shall review the student status and eligibility for path selection, the study progress and the grades gained in courses relevant to the selected path of study, followed by providing guidance and advice to the student on his/her initial choices.
- 7.2.4 The student shall list/relist the initial path choice priorities and submit the completed form to Academic Advisor.
- 7.2.5 Academic Advisor shall complete the "Survey Summary" form (Form GU-PR03SE-F09) for all eligible students under his/her academic supervision followed by sending the completed form to HOD.
- 7.2.6 Head of Department, taking into consideration the initial students' path choices shall determine a list of required infrastructure and staff for each path.
- 7.2.7 Students passed their 4th Semester of study are eligible to proceed further for path selection process.
- 7.2.8 Academic Advisors, prior to registration days of the 5th Semester, shall determine the students, who passed their 4th Semester of study successfully and who are eligible to proceed further for path selection process, invite them either prior to or during registration days of the 5th Semester to discuss their final path selection according to their career plans and goals taking into consideration any case of special needs students.
- 7.2.9 Students shall list their final choice of path and sign the "Study Path Final Choice" form, (Form GU-PR03SE-F10), either prior to or during registration days of the 5th Semester, and submit it to their Academic Advisors for review and recommendations, followed by seeking approval from relevant HOD.
- 7.2.10 Upon receiving approval from HODs, students shall submit the completed forms to Unit of Admission and Registration.
- 7.2.11 Unit of Admission and Registration shall upload students paths in the electronic system (ARMS), shall retain all forms in students files with copies sent to relevant Academic Advisors.

7.3 Credit Hours System and Credit Accumulation

7.3.1 Credit Hours System

Gulf University applies American Credit Hours System, where specific number of credit hour(s) is (per week) allocated for each course that is included in the academic program study plan to earn the degree. One Credit Hour is equal to Four NQF Credits.

- According to HEC regulations, a bachelor program consists of minimum 120 credits. However, bachelor programs offered at GU range from 130 to 136 credit hours, which consist of University and College Requirements, Program Core and Elective Courses.

- The study period is distributed over 4 years with average of 15 Credit Hours per regular semester, where the academic year consists of two regular semesters (Fall and Spring), and one optional summer semester.
- The duration of the regular semester ranges from 14 to 16 weeks, while the minimum period of the optional summer semester is (7) weeks. However, GU applies a 15/16-weeks duration of regular semester and 7/8-weeks duration for the optional summer semester.
- The weight of the course(s) (Credit hour/s) contributes both to the Student's semester GPA and Cumulative GPA.

7.3.2 Credit Accumulation

- At the end of the semester, a regular student (full-time) is expected to spend an average number of Notional Hours (Number of Course Credit Hours multiply by 40) in teaching, learning and assessment activities. The involvement in teaching, learning and assessment activities take several forms such as:
 - On-campus hours: attending lectures, tutorials, labs, workshops, independent working in labs, studios workshops and Library), tests, examination, projects etc.
 - Off-campus hours: homework, visiting libraries outside the campus, field visit, workplace engagement, assignments, research, projects etc.
- A student shall accumulate minimum 30 credit hours (120 NQF credits) in a specific level to move forward to the subsequent level.
- The four-year program at GU is distributed over NQF levels as follows;
 - First Year is equivalent to NQF Level 5
 - Second Year is equivalent to NQF Level 6
 - Third Year is equivalent to NQF Level 7
 - Forth Year is equivalent to NQF Level 8
- A student shall accumulate total program credit hours (all NQF levels) in order to be eligible for a Bachelor Degree

Section8: Program Design and Development

This section describes how the Gulf University Policy on the Design, Development and Approval of Programs is to be implemented. It does this by describing the steps that must be followed in order to ensure quality in program design, development and approval and by identifying the responsibilities of post-holders involved in all processes. The Procedure document aims to ensure that implementation of Gulf University's Policy on the Design, Development and Approval of programs is standardized across all Colleges, Centers and Units.

These procedures apply to:

- The design, development and approval of all programs at Gulf University.
- All individuals involved in program design, development and approval at Gulf University.

8.1 Proposing a New Program

Proposing a new program shall involve the following steps:

- 8.1.1 One or more of academic staff in the department shall submit to the Department Council a proposal of a new program with indications of the potentiality of the program.
- 8.1.2 One or more of University Council members shall submit to the University Council a proposal of a new program with indications of the potentiality of the program.
- 8.1.3 Department Council, upon approval, shall recommend the proposal to the College Council.
- 8.1.4 College Council shall review the recommendation of the Department Council, shall send to the University Council, if approved.
- 8.1.5 University Council, upon approval of the proposal received from either Council members or Colleges Councils, shall provide a decision of initiating the design and development of the proposed program, and shall send it to University Program Review and Development Committee (U-PRDC).
- 8.1.6 U-PRDC shall review the proposal of the new program, shall provide recommendation to relevant C-PRDC to initiate the design stage of the new program. If necessary, U-PRDC shall form a team from its members to support C-PRDC.

8.2 Designing New Program

C-PRDC shall initiate the design stage of the new program, which involves the following steps:

- 8.2.1 Compliance with HEC, BQA and NQF Regulations and Standards:

Regulations of HEC:

- A bachelor programme consists of at least 120 Credit Hours.
- 14 and 7 teaching weeks are the minimum length of a regular and summer semesters, respectively.

- Minimum and maximum loads of a full-time student are 12 and 19 Credit Hours in a regular semester, and 9 Credit Hours is the maximum load in a summer semester. Specific exceptions are applied in accordance with the HEC regulations.
- Admission, student transfer, teaching staff, learning resources, physical resources, requirements for continuing the study and graduation are per HEC regulations.

Regulations of BQA and NQF:

- Well defined and clear aims of the programme, which are aligned with the University mission and strategic goals.
- Curriculum design ensures balance between theory and practice as well as balance between knowledge, skills, and competences.
- Curriculum organization provides appropriate academic progression year on year within 8 semesters study plan that ensures courses prerequisite mechanism.
- Curriculum and associated courses meet the standards and norms of discipline, which are determined by the relevant national and international accreditation and professional bodies.
- Programme is designed/developed based on Intended Learning Outcomes, which are addressed in the programme and course specifications.
- Programme courses are mapped to the PILOs.
- Programme courses are mapped to the NQF Level Descriptors in accordance with the level of awarded degree .
- Internship programme is considered and included in the curriculum design with appropriate assessment mechanism.
- Appropriate range of teaching and learning are outlined and aligned with the course types and levels.
- Validity and reliability of assessment are ensured and consistently implemented to provide accurate, fair and transparent measurements of the learner's achievement of the learning outcomes.

8.2.2 Consideration of Gulf University's Vision, Mission and Strategic Directions:

Consideration shall be given to the contribution of proposed program to Gulf University's Vision and Mission Statements and to the Strategic Directions of the University.

8.2.3 Feasibility Study

Feasibility study shall be conducted:

- By scrutinizing the Kingdom of Bahrain's Higher Education Strategy 2014- 2024 in order to determine whether the proposed program has the potential to contribute to the:
 - High level objectives envisaged for the national higher education system in the Higher Education Strategy 2014-2024.
 - Goals identified in the document.
- By searching the needs of the labour market in Kingdom of Bahrain and GCC region. This search shall also focus on:
 - Identifying various types of positions open to graduates of the program.

- Establishing the frequency of such positions.
- Surveying the market to establish pay and ancillary benefits.
- Surveying employers to identify their needs.
- Establishing the ratio of particular skill sets within sectors of the community.
- Scrutinizing longitudinal data sets on employment prospects.

8.2.4 Program Benchmarking

Benchmarking shall be conducted which involves:

- Identifying similar programs at other universities in Bahrain, region and internationally.
- Identifying best characteristics and best practices associated with these programs.
- Exploring the way in which the proposed program could incorporate these characteristics and practices whilst, at the same time, incorporating characteristics and practices unique to Gulf University.
- Identifying relevant accreditation and professional bodies.

This process shall develop a set of benchmark indicators.

8.2.5 New Program Procedures

The completion of steps 8.2.1, 8.2.2 and 8.2.3 above shall develop a set of new program procedures outlining:

- The program purpose.
- The results of feasibility study undertaken to determine labour market needs in Bahrain and the region.
- The qualification associated with the program.
- The NQF level and credit value of the qualification.
- The results from local, regional and international benchmarking and the implications for program design.
- The planned enrolment.
- Mapping resources and Staffing needs to program courses.

The new program procedures shall be submitted to the relevant Department Council for review and recommendation to College Council for approval.

8.3 Developing a New Program

C-PRDC, upon approval of the new program procedures, shall proceed with the process of development of the new program which incorporates the following steps:

8.3.1 Alignment

Alignment involves ensuring that all elements of a new program are coherent and contribute to the purpose of the program in meeting workplace and social needs in the Kingdom of Bahrain, the region

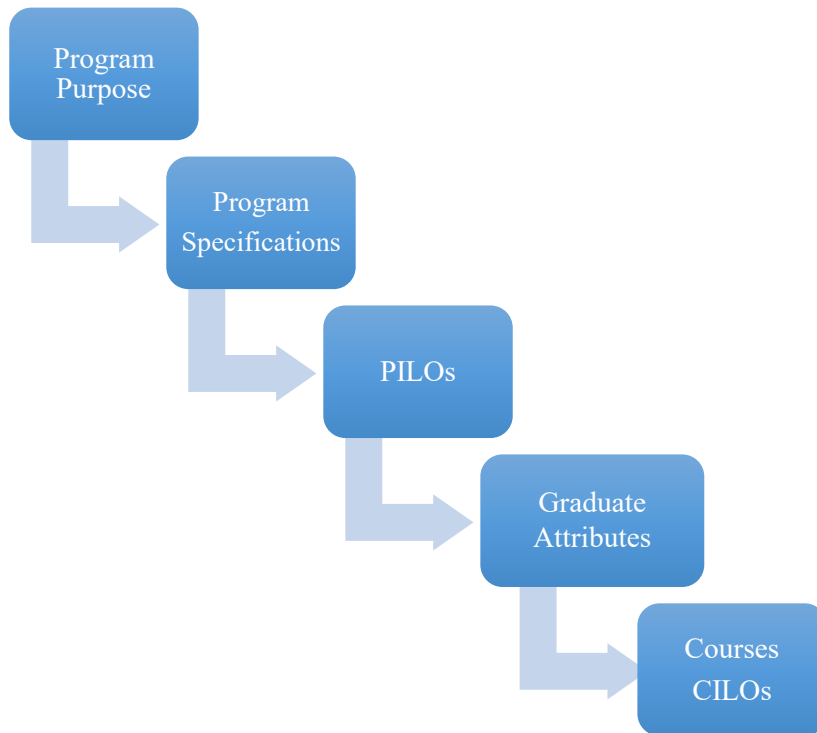
and internationally. Elements of program design and questions to be asked of those elements appear in the following table, (Table 1):

Table 1: Elements and related Questions in Program Design

Program Elements	Questions
Qualification	Which qualification registered on the NQF will the program lead to? How does this qualification meet workplace needs?
Program Purpose	What is the specific purpose of the program? How does the proposed purpose of the program meet the needs of the workplace and society, in general?
PILOs	How do PILOs contribute to the achievement of the purpose?
Courses	How do CILOs contribute to the attainment of PILOs?
Assessment	How will assessment be planned to ensure that students' attainment of PILOs and CILOs are measured, and students' progress towards these is supported?
NQF level	How do the PILOs and CILOs meet the requirements of the NQF level at which the program is placed?
Credits	How will the planned time for the program allow for the attainment of credits? How many notional learning hours are involved and how will they be spread over the duration of the program?
Enrolment	How many students will be enrolled in the program?
Staffing	Are sufficient qualified staff available to deliver the courses and coordinate the program?
Resources	Are sufficient resources for teaching and learning, such as classroom facilities, library and laboratories, available to support the attainment of CILOs and PILOs?
Venues	Are sufficient venues available to support the planned enrolment?
Work Experience	Are sufficient opportunities available to students for work-based experience?

Alignment shall be achieved by following a recursive process of adjustment and readjustment of the design of the program:

- This process shall begin with writing a Purpose Statement.
- The Purpose Statement shall inform the development of Program Specifications, PILOs and Graduate Attributes.
- The PILOs shall allow for the identification of the courses that deliver the CILOs contributing to the attainment of PILOs.



The process shall be recursive in that it may be necessary to return to:

- The Purpose Statement as program specifications are developed in order to ensure alignment between these two elements of program design,
- PILOs and the Program Purpose as courses that deliver the CILOs are identified.

8.3.2 Feedback and Quality Assurance

Feedback from internal and external stakeholders shall assist in ensuring that the alignment outlined in 5.3.1 is achieved. Feedback shall be elicited from stakeholders including:

- Current and past students,
- Prospective employers of graduates of the program,
- Experts (including external reviewers) in the subject area of the program.

Feedback shall be used to inform successive drafts of the program design.

8.3.3 Benchmarking

Attention shall be paid to the benchmark indicators identified in 8.2.4.

8.3.4 Mapping

The proposed program shall be mapped on to NQF as per “Procedures of Mapping Programs to National Qualifications” document ensuring full compliance with GDQ regulations and NQF Handbook.

8.4 Program Approval

- 8.4.1 C-PRDC shall send the proposed program documents (program structure and specifications) to relevant Department Council.
- 8.4.2 Department Council shall review and recommend the proposed program to College Council.
- 8.4.3 College Council shall review the proposed program documents and recommend to U-PRDC.
- 8.4.4 U-PRDC shall fill the required ‘HEC New Program Proposal’ form and send with the proposed program documents to University Council.
- 8.4.5 University Council shall review all documents received from U-PRDC and shall take the following steps:
 - Contact U-PDRC for further enhancement of documents, if required.
 - Recommend proposal approval and send to Board of Trustees.
- 8.4.6 Upon approval from BOT, Gulf University shall send the HEC Form with New Program Documents to HEC for final approval.
- 8.4.7 Once approved by the HEC, Gulf University shall add the program to its program offerings and shall add to the university website and to the ‘Curriculum Handbook’

Section9: Program Review and Development

The procedure describes how Gulf University's Policy on Program Review and Development will be implemented. The Procedures document aims to ensure that implementation of the Program Review and Development process is standardized across all Colleges and Departments.

These procedures apply to

- The review and development of all programs at Gulf University.
- All individuals involved in program review and development at Gulf University.

9.1Annual Review

9.1.1 Department Council shall form a team by May to elicit feedback from stakeholders and reflect on this feedback to identify strengths and weaknesses. This process shall include information, feedback and analysis from the first and second semesters on:

- Students Evaluations on courses and instructors, (Form GU-PR14PRD-F01).
- Instructors Course Reports, (Form GU-PR04TL-F06).
- Peer Reviews, (Form GU-PR04TL-F05).
- C-TLAC recommendations on assessment verification and moderation (Internal and external).
- Feedback on Internship, (Forms GU-PR05INT-F010 and GU-PR05INT-F011).
- Feedback on Graduation Projects, (Forms GU-PR06GRP-F07 and GU-PR06GRP-F08).
- Students progressions reports.
- Utilization of physical resources (labs, studios and workshops).
- Utilization of learning resources (library and online resources).
- Recommendations of Advisory Board.
- Reflections of recent research

9.1.2 Program Team shall propose minor modifications in the program related to:

- Course prerequisites,
- CILOs to enhance the achievement of PILOs,
- Course contents to enhance the achievement of learning outcome,
- Addition or removal of elective courses,
- Development of Teaching, learning, and Assessment strategies,
- Changes in the Admission criteria and process.

Additionally, Program Team shall propose enhancements of staffing, physical and learning resources, and shall prepare improvement plan.

Program Team shall send all proposals and improvement plan to the Department Council.

9.1.3 Department Council shall review and provide recommendations to C-PRDC for minor modifications. Following documents shall be attached:

- Reports on students evaluations on courses and instructors.
- Reports on peer reviews.
- Reports on teaching, learning, and assessment.
- Report on justification of program modifications.

- 9.1.4 C-PRDC shall review the recommendation for minor modifications received from Department Council and shall collaborate with the program team for further clarifications, followed by forwarding its recommendations for approval to the college council.
- 9.1.5 College Council shall review the recommended program minor modifications and shall collaborate with C-PRDC for further clarifications (if needed). The council shall approve, reject, or partially approve the modifications and issue a resolution for implementation by the relevant department.

9.2 Periodic Review

Every five academic years (after the graduation of the first batch of the program), each department shall conduct a periodic review process for the offered programs.

9.2.1 Department Council shall form a team by December of the fifth year to elicit feedback from stakeholders and reflect on this feedback to identify strengths and weaknesses. This process shall include information, feedback and analysis from the previous four years on:

- Alumni Survey, (Form GU-PR14PRD-02).
- Employers Survey, (Form GU-PR14PRD-03).
- Benchmarking Report, (Form GU-PR14PRD-04) and Justification Report, (Form GU-PR14PRD-05).
- Program Specifications, (Form GU-PR14PRD-06) and Course Specifications, (Form GU-PR14PRD-07).
- External Review Report, (Form GU-PR14PRD-08).
- Requirements of national and international accreditation and professional bodies,
- Published reports from HEC and BQA on the program or on similar programs.

9.2.2 Program Team shall propose major modifications in the program related to:

- Revised program philosophy (Scope, or rational),
- Revised program aims,
- Revised program curriculum (including mandatory and elective courses, courses domains, progression of the courses, etc.),
- Revised CILOs,
- Revised admission criteria,
- Development of Teaching, learning, and Assessment Strategies,

Additionally, Program Team shall propose enhancements of staffing, physical and learning resources, and shall prepare improvement plan. Program Team shall send all proposals and improvement plan to the Department Council.

9.2.3 Department Council shall review and provide recommendations to C-PRDC for major modifications. Following documents shall be attached:

- Report on alumni survey.
- Report on employers survey.
- Report on benchmarking.
- Report on justification of program changes.
- Draft of revised academic program.

9.2.4 C-PRDC shall:

- review the development process.
- review the alignment with the university vision, mission, core values graduate attributes, national and international standards. Alignment tables are:
 - Program aims with University mission.
 - Program aims with University Graduate Attributes.
 - PILOs with Program aims.
- consider the University general and common courses with other programs offered by the College.
- review the program admission criteria in light of the university admission policy.
- collaborate with the program team to consider the remarks and recommendations to develop the revised program specifications.
- send the revised specification to 3 external reviewers and consider the feedback.
- finalize the revised program specifications.
- forward its recommendation for approval to the College Council.

9.2.5 College Council shall review the recommended program major changes and shall collaborate with C-PRDC for further clarifications (if needed). The council shall forward the recommendations to the U-PRDC.

9.2.6 U-PRDC shall ensure the following aspects of the program periodic review:

- consistency of the review process,
- alignments of the program,
- quality of the program according the national and international standards,
- consideration of University general courses and common courses with other programs,
- consistency of admission criteria with the University admission policy.

The committee shall conduct final review of the program specifications and collaborate with C-PRDC to implement any changes and accordingly shall forward its recommendation for approval to the University Council.

9.2.7 University Council shall review and approve the revised program (if needed, U-PRDC shall enhance the program specifications. The council shall issue a resolution to implement the revised program.

9.2.8 College Dean shall collaborate with the relevant Head of Department to implement the revised program, shall facilitate, and provide the required staff, physical and learning resources, shall Inform the Unit of Admission & Registration for the new admission.

9.2.9 Head of Department shall implement the revised program and oversees the annual review and feedback processes with the program team.

9.3 Compliance

All above mentioned Teams, Committees an Councils shall ensure full compliance with the following HEC, BQA and NQF regulations and standards in relation to both annual and periodic reviews:

Regulations of HEC:

- A bachelor programme consists of at least 120 Credit Hours.

- 14 and 7 teaching weeks are the minimum length of a regular and summer semesters, respectively.
- Minimum and maximum loads of a full time student are 12 and 19 Credit Hours in a regular semester, and 9 Credit Hours is the maximum load in a summer semester. Specific exceptions are applied in accordance with the HEC regulations.
- Admission, student transfer, teaching staff, learning resources, physical resources, requirements for continuing the study and graduation are per HEC regulations.

For Master programs:

- The minimum study period for the master's degree is (1) calendar year and the maximum period is (3) calendar years.
- Students shall enrol in each of the semesters for no less than 9 credit hours and no more than 15 credit hours.

For both bachelor and master programs:

- Admission, student transfer, teaching staff, learning resources, physical resources, requirements for continuing the study and graduation are per HEC regulations and GU policies and procedures, as relevant.
- Well defined and clear aims of the programme, which are aligned with the University mission and strategic goals.
- Curriculum design ensures balance between theory and practice as well as balance between knowledge, skills, and competences.
- Curriculum organization provides appropriate academic progression year on year within 8 semesters study plan that ensures courses prerequisite mechanism.
- Curriculum and associated courses meet the standards and norms of discipline, which are determined by the relevant national and international accreditation and professional bodies.
- Programme is designed/developed based on Intended Learning Outcomes, which are addressed in the programme and course specifications.
- Programme courses are mapped to the PILOs.
- Programme courses are mapped to the NQF Level Descriptors in accordance with the level of awarded degree .
- Internship programme is considered and included in the curriculum design with appropriate assessment mechanism.
- Appropriate range of teaching and learning are outlined and aligned with the course types and levels.
- Validity and reliability of assessment are ensured and consistently implemented to provide accurate, fair and transparent measurements of the learner's achievement of the learning outcomes.
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Regulations of BQA and NQF:

- Well defined and clear aims of the programme, which are aligned with the University mission and strategic goals.
- Curriculum design ensures balance between theory and practice as well as balance between knowledge, skills, and competences.

- Curriculum organization provides appropriate academic progression year on year within 8 semesters study plan that ensures courses prerequisite mechanism.
- Curriculum and associated courses meet the standards and norms of discipline, which are determined by the relevant national and international accreditation and professional bodies.
- Programme is designed/developed based on Intended Learning Outcomes, which are addressed in the programme and course specifications.
- Programme courses are mapped to the PILOs.
- Programme courses are mapped to the NQF Level Descriptors in accordance with the level of awarded degree .
- Internship programme is considered and included in the curriculum design with appropriate assessment mechanism.
- Appropriate range of teaching and learning are outlined and aligned with the course types and levels.
- Validity and reliability of assessment are ensured and consistently implemented to provide accurate, fair and transparent measurements of the learner's achievement of the learning outcomes

Section10: Teaching and Learning

The purpose of this section is to describe the procedures to be followed by all Gulf University staff involved in teaching and learning activities, to ensure consistency in implementation of Teaching and Learning Policy across all Colleges, Departments and programs

10.1 Planning for Teaching

- 10.1.1 Before the beginning of each semester, Heads of Departments shall ensure that each Instructor has received (in case of newly appointed staff) or reviewed the CILOs for their courses.
- 10.1.2 Instructors shall consider the range of teaching strategies available to them and select those, which shall support and guide students in the attainment of CILOs. The selection of teaching strategies shall take into account the following:
- The extent to which they are directed at the development of learning outcomes.
 - The abilities of students at a particular level of study.
 - The learning preferences of students.
 - The availability of time and resources.
 - The need for various methods to motivate students and keep them focused.
 - Feedback from students, enrolled in the course in previous semesters.
 - Instructors shall employ one or more teaching strategies to motivate students for a variety of learning preferences and shifts in pace. In a teaching session, this means that an Instructor shall:
 - ask students to write response to short questions based on their previous learning.
 - provide input in the form of a formal lecture.
 - invite students to gather into small groups to discuss questions associated with the input or to perform group tasks.
- 10.1.3 Instructors shall develop assessment tasks for their courses that aim to allow students to demonstrate competence against the assessment criteria associated with each CILo. Tasks may elicit performance against several CILOs. Some assessment tasks shall primarily be formative (in the sense that they aim to develop students' learning) and others shall be summative (in the sense that they aim to measure the learning that has taken place).
- 10.1.4 Instructors shall check the availability of teaching materials, and if required, shall develop necessary materials. This shall involve activities as checking library holdings, preparing PowerPoint presentations, handouts, and other teaching materials.
- 10.1.5 Instructors shall submit the course management plan to relevant Heads of Departments in the first week of the semester, (Form GU-PR04TL-F01). This plan shall outline subject topics, Instructors' teaching activities, students' learning tasks and assessment scheme and schedule.
- 10.1.6 Heads of Departments shall review course management plans and provide feedback.
- 10.1.7 Instructors shall finalize course management plans, based on feedback received from Heads of Departments.
- 10.1.8 Instructors shall prepare their lesson plan, (Form GU-PR04TL-F01A), prior to each class based on course management plan, shall explain the lesson plan to students at the beginning of each teaching class, and shall retain the completed form in Course portfolio.
- 10.1.9 Instructors shall prepare their course portfolio, according to 'Quality Assurance Procedures'.

10.2 During the Semester

10.2.1 Instructors shall introduce themselves to students in the first teaching class, and shall explain the course management plan. The Instructor shall also outline expectations and regulations regarding attendance and behavior in the class. These expectations shall include information on students' participation in various learning activities. The Instructor shall also inform students of the nature of plagiarism and advise them to avoid it. Possible penalties may be highlighted at this point. The Instructor shall also indicate the resources for learning (including e-learning) available for the course.

10.2.2 Instructors shall implement the following teaching strategies:

- Formal Lecturing
- Discussions
- Case Studies
- Role Play
- Small Group Tasks
- Guest Speakers
- Field visit
- Practical Work
- Reflection on Practice
- Project based learning

10.3 End of Semester

At the end of semester, the Instructor shall:

- Ensure that students have been provided with feedback on their achievement.
- Consider feedback from informal and formal evaluations of the course, (Form (GU-PR14PRD-01) - student evaluation and Form (GU-PR04TL-F05) - peer review) while preparing course final report, Form (GU-PR04TL-F06).
- Send the report to C-TLAC for their comments and recommendations followed by discussing it with HoD for necessary steps towards recommendations.
- Finalize the course portfolio and submit to Quality Assurance Committee (C-QAC) at his/her college.

Section 11: Assessment Design Verification and Moderation

This section describes the procedures to be followed during assessments of students' work in all programs at Gulf University. It also describes the guidelines to be charted while developing assessment mechanism to ensure that assessment types and methods/tools are appropriately mapped to the learning outcomes at both program and course levels, and to ensure the validity and reliability of assessment for measuring achievement of learning outcomes.

11.1 Assessment Design

11.1.1 Preamble

- The Program Design and Development team is responsible for designing effective and efficient assessment tools or methods which fit for the purpose at program and course levels.
- Assessment design deals with developing a clear assessment mechanism with variety of assessment tools/methods which shall be aligned with Course intended learning outcomes, program intended learning outcomes and graduate attributes. Accordingly assessment tasks and marking criteria shall be designed to directly assess the course
- Assessments within a course will be appraised on the basis of performance criteria defined and shall be communicated to students in advance for making them prepared for the expected assessment.
- Assessment methods shall depict assessment components with parts/learning outcomes parts shall be designed and communicated to students.

11.1.2 General Guidelines for Assessment Design

- **Guideline 1: Assessment shall be Aligned with Intended Learning Outcomes**

Assessors shall ensure alignment of assessment with intended learning outcomes by choosing appropriate assessment methods/tools (Quiz, Major exams, Assignment, Case analysis etc.) with supportive assessment criteria and rubrics.

- **Guideline 2: Assessment shall be Valid and Reliable**

The validity of assessment shall be ensured by internal and external post verification of mid-term and final assessments. The reliability of assessment including the fixed criteria and rubrics in terms of accuracy and fairness shall be ensured by internal and external moderation.

- **Guideline 3: Amount of Assessed Work shall be Manageable within the Overall Student Workload**

As per the assessment structure and weight, the marks set for formative assessment shall be low compared to major summative assessments. The time frame within which these assessments to be conducted also shall be manageable within the overall workload of students.

- **Guideline 4: Assessment Practices shall have a Substantial Impact on Student Learning**

Assessors shall ensure the substantial impact on student learning by having authentic assessment, which shall be practiced by bringing real-world problems in the classroom so that

the learners shall get an exposure to different arenas of the business world within the curriculum.

- Guideline 5: Assessment shall be Inclusive and Equitable

The variety of assessment methods mapped to program courses shall be acceptable to different instructors and the learners as well based on the course type and level. For special need students, if any changes are needed, modification can be done in the assessment methods without losing consistency, accuracy and fairness.

11.1.3 Assessment Mapping to Learning Outcomes

- Alignment of Assessment to Program Intended Learning Outcomes

- Program Design and Development Team, once developed PILOs, shall develop the form of aligning teaching and learning philosophy, assessment philosophy, staffing specialization, infrastructure and resources to PILOs, (Form GU-PR08ASW-F06), shall take particular attention for describing the assessment philosophy, which shall be implemented in assessing the achievement of PILOs.
- Program Design and Development Team, once developed the curriculum (courses, progression of courses etc.), shall develop mapping of courses to PILO (Form GU-PR08ASW-F07).
- Program Design and Development Team shall map C-ILOS of all courses to PILOs (Form GU-PR08ASW-F08).
- Program Design and Development Team shall map each course to appropriate assessment methods/tools based on the type and level of the course (Form GU-PR08ASW-F09). The mapped form shall provide a comprehensive overview on the assessment methods throughout the student's progression/study plan for a particular program.
- Program Design and Development Team, during the annual review or after the successful completion of a semester, shall update overall mapping of courses to assessment methods, based on: assessment verification and moderation feedback reports received from C-TLAC and U-TLAC, course reports and HOD's Semester Report, shall send it to HOD for scrutinizing, followed by sending it to C-TLAC for approval.

-Assessment Mapping to Course Intended Learning Outcomes

- Course Instructor shall ensure reflection of Mapping of CILOs to PILOs, (Form GU-PR08ASW-F08) in Course Specifications.
- Course Instructor, before the start of new semester, shall apply the overall mapping of assessment methods to CILOs (Form GU-PR08ASW-F01).
- Course Instructor, shall ensure that, as per the assessment structure and weight, the majority of highest weightage of the assessment shall measure the high impact mapped CILOs to PILOs.
- Course Instructor shall ensure that assessment methods (quiz, exam, project etc.) /tasks /criteria are manageable, inclusive and equitable within the student workload.
- Course Instructor shall have all mapping scrutinized by relevant HOD, shall send them to C-TLAC for approval, before the start of the semester.
- Course Instructor, during the annual review or after the successful completion of a semester, and based on the feedback report of C-TLAC and U-TLAC, course report, semester report, shall redevelop the overall mapping of assessment methods to CILOs of each course, shall have it scrutinized by relevant HOD and approved by the C-TLAC.

-Mapping of Specific Assessment Method to CILOs

- Course Instructor, while selecting appropriate assessment methods (such as major exam, quiz, assignment, project etc.) in adherence to overall mapping of assessment to CILO of a course during the semester, shall apply the relevant form (Assessment Procedure Forms) and shall map assessment component (question, tasks etc.) within the assessment method (quiz, assignment, project etc.) to specific learning outcomes.
- Course Instructor, while designing each assessment method during the semester, shall breakdown the particular assessment method to specific components/criteria and sub components, shall reflect that in relevant form of assessment (exam, quiz etc.) where each assessment component/sub component mapped to specific CILOs shall be applied in the assigned course.
- Course Instructor shall ensure that assessment component /tasks /criteria are matched with assessment structure and weight, and manageable within the student workload.
- Course instructor, while designing assessment methods with component of tasks/questions, shall consider the criteria to be assessed in the assessment, shall reflect that in the assessment questions, tasks/parts of the tasks which in return shall be mapped to CILOs, shall be assessed as per the relevant rubric.

- Design and Development of Rubrics

- Course Instructor, once designed the assessment method including the assessment component/sub component/ criteria, shall develop the rubric to assess the achievement of CILOs, which shall be reflected in the assessment component.

- Major Assessment shall be Subjected to Internal and External Verification.

- Major Assessment shall be Subjected to Internal Marking Moderation.

- Per semester, 25% of Total Courses shall be Subjected to External Overall Course Moderation.

11.1.4 Special types of assessment

- Specific Assessment Scheme:

Instructors shall assess student's knowledge and skills relevant to CILOs by adopting Peer Assessment, Self-Assessment, or Group Work Assessment. Instructors shall ensure:

- Clear expectation,
- Clear tasks,
- Manageable within the specific time frame,
- Validity and Reliability.

- Peer Assessment

- Each team member shall generate an anonymous peer mark for each individual member of their team.
- The mark shall be based on their assessment of the overall group participation, interaction, co-operation and contribution to the assigned work.
- In this way, each student shall get a mark based on the quality of the group report or assignment but also a mark based on their individual efforts.
- To avoid subjectivity problem in this assessment, Instructor shall set a clear marking criteria and associated rubrics for the assessment so that there shall not be any ambiguity about how they are being assessed.
- It shall be based on observation and may further be adjusted by the Instructor to ensure the marking is accurate and fair.
- Giving an assessment in the form of a task to all the students to each one same will be marking unanimously across each other.

-Self-Assessment

- Students shall work as a group, but each student shall prepare an individual portfolio based on their achievement towards the assigned group task.
- The self-assessment done by the student shall subject to change by the Instructor based on the observation and the individual portfolio file prepared by each individual member in the group to exhibit their achievement towards the assigned group work.

-Group Work Assessment

- D.4.1 Group work assessment shall result into major gains in transferable skills in the areas of oral communication, integration, cooperation, negotiation and interpersonal skills.
- D.4.2 Working in a group shall promote the sharing of ideas and problem solving skills and shall enhance more willingness to discuss and work with their peers. From the lecturer's point of view it can promote a variety of transferable skills and, depending on how the work is assessed, it is possible to enhance the learning process too.
- D.4.3 Before the students begin their activity, Instructors shall make the assessment methods and criteria clear to students.
- D.4.4 Instructors shall ensure validity of group work assessment through mapping the assessment to ILOs, and verification.
- D.4.5 Instructors shall ensure reliability through proper assessment criteria and associated rubrics, and internal and external moderation.
- D.4.6 Marking Scheme:
 - Students shall anonymously peer assess each other's contribution to the activity and the Instructor shall award a mark based on their assessment.
 - Group work assessment shall go through four stages;

Stage 1: Students shall do self- assessment based on their achievement report by exhibiting an Individual portfolio. This assessment shall be observed and confirmed with their course instructor (25% of total Mark is from self-assessment).

Stage 2: Instructor shall assess the individual work through an observation and interview with each member in the team (25% of total Mark is from Instructor).

Stage 3: Peers in the group shall award mark to each team member anonymously based on their individual contribution to the assigned work (25% of total Mark is from peers).

Stage 4: Instructor shall award mark based on the final Group report/ Output/Project and individual presentations (25% of total Mark is for the output).

- In summary: the following Marking Scheme shall be applied for Group work assessment:

Self-Assessment	Instructor	Peer Assessment	Output	Total
25 %	25 %	25 %	25 %	100%

11.2 Assessment Procedures

11.2.1 During the Preceding Semester:

- Instructors shall prepare Course Assessment Alignment, (Form GU-PR08ASW-F01), and shall send the form to their relevant College Teaching, Learning and Assessment Committee (C-TLAC) for approval, preferably 2 weeks before end of the semester.
- C-TLAC shall review and approve the Assessment Alignment Forms, within one week after receiving them.

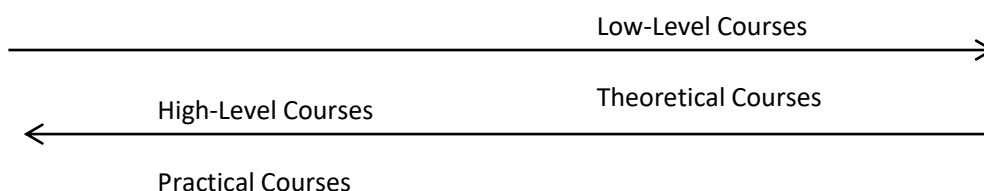
11.2.2 During the Semester

- Instructors shall implement the following assessment methods:
 - Participation:** shall comprise of student-instructor discussions during lectures and group discussions amongst students, where Instructor shall assess class presentations, communication skills, team building and other soft skills in the form of brainstorming, seminar, role-plays, practical exercises etc.
 - Course Work:** Instructors shall assess assignments, homework, problem solving activities, case studies, practical, laboratory or group projects with report on particular topics, (Form GU-PR08ASW-F02).
 - Quizzes:** Instructors shall assess mainly students' knowledge and subject specific skills through short answer questions in a structured format, (Form GU-PR08ASW-F03).
 - Major Examinations (Midterm and Final Exams / Jury / Panel Assessments):** Instructors/Jury/Panel shall assess students' knowledge and various skills relevant to the course intended learning outcomes (CLOs), (Forms GU-PR08ASW-F04 and GU-PR08ASW-F05).
- Instructors shall follow Assessment Verification and Moderation Procedures (GU-PR09AVM).
- Instructors shall ask their students to have their work checked for plagiarism by providing the Turn-it-in report via the e-Learning System (Moodle) to verify that all student work is free from plagiarism. If not, Instructor shall refer to Plagiarism Procedures (GU-PR13PLG).
- For deferred/late assessments, Instructors shall refer to Deferred and Late Assessment Procedures (GU-PR11DLA).
- Instructors shall provide their students regularly with feedback on their assessed work, within one week after the assessment activity, highlighting their progress in the course and what is expected from them. Students shall get opportunity to see their answers in the assessed work and discuss their instructors' remarks.
- For students' Assessment Appeal, Instructors shall refer to Assessment Appeal Procedures (GU-PR10AAP).

11.2.3 Marking Scheme

Instructors/Jury/Panel shall implement the following Marking Scheme for various assessment methods, where for low-level and theoretical courses, assessors shall emphasize more on written assessment methods (Rightward arrow), while for high-level and practical courses, assessors shall emphasize more on student involvement and course work assessment methods (Leftward arrow):

Participation	Course Work	Quizzes	Midterm Assessment	Final Assessment	Total
Discussion / Involvement	Assignment / Homework/Project / Case study	Written / Online	Written Exam/Jury / Panel	Written Exam/Jury / Panel	
5-10 %	10-50 %	0-20 %	15-20 %	30-40 %	100%



11.2.4 Grading and Ranking Scheme

During marking students' work, assessors shall consider the following grading and ranking scheme, which is based on a 4-point scale:

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	F
Mark	≥90	87- <90	84- <87	80- <84	77- <80	74- <77	70- <74	67- <70	64- <67	60- <64	<60
Point	4.00	3.67	3.33	3.00	2.67	2.33	2.00	1.67	1.33	1.00	0
Rank	Excellent		Very Good		Good			Pass			Fail

11.3 Assessment of Students with Special Needs

Instructors, Jury/Panel shall support students with special needs during the assessment process on a case-by-case basis, depending on their requirements. Arrangements include the followings:
Adjustment of the venue for the examinations. Assistance in reading assignments, quizzes and exam

scripts. Assistance in writing assignments, quizzes and examinations. Offering flexible and additional time for assessments.

11.4 Security of Assessment Documents and Records

11.4.1 Instructors shall take due precautions to ensure that students are unable to access examination scripts, model answers and Jury/Panel assessments prior to the assessment event.

11.4.2 Unit of Admission and Registration shall keep all results of assessments , student records and documents in a secured Archiving Room and the access to the room shall be limited to authorized personnel only.

11.5 Assessment Verification and Moderation

The purpose of this document is to describe procedures to be followed by Gulf University for assessment verification (moderation), to ensure consistency and fairness. The procedures relate to major assessments (i.e midterm, final examinations and Jury assessments for project based courses) undertaken by students during their formal learning process at the University The procedure applies to all Colleges, Departments and personnel involved in the provision of teaching and assessments. This includes:

- Vice President for Academic Affairs
- Deans
- Heads of Departments
- Instructors
- University Examination Committee
- Teaching, Learning and Assessment Committees (University and College Levels)

Internal Verification

- Instructors shall prepare Midterm/Final Exams with model answers or Pre-/Final Jury Assessment Criteria with rubrics (for project based courses) and shall send them with attached Course Specifications to the College Teaching, Learning and Assessment Committee (C-TLAC) by the 4th Week and 8th Week in the Semester, respectively.
- Two members of C-TLAC (one represents the relevant program) with one invited faculty member from the relevant program shall verify Midterm/Final Exams and Pre-/Final Jury Assessment Criteria, and shall send feedback to relevant Instructors for modifications and enhancements within one week after receiving them, (Pre-Assessment Internal Verification Form GU-PR09AVM-F01).
- Instructors shall modify, enhance Midterm/Final Exams and Pre-/Final Jury Assessment Criteria, prepare model answers and send them to C-TLAC for final approval within one week after receiving the feedback.
- C-TLAC, after approving Midterm/Final Exams with model answers or Pre-/Final Jury Assessment Criteria with rubrics (for project based courses), shall arrange with the External Verifiers to conduct pre-assessment external verification.
- U-TLAC shall conduct internal verification of Midterm/Final Exams and Pre-/Final Jury Assessment Criteria of University General courses and Foundation year courses relevant for each program following the above mentioned internal verification process.

External Verification

- Head of Department shall propose External Verifiers (Moderators) for the offered programs in the Department at the beginning of each semester and shall obtain Department Council approval, followed by sending the list to the Dean for College Council Approval, (Form GU-PR09AVM-F02). Head of General Studies Unit shall propose External Verifiers (Moderators) for the offered courses at the beginning of each semester and shall obtain Approval from Vice President for Academic Affairs (Form GU-PR09AVM-F02A).
- College Council shall approve the proposed External Verifiers (Moderators) for all Departments at the College and shall send the final list to the College Teaching, Learning and Assessment Committee (C-TLAC) and HODs in the beginning of each semester, (Form GU-PR09AVM-F03). Head of General Studies Unit shall send the final list to University Teaching, Learning and Assessment Committee (U-TLAC).
- C-TLAC, after approving Midterm/Final Exams with model answers or Pre-/Final Jury Assessment Criteria with rubrics (for project based courses), shall contact the External Verifiers to conduct pre-assessment external verification, preferably by the 6th Week and 11th Week in the semester, respectively, (Pre-Assessment External Verification Form GU-PR09AVM-F04).
- C-TLAC shall receive completed Pre-Assessment External Verification Forms and arrange with Instructors to modify and enhance Midterm/Final Exams with model answers or Pre-/Final Jury Assessment Criteria with rubrics, preferably by the 7th Week and 12th Week in the semester.
- Instructors shall modify and enhance Midterm/Final Exams with model answers or Pre-/Final Jury Assessment Criteria with rubrics, shall send them to University Exam Committee or Jury to conduct assessments, preferably by the 7th Week and 13th Week in the semester.
- U-TLAC shall complete the above mentioned process in sections 5.2.3 to 5.2.5 for the external verification of University General and Foundation courses.

Assessment Moderation

All midterm and final assessments shall be internally moderated once the assessments have been completed. Moreover, samples of courses offered in the semester for each program shall go through external overall moderation (End of Semester External Post-Assessment Overall Moderation).

1. Internal Moderation

- Instructors and Jury shall mark students' answer booklets and work, respectively, shall submit the whole batch with model answers or assessment rubrics (for project based courses), to U-TLAC before finalizing the students Grades, i.e.- within 3 days from conducting the assessment.

- U-TLAC shall select random samples from the received batch. Sample size shall be equal to square root of total number of marked students' answer booklets/work.
- Two members of U-TLAC (one represents the relevant program) with one invited faculty member from the relevant program, shall moderate Midterm/Final Exams and Pre-/Final Jury Assessment in terms of marking accuracy and fairness, (Post-Assessment Internal Moderation Form GU-PR09AVM-F05). Internal moderation of the University General Science Courses, Foundation year courses shall be conducted by the invited faculty member within the team with relevant specialization.
- U-TLAC shall send approved batch to relevant instructors within 2 days from receiving. For not-approved batch with simple remarks, U-TLAC shall arrange with relevant instructors to consider their remarks and review students mark, then approve the batch.
- For not-approved batch with inaccurate and unfair Marking, U-TLAC shall send the batch to the C-TLAC for Second Marking by another instructor, then U-TLAC shall moderate and approve the batch followed by sending to relevant instructors.
- Instructors/Pre-Jury shall finalize students' marks, shall provide feedback on Midterm Assessments by showing answer booklets to students in the first lecture after the Midterm examination period. Students shall get opportunity to see their answers in the answer booklet and discuss their instructors' remarks.
- Instructors/Jury shall finalize students' marks of Final Assessments, shall submit the results to relevant Heads of Departments for review followed by sending them to College Council for approval.
- Instructors shall upload the approved results, received from College Council, in the Academic Information Management System (AIMS).
- U-TLAC shall check that all marks have been accurately uploaded into the system.

External Moderation (End of Semester External Post-Assessment Overall Moderation)

- 25% of the courses offered in the semester for each program shall go through external overall moderation.
- Heads of Departments shall select 25% of the courses offered in their Departments per semester (after finalizing the courses files) representing different levels and domains and send to C-TLAC.

- C-TLAC shall contact and invite External Moderators to conduct overall moderation of the selected sample (Post-Assessment External Overall Moderation Form GU-PR09AVM-F06), shall send the completed forms to relevant HODs to arrange with relevant instructors for further enhancement of delivery and assessments of their courses in the following semester.
- Head of General Studies Unit shall select 25% of the offered courses per semester from University General courses and Foundation year courses.
- U-TLAC shall contact and invite External Moderators to conduct overall moderation of the selected sample (Post-Assessment External Overall Moderation Form GU-PR09AVM-F06), shall send the completed forms to Head of General Studies Unit to arrange with relevant instructors for further enhancement of delivery and assessments of their courses in the following semester.

Effectiveness of Assessments Verification and Moderation Processes

1. Instructors and HODs Feedback on Internal and External Verification

- Instructors shall provide feedback on internal and external verification of midterm and final assessments at the end of each semester (Form GU-PR09AVM-F07), considering critical cases (if any), followed by sending the completed forms to their HODs.
- HODs shall consider the feedback received from Instructors and shall analyze samples of Assessment Manuscripts verified by both the internal and external verifiers, followed by completing “HOD Feedback Form”, (Form GU-PR09AVM-F08).
- HODs shall consider the outcomes of their “Feedback Forms” while preparing their “Semester Report”.

2. Instructors and HODs Feedback on Internal and External Moderation

- Instructors shall provide feedback on internal and external moderation of midterm and final assessments at the end of each semester (Form GU-PR09AVM-F09),

considering critical cases (if any), followed by sending the completed forms to their HODs.

- HODs shall consider the feedback received from Instructors and shall analyze samples of Assessment Manuscripts verified by both the internal and external moderators, followed by completing “HOD Feedback Form”, (Form GU-PR09AVM-F10).
- HODs shall consider the outcomes of their “Feedback Forms” while preparing their “Semester Report”.

3. External and Internal Jurors Feedback on Assessment

- External Juror shall provide feedback on Mid/Final Jury Assessments (Form GU-PR09AVM-F11A), followed by sending the completed form to relevant HOD.
- Each Internal Juror shall provide feedback on Mid/Final Jury Assessments (Form GU-PR09AVM-F11B), followed by sending the completed form to relevant HOD.
- HOD shall consider the received feedback for completing “HOD Feedback Form”, (Form GU-PR09AVM-F12).
- HODs shall consider the outcomes of their “Feedback Forms” while preparing their “Semester Report”.

4. External Verifiers Follow-up Feedback

- External Verifiers shall provide the follow-up feedback on implementation of their recommendations on verification of assessments at the end of each semester, (Form GU-PR09AVM-F13), followed by sending the completed forms to relevant HODs.
- HODs shall consider the received forms in the improvement plans.

5. External Moderators Follow-up Feedback

- External Moderators shall provide the follow-up feedback on implementation of their recommendations on External Moderation (End of Semester External Post-Assessment Overall Moderation), at the end of each semester, (Form GU-PR09AVM-F14), followed by sending the completed forms to relevant HODs.
- HODs shall consider the received forms in the improvement plans.

6. Follow-up of Feedback on Verification and Moderation Processes

- HODs shall write a comprehensive report on the effectiveness of verification and moderation process based on the feedback received from Instructors and External Pre-/Final Jury/Panel External Members, and HODs feedback, followed by sending them to relevant C-TLACs.
- 5.10.2 C-TLACs shall prepare their “Feedback Reports”, (Form GU-PR09AVM-F15), based on received reports from HODs at the end of each semester, followed by sending them to relevant Deans, C-QACs to consider the recommendations in their improvement plans.
- 5.10.3 C-TLACs shall send a copy of their “Feedback Reports” to U-TLAC.
- 5.10.4 U-TLAC shall discuss the received “Feedback Reports” with the Vice President for Academic Affairs and shall prepare the “Final Report” on Verification and Moderation processes, (Form GU-PR09AVM-F16) followed by sending it to University Council for approval.
- 5.10.5 U-TLAC, upon receiving approval from University Council, shall send the “Final Report” to Deans, who shall communicate the report with relevant College Committees to consider the recommendations in their improvement plans.

Section12: Research

12.1 Preamble

- 12.1.1 Research Council, Colleges, Departments and Researchers shall ensure full compliance with “HEC Regulations of Scientific Research in HE Institutions”, of all research activities conducted at the University through dissemination of all information related to these regulations on Research webpage (within University website), and conduction of workshops and induction sessions.
- 12.1.2 Research Council, in collaboration with Colleges, shall identify the main areas of scientific research activities and compose areas’ research-teams at the beginning of each academic year, shall take into consideration its alignment with the priority areas of research as described in “National Research Strategy 2014-2024” for the Kingdom of Bahrain, and with “Gulf University Strategic Plan: Research Objectives”.
- 12.1.3 Research Council, in collaboration with Colleges, shall propose the annual “University Research Plan” with the necessary budget, shall seek University Council and Board of Trustees for approval of the plan and its budget.

12.2 Research Budget and Expenditure

- 12.2.1 In compliance with HEC regulations, research budget at Gulf University shall consist of:
- at least 3% of the University total annual income,
 - any additional amount the University may add for research purposes,
 - any other payments made by third parties, subject to the prior approval of the Higher Education Council, and are consistent with laws in the Kingdom of Bahrain.
- 12.2.2 Research Council, in collaboration with Colleges, Departments and Researchers shall coordinate, supervise and follow-up on research funded from other sectors outside the University.
- 12.2.3 Research Council, in collaboration with Colleges, Departments and Researchers shall apply a clear and transparent mechanism for the expenditure of “University Research Budget”, based on the principle of competitiveness.
- 12.2.4 All expenditure shall be spent on the purposes set for exclusively as stated in Article (10) of “HEC Regulations of Scientific Research in HE Institutions”.

12.3 Research Ethics

- 12.3.1 Researchers/Research Teams, students and their supervisors shall consider the following fundamental principles:
- ensuring credibility through carrying out their researches with full respect of honesty and integrity, objectivity, self-criticism, and self-discipline.
 - strict observation of confidentiality and respect of the traditions and values of the Kingdom of Bahrain.
 - Probable risks related to social, physical, psychological, financial shall be identified and conscious effort to mitigate such risks shall be made.
 - Validity of the research design and methodology shall be appropriate to the study and subject to ethical review.
 - Participants or any subject to the research shall be selected fairly without giving excessive burden to specific individuals or participants.

- Privacy, dignity and anonymity of the participants of the research shall be maintained.
- No confidential information at personal or organizational context shall be disclosed without the formal consent of the concerned persons.
- Participants are fully aware of the involvement in the research process and shall give consent without coercion. Participants are free to withdraw at any point of time during the process which shall not allow the researcher to retaliate in any manner.
- Research process shall not lead to violation of legal norms and regulations, harming humans, animals and environment intentionally.
- Research outcome or result shall not instigate cultural sensitivity, ethnic problem, discrimination, embarrass or distress participants.
- Research shall be conducted in fair and transparent manner and reveal relevant disclosure in the ethical approval of research form.
- Research results shall include facts and figures derived from the research only and interpretation of the results shall not be misleading.
- respect of international policies and protocols defined for research, such as: “European Commission Ethics for Researchers”, “Rio de Janeiro declaration on research on environment”, and “Dublin declaration for water resources”.
- Respect of intellectual property and recognition of the achievements of other researchers.
- Avoiding plagiarism and misuse of results of others.

12.3.2 Researchers, Research Teams, Students, Colleges, and Departments shall apply a clear and transparent mechanism for avoiding plagiarism based on examination of their research manuscripts for any existence of plagiarism using the approved “software” at the University.

12.4 Academic Staff Research

12.4.1 Research Teams

- Colleges and Departments shall encourage faculty members to compose interdisciplinary research teams and submit their proposals for collaborative research projects that are in line with the University's research plan.
- Research Teams(s) shall be created collaboratively within each Department in the College, between Departments within the College, or between different Departments from Colleges based on needs of the research project(s).
- Research Teams may include external members from different community institutions.
- Aims of Research Team(s) are:
 - i. supporting inter-disciplinary research work,
 - ii. strengthening links between researchers,
 - iii. supporting an inspiring and attractive environment for research.
 - iv. supporting research partnership with community institutions,
 - v. improving capacity of researchers and students, and direct their research interests to serve community development.
- The following criteria shall be followed for composing Research Team(s):
 - I. Team members (whether or not the Team includes external member) shall be at least two. Team Leader (Lead Researcher) shall be from Gulf University.

- II. Team members (or at least Team Leaders) shall be active in scientific research and have good research records.
- III. Team members shall be from one or more of the approved areas of research at the University.
- IV. Lead Researcher shall submit a request of composing the Research Team to relevant Dean,(Form GU-PR17CR-F01).
- V. Dean shall review, and approve the request, shall inform Research Council, and the external Institution (if any).
 - Research Teams shall compete for a share of research fund within the allocated amount/percentage in the annual “University Research Budget” by submitting the proposals of their research projects to relevant HOD, Form (GU-PR17CR-F02), that include the following:
 - I. Overview,
 - II. Aim(s),
 - III. Expected Outcomes,
 - IV. Partnership (if any),
 - V. Requirements (material, tools, software, stationeries etc.),
 - VI. Estimated budget (Proposals which are very expensive for potential gains, most likely shall be rejected)
 - Research Teams shall also submit research plans indicating the importance of the research and its impacts on scientific, economic, and cultural aspects, and beneficiaries.
 - HOD shall review the received proposals and refer them to relevant College’s Research Committee.
 - College’s Research Committee shall either perform the following duties or refer the proposals to Evaluators (usually selected by the Committee):
 - review the proposals, evaluate their aims and objectives, and decide on whether or not, the proposals present well-formed problems to search within Department/College research areas and meet University research goals.
 - differentiate between proposals based on their clarity, focus, importance, cost, whether the proposal has already been or appears to have been done, and whether the proposal is just a routine application of known techniques or a review in known field.
 - recommend successful proposals to relevant Dean.
 - Dean shall review and approve successful proposals, shall recommend their approval for funding, and shall return all documents to College’s Research Committee.
 - College’s research Committee shall either send the approved document to Research Council, or shall send the rejected documents to relevant Research Leader.
 - Research Council shall consider the recommendations received and shall take the decision for approval and funding the research proposal(s) within the University’s allocated research budget.
 - Research Council shall seek the University President for endorsement of the decision, followed by informing relevant Research Leader(s), College’s Research Committee, and the University Finance Department for processing funding.
 - Research Council shall retain all original documents related to research proposals in research file.
 - Upon approval, Research Team(s) shall conduct their researches.
 - The University shall own all equipment, material, publications and intellectual property for funded researches.

12.4.2 Faculty Research Proposal

- Faculty members shall preserve freedom to submit their proposals for individual researches.
- Researchers shall explore financial opportunities and support possibilities for their researches from stakeholders in industry and other institutions in the community.
- Researchers shall submit to relevant HODs their research proposals, Form (GU-PR17CR-F03), that include the following:
 - I. Overview,
 - II. Aim(s),
 - III. Expected Outcomes,
 - IV. Partnership (if any),
 - V. Requirements (material, tools, software, stationeries etc.),
 - VI. Estimated budget.
- Researchers shall also submit research plan indicating importance of the research and its impacts on scientific, economic, and cultural aspects, and beneficiaries.
- HOD shall review the received proposals and refer them to relevant College's Research Committee.
- College's Research Committee shall perform the following:
 - review the proposals, evaluate their aims and objectives, and decide on whether or not, the proposals present well-formed problems to search within Department/College research areas and meet University research goals.
 - recommend successful proposals to relevant Dean.
- Dean shall review and approve successful proposals, shall recommend their approval for funding, followed by sending them to Research Council.
- Research Council shall consider the recommendations received from Dean(s) and shall take the decision for approval and funding the research proposal(s) within the University's allocated research budget.
- Research Council shall seek the University President for endorsement of the decision, followed by informing relevant Research(s), College's Research Committee, and the University Finance Department for processing funding.
- Research Council shall retain all original documents related to research proposals in research file.
- Upon approval, researchers/research teams shall conduct their researches.
- The University shall own all equipment, material, publications and intellectual property for funded researches.

12.4.3 Financial Support for Publishing in Journals and Participation at Conferences

- Research Teams/Researchers shall commit to publishing/presenting their research articles (papers) in journals/conferences indexed in well-known International Arab/Databases as recognized annually by GU.
- Research Leader(s)/Researcher(s) shall examine any existence of plagiarism in their manuscript(s) using the approved "software" at GU, Form GU-PR17CR-F05.
- Research Leader(s)/Researcher(s) shall submit "Publishing Support Request Form", (Form GU-PR17CR-F06) for the manuscript of publishable paper to relevant College's research Committee for recommending the financial support, with the followings:

- The manuscript with the examination form, (GU-PR17CR-F05).
- Letter of acceptance from refereed and recognized journal.
- Publication fees.
- College's research Committee shall comment on similarity result, (re-examine the manuscript if necessary), and shall send to Dean for final decision.
- Dean shall comment on examination results, (re-examine the manuscript, if necessary), shall approve or reject the manuscript, shall return all documents to College's Research Committee.
- College's research Committee shall either send the approved document to Research Council, or shall send the rejected documents to relevant Research Leader/Researcher.
- Research Council shall consider the recommendation received and shall take the decision for approval and funding of the publishable paper within the University's allocated research budget.
- Research Council shall seek the University President for endorsement of the decision, followed informing relevant Researcher/Lead Researcher, student and supervisor, College's Research Committee, and University Finance Department for processing funding.
- Research Council shall retain all original documents related to publishable paper in research file.
- Only 'participation in conferences with publishable papers' shall be considered for financial support within the University's allocated research budget.
- Research Teams/Researchers shall commit to publishing their research articles (papers) in International, Regional and local Conferences recognized annually by GU.
- Research Leaders/Researchers shall examine any existence of plagiarism in their manuscripts of publishable paper using the approved "software" at GU, (Form GU- PR17CR-F05).
- Research Leaders/Researchers shall apply for HEC approval of their participation in conferences by submitting their manuscripts of publishable paper with the letter of acceptance from the Conference and the examination form, (GU- PR17CR-F05), to relevant College's research Committee, who shall process the application with the Research Council.
- Research Leaders/Researchers shall submit "Participation in Conferences Support Request Form", (Form GU- PR17CR-F07) for the manuscript of publishable paper to relevant College's research Committee for recommending the financial support, with the followings:
 - The manuscript with the examination form, (GU- PR17CR-F05),
 - Letter of acceptance from the Conference,
 - HEC approval,
 - Registration fees.
- Team Research Leaders shall nominate who shall represent the team at the conference.
- College's Research Committee shall comment on similarity result, (re-examine the manuscript if necessary), and shall send to Dean for final decision.
- Dean shall comment on nominee(s) to participate in the conference and on examination results, (re-examine the manuscript, if necessary), shall approve or reject the manuscript, and shall return all documents to College's Research Committee.
- College's research Committee shall either send the approved document to Research Council, or shall send the rejected documents to relevant Research Leader/Researcher.
- Research Council shall consider the recommendation received and shall take the decision for approval and funding within the University's allocated research budget for the following:
 - Attendee(s) to the conference.
 - Conference registration fees.

- Travel (economy class tickets) and accommodation/hotel fees for the duration of the conference (outside Bahrain only) for approved attendee(s).
- Daily expenses for approved attendee(s) as per University's Regulations for the period of the conference including travel days.
- Research Council shall seek the University President for endorsement of the decision, followed by informing relevant Researcher/Lead Researcher, student and supervisor, College's Research Committee, and University Finance Department for processing funding.
- Research Council shall retain all original documents related to publishable paper in research file.
- Research Council shall update regularly the "Research e-Database" and the Research webpage on the University website with all information related to the scholarly achievements by Research Team(s)/researcher(s) at the University.

12.5 Undergraduate Student Research

12.5.1 Research Proposal

- Students shall propose research topics relevant to their courses and shall discuss it with their Instructors.
- Instructors shall evaluate the proposal and ensure the followings:
 - clear objectives,
 - significance, importance and contribution to the course,
 - methodology and time frame,
 - not repeating previous work.
- Students (in collaboration with their Instructors) shall submit to relevant HODs their research proposals that include the following:
 - Overview,
 - Aim(s),
 - Expected Outcomes,
 - Estimated budget.
- Students shall also have the opportunity to submit to their relevant HODs their research proposals that are relevant to their programs.
- HODs shall review and evaluate the proposal and if approved, shall appoint a Supervisor from the faculty members at the department, who shall supervise and guide the student in conducting the proposed research.
- Supervisors/Course Instructors shall communicate proper research principles and methodologies to their students, shall play a leadership role to ensure compliance of students with research ethics and integrity.
- Either the student with the course Instructor or the student with the Supervisor shall submit research support request to the relevant HOD, "Student's Research Proposal Support Request" form (Form GU-PR17CR-F04).
- HOD shall refer the received proposals to relevant College's Research Committee.
- College's Research Committee shall review the proposals, evaluate their aims and objectives, shall decide on whether or not, the proposals within Department/College research areas and meet University research goals, shall recommend successful proposals to Dean.

- Dean shall review and approve successful proposals, shall recommend their approval for funding and sending them to Research Council.
- Research Council shall consider the recommendation received from Dean and shall take the decision for funding of research within the University's allocated research budget.
- Research Council shall seek the University President for endorsement of the decision, followed by informing relevant student, supervisor, College's Research Committee, and University Finance Department for processing funding.
- Research Council shall retain all original documents in research file.

12.5.2 Financial Support for Publishing in Journals and Participation at Conferences

- Students (in collaboration with their Course Instructors/Supervisors) shall commit to publishing/presenting their research articles (papers) in journals/conferences indexed in well-known International/Arab Databases as recognized annually by GU.
- Student (in collaboration with the Course Instructor/the Supervisor) shall examine any existence of plagiarism in his/her manuscript using the approved "software", (Form PR17CR-F05).
- Student (in collaboration with the Course Instructor/the Supervisor) shall submit the "Publishing in Journals Support Request" form,(Form GU-PR17CR-F06), to relevant College's Research Committee for recommending the financial support, along with the following:
 - The manuscript of publishable paper with the examination form, (GU-PR17CR-F05).
 - Letter of acceptance from refereed and recognized journal.
 - Publication fees.
- College's Research Committee shall comment on similarity result, (re-examine the manuscript if necessary), and shall send to Dean for final decision.
- Dean shall comment on examination results, (re-examine the manuscript, if necessary), shall approve or reject the manuscript, shall return all documents to College's Research Committee.
- College's Research Committee shall either send the approved document to Research Council, or shall send the rejected documents to relevant Student and Supervisor.
- Research Council shall consider the recommendation received and shall take the decision for approval and funding of the publishable paper within the University's allocated research budget.
- Research Council shall seek the University President for endorsement of the decision, followed informing relevant Student and Supervisor, College's Research Committee, and University Finance Department for processing funding.
- Research Council shall retain all original documents related to publishable paper in research file.
- Only 'participation in conferences with publishable papers' shall be considered for financial support within the University's allocated research budget.
- Students shall commit to publishing their research articles (papers) in International, Regional and local Conferences recognized annually by GU.
- Student (in collaboration with the Course Instructor/the Supervisor) shall examine any existence of plagiarism in his/her manuscript using the approved "software", (Form GU-PR17-F05).
- Students and their research's Supervisors shall apply for HEC approval of their participation in conferences by submitting their manuscripts of publishable paper with the letter of acceptance from the Conference and the examination form, (GU- PR17CR-F05), to relevant College's research Committee, who shall process the application with the Research Council.

- Students (in collaboration with their research’s Supervisors) shall submit “Participation in Conferences Support Request Form”, (Form GU-PR17-F07), for the manuscript of publishable paper to relevant College’s Research Committee for recommending the financial support, with the followings:
 - The manuscript with the examination form, (GU- PR17CR-F05).
 - Letter of acceptance from the Conference.
 - HEC approval.
 - Registration fees.
- College’s Research Committee shall comment on similarity result, (re-examine the manuscript if necessary), and shall send to Dean for final decision.
- Dean shall comment on nominee(s) to participate in the conference and on examination results, (re-examine the manuscript, if necessary), shall approve or reject the manuscript, and shall return all documents to College’s Research Committee.
- College’s Research Committee shall either send the approved document to Research Council, or shall send the rejected documents to relevant Student and Supervisor.
- Research Council shall consider the recommendation received and shall take the decision for approval and funding within the University’s allocated research budget for the following:
 - Attendee(s) to the conference.
 - Conference registration fees.
 - Travel (economy class tickets) and accommodation/hotel fees for the duration of the conference (outside Bahrain only) for approved attendee(s).
 - Daily expenses for approved attendee(s) as per University's Regulations for the period of the conference including travel days.
- Research Council shall seek the University President for endorsement of the decision, followed by informing relevant Researcher/Lead Researcher, student and supervisor, College’s Research Committee, and University Finance Department for processing funding.
- Research Council shall retain all original documents related to publishable paper in research file.
- Research Council shall update regularly the “Research e-Database” and the Research webpage on the University website with all information related to the scholarly achievements by students at the University.

12.6 Research Commercialization:

Research Council, Colleges and Departments shall promote and encourage researchers and students at the University to consider the following aspects of research commercialization:

- i. industry-funded researches that could contribute more directly to technology transfer, industrial and economic development.
- ii. utilization of research outcomes through entrepreneurship and innovators schemes at the University.
- iii. patenting and granted patents.

- iv. links with industry and other community organizations to facilitate patents licensing deals and applications.
- v. provision of quality ideas from research outcomes to industry and other community organizations.
- vi. Co-authorship of publications between researchers at GU and Industry.

12.7 Research Quality, Incentives and Awards

12.7.1 Elements of Quality of Research Output

The elements of quality of research output are:

- i. **Originality:** means a new way of thinking or distinguishing in a topic or a comparison in changing past works in the academic field.
- ii. **Importance** means the extent to which the work has a great impact on the academic field or practical applications.
- iii. **Reliability (precision)** means the extent to which the purpose of the work is clearly achieved by adopting an appropriate research methodology.

Gulf University classifies research into four categories (A, B, C and D), in alignment with the UK Research Excellence Framework which classifies research into five categories (see Table 1), as follows:

	Research Categories				
GU	A		B	C	D
UKREF	4*	3*	2*	1*	Unclassified

Table (1) The UK Research Excellence Framework classifies research into:

Rating	Description
4*	Quality that is world-leading in terms of originality, significance and rigor.
3*	Quality that is internationally excellent in terms of originality, significance and rigor but which nonetheless falls short of the highest standards of excellence.
2*	Quality that is recognized internationally in terms of originality, significance and rigor.
1*	Quality that is recognized nationally in terms of originality, significance and rigor.

Unclassified	Quality that falls below the standard of nationally recognized work, or work which does not meet the published definition of research for the purposes of this assessment.
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12.7.2 Quality Indicators of Published Articles

Gulf University shall consider the following indicators for quality of researchers' published articles:

Journal Impact Factor (JIF):

JIF is a measure of the average impact of original articles, and review articles appeared in the same journal, i.e.

$$\text{Year Impact Factor} = \frac{\text{number of citations to all articles published in previous 2 years}}{\text{number of articles published in previous 2 years}}$$

As core factor in JIF is the citations of the articles published in a journal. This indicates that the journal attracts manuscripts from the authors whose work is of interest to wider scientific community in the area. Currently, JIFs are provided annually by Clarivate (<https://clarivate.com/>).

Citations:

Citation of a publication is the most important indicator of research quality. It represents peer recognition of the publication. Non-citation shall indicate that the research work is of low quality such that peers did not consider worth citing. Google Scholar gives an easy way to know citations of a researcher, simply by entering the name of the author followed by one key word of the title of the publication or the name of journal.

Journal impact factor combined with citations shall provide an effective means of performance assessment of research work.

12.7.3 Incentives for Research Activities

Gulf University, in compliance with HEC Research Regulations, shall not spend any amounts allocated for the completion of scientific researches to pay any part of the salaries, wages or contractual advantages of the employees of the University or its students, or any administrative or service requirements that contradict the specific purpose of the allocation.

Gulf University, upon recommendations by Research Council, shall pay incentives to researchers for their scholarly achievements in case they received grants for their research projects from

outside GU. The incentive value shall not exceed the basic salary that the researcher receives from Gulf University.

12.7.4 Awards for Distinguished Researchers

At the end of each academic year, Research Council shall review and evaluate the quality of all scholarly achievements of faculty members and students at the University, shall nominate distinguished researcher(s) and recommend awarding them during the University annual conference on research.

Research Council shall seek University President approval of their nominations and recommendations, followed by informing University Public Relations Department for preparing the certificates and awards.

12.8 Gulf University Journals

12.8.1 Introduction:

Gulf University shall issue 4 international scientific e-journals covering the following current disciplines at the University:

- Media and Mass Communications,
- Human Resources Management,
- Accounting and Finance,
- Architecture and Interior Design,

Initially, the International Journals of Gulf University shall be published on bi-annual basis, and this may change based on how the journals evolve.

The International Journals of Gulf University shall provide a further platform for researchers/students at the University to publish their research articles covering all aspects of pure and applied researches in the main areas of scientific research at the University, provided that the articles shall not have been published/currently under publication else.

All submitted articles shall be evaluated through a double-blind process.

12.8.2 Journals' Organizational Structure :

Editor-in-Chief, Managing Editor and Editorial Board for each journal shall be appointed in accordance with "Guidelines Governing Scientific Journals of Gulf University". The Guidelines, also, describe their responsibilities.

Section13: Community Engagement

The purpose of this document is to describe procedures of community and industry engagement at Gulf University. It provides a framework of management and support of community and industry engagement activities.

13.1 Community Engagement Procedures

13.1.1 Community Engagement and Continuous Learning center (CEDLC) shall provide:

- Continuous learning in GU's areas of expertise.
- training accustomed to the needs of the community of Kingdom of Bahrain and the Gulf region.

13.1.2 CECLC shall collect the "Training Course/Workshop Outline" form (GU-PR16CIE-F01) at the beginning of the academic year for developing the community engagement plan and have it approved by the University Council. In such cases where the community institutions/organizations request the University for specific engagements, CECLC shall develop plan(s) in collaboration with relevant Colleges/Departments/Units and/or staff member(s), and with relevant community institutions/organizations, followed by having the plan(s) approved by the University Council.

13.1.3 CECLC shall consider the following factors while developing the plan:

- Access to the community,
- Target audience,
- Historic and present issues related to topic,
- Time frame,
- Resources and Budget,
- Limitations.

13.1.4 CECLC shall send approved plan(s) to relevant Colleges, Departments and Units within the University and shall communicate with concerned community organizations.

13.1.5 The plan(s) shall be initiated by the relevant Colleges/Departments/Units and/or by staff member(s) to serve the community.

13.1.6 CECLC shall coordinate with relevant resource(s) within the University for supporting the implementation of community engagement activities.

13.1.7 Upon completion of community engagement activity, CECLC shall develop a report outlining the followings:

- Community engagement activity,
- Intended and actual outcomes achieved,
- Overall evaluation of the engagement,

CECLC shall communicate the outcomes to participants and to relevant Colleges/Departments/Units and/or staff member(s).

13.1.8 CECLC shall regularly coordinate with IT Department to update the webpage on GU website.

13.1.9 CECLC shall develop a report on community engagement activities at the end of each semester, followed by sending it to President of University.

Section14: Certification and Authentication

The purpose of this section is to describe the procedures to be followed for the certification process at Gulf University.

The Unit of A&R shall take issue the following documents in regard to graduation:

- Graduation Certificates (Wall certificates)
- Issuing Acknowledgement of Graduation letters
- Official Transcripts

14.1 Certificate Accuracy and Validation

- The Unit of A&R shall maintain a secure archive room with a safe for the stock of unissued certificates along with both the issued and the canceled ones and ensures that access to this room is limited.
- The Unit of A&R shall take protective measures in every step through the certification process cycle against any fraud by:
 - a) defining the special paper, purchasing and keeping its stock.
 - b) handling the batch of special papers before, during and after printing the certificate templates by the contracted external provider(s).
 - c) defining and securing the provision of serial numbers (approved by VPAA) into the certificates and maintaining the log file.
 - d) defining and securing the process of embedding watermark (approved by VPAA) into the certificates.
 - e) defining and securing the provision of barcoding of the certificates (Approved by VPAA).
 - f) monitoring and controlling the process embossing the certificates with GU stamp.

14.2 At the Beginning of Each Semester

14.2.1 Unit of Admission and Registration shall:

- Identify students, who shall be eligible to graduate provided they successfully meet the assessment requirements of the courses for which they are registered in the semester. In order to be eligible for graduation, students must have met all Program Requirements related to the qualification, which is to be awarded with the exception of the courses for which they are currently registered.
- Check for completeness of the file of each student identified as eligible to graduate.
- Provide lists of students eligible for graduation to relevant Deans for confirmation.
- Inform students about their eligibility for graduation upon meeting assessment requirements of courses for which they are currently registered.
- Deal with any queries or appeals from students, who do not appear on the 'eligible for graduation' list.

14.2.2 1.2.2 Deans of Colleges shall:

- Check the list provided by the Unit of A&R against their own records.

- Confirm to the Unit of A&R that students on the list are eligible to graduate upon meeting assessment requirements of the courses for which they are currently registered.

14.3 At the End of Each Semester

14.3.1 1.3.1 Deans of Colleges shall:

- Ensure that assessment is complete and assessment results of each students are checked and recorded accurately.

14.3.2 Unit of Admission and Registration shall:

- Check the results of the students on the 'eligible for graduation' list.
- Remove any student from the list, who has not met the assessment requirements of the courses taken in the semester.
- Forward the revised 'eligible for graduation' list to Deans for final check.

14.3.3 Deans of Colleges shall:

- Check, confirm and sign the revised 'eligible for graduation' list.

14.3.4 Unit of Admission and Registration shall:

- Provides the list of students eligible to graduate to the Library and to the Finance Department.

14.3.5 Library shall:

- Check that all materials recorded as 'on loan' against the name of students on the 'eligible for graduation' list has been returned.
- Inform the Finance Department of any fines and charges against delayed and lost materials.
- Provide 'library clearance' to the Unit of Admission and Registration for each student on the 'eligible for graduation' list.

14.3.6 Finance Department shall:

- Check the names of students on the 'eligible for graduation' list for outstanding fees and charges.
- Ensure that all outstanding fees or charges are paid.
- Provide 'finance clearance' to the Unit of A&R for each student on the 'eligible for graduation' list.

14.3.7 Unit of Admission and Registration shall:

- Submit a list of students, who have met all academic requirements and have been cleared by the Library and Finance Department to University Council for approving their graduation.

14.3.8 University Council shall:

- Approve the graduation of students on the 'eligible to graduate' list. This list shall then become the 'graduation list'.

14.4 Unit of Admission and Registration

The following steps shall be taken:

- Registration officer shall request for number of wall certificates and official transcripts as per the graduation list

- Head of A&R shall approve the request and shall provide them with requested number of blank wall certificates and official transcripts.
- The registration officer shall print both the wall certificates and official transcripts, followed by sending them to Head of A&R for review and signature.
- Head of A&R shall sign the wall certificates and the transcripts, and shall send them to relevant deans, together with “Acknowledgement of Graduation letters.”
- Deans shall sign and send the wall certificates, transcripts together with “Acknowledgement of Graduation letters” to the Unit of A&R that forward all documents to the President of the University.
- The President of the University shall sign all documents followed by sending them back to the Unit of A&R.
- Unit of A&R shall request for number of GU golden stamps from the VPAA as per graduation list.
- VPAA shall approve the request followed by providing with the requested number of golden stamps.
- The Unit of A&R shall fix the stamps on the wall certificates, shall stamp the official transcripts and the “Acknowledgment of Graduation” letters with GU stamp.
- The Unit of A&R shall send all completed documents to HEC, for authentication, with a formal letter.
- The Unit of A&R (GU representative) shall collect the “HEC approved” documents.
- Upon receiving documents, the Unit of A&R (Registration Department) shall:
 - a) change the student status in AIMS from “Pending Graduate” to “Graduate”.
 - b) change the student status in the list of graduates from “Send to HEC” to “Approved by HEC.”
 - c) retain copies of all certificates in Student Files.
 - d) scan all the Graduate Certificates and save them as soft copies.
 - e) hand-deliver all Graduate Certificates to the student(s) or to their authorized nominee(s).
 - f) maintain a logbook that contains student information, such as Student Name, Student ID, Specialization, List of the Document that has been delivered and the information of the authorized person that received documents, if any.

14.5 Duplicate Certificate

- Graduates who have irretrievably lost their original certificates, shall apply for duplicates with a declaration that their originals have been lost or destroyed.
- The Unit of A&R shall check all original documents carefully before issuing any duplicate.
- The Unit of A&R shall issue duplicates only to the graduates to whom they were awarded.
- The Unit of A&R shall consider all originals as “Invalid” once the duplicates are issued by GU, therefore, shall not verify them as authentic document.

14.6 Authentication

In case of a request for authentication of certificate(s), the Unit of A&R shall:

- review student log and check all information such as student ID, specialization, list of documents that have been delivered, and match the submitted certificate.
- examine and match the submitted certificate with the retained HEC approved copy.
- examine and match the submitted certificate with the scanned soft copy in AIMS.
- accordingly authenticate the certificate as “original” and stamp it, or decline with reason(s).

Section 15: Institutional Performance Measurement

15.1 Student Performance Measurement

15.1.1 Students' Satisfaction Measurement:

- a) One week before the midterm examinations, course Instructors shall get feedback of students on teaching and learning for the particular course by distributing the "In Semester Course Feedback Form (GU-PR04TL-F04)", as early intervention to review the teaching-learning methods. If required, and based on the feedback of students in the particular course, the Instructor shall modify the teaching and learning methods.
- b) Two weeks before the final examinations of each semester, the students shall complete the Course Evaluation Survey to reflect the satisfaction for the course and for the Instructor to provide feedback on utilization of class hours, communication, and fair treatment to all students, subject proficiency, feedback on assessment, encouraging independent learning etc. apart from the feedback on the course itself.
- c) Course Evaluation Survey shall be conducted electronically on the e-learning system (Moodle-SIS) without the presence of the Instructor. Course instructor shall not have access to the individual student details except the overall analysis.
- d) Performance Measurement Officer (PMO) shall analyze the survey reports generated through the e-system, shall send hard copy of summary analysis of the reports to relevant Deans to reflect in the improvement plan.
- e) Before the end of each academic year, students shall complete the General Satisfaction Survey to reflect the satisfaction on the learning experience including the services and facilities provided to them. This survey shall be conducted electronically on the e-learning system (Moodle-SIS) in collaboration with IT Department.
- f) Performance Measurement Officer shall analyze the survey reports generated through the e-system and shall send the hard copy of the reports to relevant Heads/Managers of administrative Units/ Department. The feedback from the students shall be reflected in the improvement plan for each administrative Unit/Department.
- g) After completing the internship in each semester, relevant students (interns) shall complete the "Internship Survey Feedback Form", followed by sending the completed forms to Internship and Career Development Office.

- h) PMO shall analyze the survey reports and the feedback, shall send a summary of analysis to relevant HODs for future action, with copy of the report shall be retained at the Internship and Career Development Office.
- i) After completing the graduation project in each semester, students shall complete the "Satisfaction Survey Feedback Form", followed by sending the completed forms to Internship and Career Development Office.
- j) PMO shall analyze the feedback forms, shall send a summary report to relevant HODs and Academic Supervisors to reflect in the improvement plan.
- k) Academic supervisors and the College management shall maintain a copy of the survey reports and the feedback shall be reflected in the improvement plan.
- l) The graduating students during their final semester at the University, shall complete the "Exit survey" on the e-Learning system (MOODLE-SIS) in collaboration with the IT Department and Unit of Student Services.
- m) PMO shall analyze the survey reports, shall send the hard copy of the reports to HODs. The feedback from the graduating students shall be reflected in the improvement plan and review of the academic program.

15.1.2 Students' In Semester Academic Progress Measurement:

The Admission & Registration (A & R) Unit shall provide students' academic performance reports from the Learning Management System (LMS) three times in each semester:

- After the end of add and drop period to identify and early intervention of the students at risk
- One week after the midterm exam to follow up with the students' academic performance and to take necessary action to deliver better in the final examination
- After the declaration of final grade of the semester to assist the academic advisors
- The academic performance reports reflect the following categories:
- For individual student in each course (accessible to each student, responsible course Instructor, academic advisor)
- For individual student's CGPA in all registered courses (accessible to each student, academic advisor)
- Class average for each course (accessible to each instructor, program manager/HOD)
- Average GPA of students in each program and percentage of students at risk (accessible to each program manager/HOD),
- Class average in each College (accessible to Dean),
- Class average at the University (accessible to VP Academic),
- Range of progression reports as per demographics (accessible to Dean, VP Academic),
- Performance of the students who failed in placement test,
- Performance of the students with high school GPA less than 60%.

15.1.3 Students' Year to Year Progression Rate

A & R Unit shall provide the following reports at the end of each academic year in the following categories:

- Year to year progression rate of students in each program,
- Year to year progression rate of students in each college,
- Year to year progression rate of students in the university,
- Year to year ratio of students with withdrawal from the program,
- Year to year ratio of students with internal and external transfer.

15.1.4 Student Cohort Academic Performance

A & R Unit shall provide the student cohort progress reports from the LMS for each cohort in the following categories which are considered as major input in periodic program review. The reports are in the following categories:

- Average GPA of graduates (accessible to program manager/HOD),
- Frequency of range of GPA of graduates (accessible to program leader/HOD),
- Average length of study period of graduates (accessible to program leader/HOD),
- Drop out and retention rate of graduates (accessible to program leader/HOD, Dean),
- Ratio of transferred students both internal and external ((accessible to program leader/HOD, Dean).

15.1.5 Student Achievement of CILOs and PILOs

- a) Program leader/HOD shall upload/update the PILOs in the LMS once new program is introduced or there is revision in the existing program.
 - b) At the beginning of each semester the course instructor shall upload/update the CILOs and relevant mapping in the LMS.
 - c) The students' achievement of CILOs and PILOs can be measured using direct and indirect measuring tools.
 - d) The direct measurement includes students' academic performance implemented through various assessment strategies during course.
 - e) Indirect assessment tools are implemented through stakeholder feedback survey which supports the skills and competences required for labor market through the achievement of PILOs.
- **Direct Measurement:**
 - a) Each instructor shall design assessment strategy for the course based on the mapping of courses to assessment tools. Assessment tools shall reflect the measurement of CILOs which shall be prepared by the course instructor (Course Assessment Alignment with CILOs) and embedded in the course specification which shall be uploaded to the Outcome Based Education (OBE).
 - b) Course Instructor shall further demonstrate the alignment of each question with CILOs through various assessment forms. Hence students assessed work shall reflect the achievement of learning outcomes for each course and in turn shall contribute to the attainment of PILOs.

- c) At the end of each semester, instructor shall upload the marks for each assessment conducted for each student to OBE. Accordingly the system shall generate report showing students' average GPA and percentage attainment of CILOs in each course. Since the CILOs are mapped to PILOs, a report on the percentage achievement of PILOs is also generated.
- d) Reports shall reflect the following measures:
 - the extent of achievement of the outcomes related to knowledge and understanding;
 - subject specific skills
 - critical thinking skills;
 - general and transferable skills based on assessed work of the students.
- e) All these reports shall be accessible by the program leader/HOD and Deans for future actions which are considered as input for program review and development.

- **Indirect Measurement:**

Following are the indirect assessment tools which are implemented consistently to measure the achievement of CILOs:

Alumni Survey:

- The alumni survey focuses on measuring satisfaction of the academic program in which they were enrolled; satisfaction in preparing themselves for the first job after graduation and the current job, link between specialization and the current job, satisfaction in their career progression, need for further training or professional courses to perform better at work etc.
- Alumni Officer shall update the list of Alumni at the end of each semester
- Alumni Officer is responsible to send the Alumni Survey Form to the alumni at the end of each academic year or the feedback is collected during the Alumni association meeting conducted at University premises.
- Alumni Officer collects the filled survey forms and sends to PMO for analysis of the responses. Analysis of the reports shall be sent to relevant program leaders/HODs and Deans to reflect in the improvement plan and program review.

Employer Survey:

- The employer survey focuses on measuring satisfaction of the employers of GU graduates about the readiness of the graduates for the current job; reflection of the skills and competences of the graduates in performing the job, soft skills of the graduates like, teambuilding, leadership,

communication, professional ethics etc., whether there is a skill gap in preparing 21st century graduates, need for training to prepare them fit for labour market and the labour market needs.

- At the end of each academic year the Alumni Officer shall send the Employer Survey Form to the employers of the alumni.
- Alumni Officer collects the filled survey forms and sends to PMO for analysis of the responses. Analysis of the reports shall be sent to relevant program leader/HOD and Deans to reflect in the improvement plan and program review.
- Employer feedback is also collected through focus group interview or face to face meeting to get more information about the current and future jobs and the required skills in labor market

15.1.6 Measuring the Utilization of Learning Resources:

Students can access to various learning resources during the study period which ranges from physical library (printed copies of books and journals), e library and course material on Moodle/LMS.

Usage can be measured in the following way:

Library usage by students and staff:

- Users shall use the finger print scanning while entering and leaving the library.
- Library Management software, KOHA, will measure utilization of library resources and will generate series of reports, namely:
 - Number of students using library,
 - Number of staff using library,
 - Number of students requested printing/photocopying service,
 - Number of usage computer /Internet Use,
 - Number of research database,
 - Number of library orientation Activities,
 - Number of collaborative library Activities,
 - Number of book acquisition,
 - Number of journal subscription and renewal,
 - Number of books donated,
 - Number of book requests for Purchase (per department),
 - Number of borrowers (per month),
 - Number of users referring books in the library,
 - Number of access to the library website,
 - Number of staff/student using database (per month).
- The series of reports shall be sent to relevant program leader, HODs and Deans for evidence decision making.
- PMO shall prepare and send the summary of analysis report to Deans along with recommendations given by QADC.
- Deans shall prepare the improvement plan for better utilization of library usage. Once it is approved by the University Council, it shall be communicated to Head of library.

MOODLE Usage:

- Each course Instructor shall access the Moodle/LMS with assigned user id and password to upload the course material and assessment.
- Teaching Excellence and Technology center, in collaboration with Institutional Performance Measurement Office, shall produce Moodle Utilization report at the end of each semester and shall send it to relevant Deans for improvement action.
- PMO shall prepare and send summary analysis report, together with recommendations by QADC, to Deans to set a mechanism for better Moodle usage.

15.1.7 Measuring the utilization of classroom:

- IT department shall prepare annual report of facility usage regarding number of classrooms used, frequency, time spent on using tools like projector, interactive white board etc.
- The report shall be sent to PMO for analysis and the analysis report shall be sent to QADC for recommendations.
- The recommendations then shall be sent to Deans for improvement action for better utilization of facilities.

15.1.8 Measuring the utilization of Computer labs:

- Each staff and student has unique user id and password to access any workstation in the computer lab. LABSTATS is a lab tracking cloud based software for measuring extent of technology usage in computer labs. This tracking software tool helps to measure effective utilization of computer lab. This not only provides the usage of key applications but can track local and web-based applications.
- The reports ensure actual usage of applications in all the labs and identify underutilized labs. It further provides insight to computer hardware and software upgrade.
- The following customized reports are generated through

LABSTATS:

- Summary Reports showing aggregate sessions as per station, group, user, application or tag
- Session Reports which provide a list of application, power or login sessions individually
- History Reports which generate a timeline of various data points measuring averages, sums or percentages
- Point in Time Reports give insight to power, login, and application sessions for a specific point in time
- Breakdown Reports which classify stations/various computer labs by specific features
- Summary reports are classified into the following:
 - Login Summary by user,
 - Login Summary by station,
 - Login Summary by group,
 - Application Summary.
- Session reports are of 3 categories:
 - Login sessions,
 - Application sessions,

- Power sessions.
- History reports are grouped into the following:
 - Usage history,
 - Peak usage history,
 - Login history,
 - User history,
 - Application launch history,
 - Application usage history,
 - Active session history,
 - Average login history,
 - Average usage history by week,
 - Average usage history by day.
- The reports are generated according to the goal of measurement and can be analyzed by interpreting the data presented in tables, chart sand graphs. This further infers the effective utilization of university physical and learning resources for continuous quality enhancement.
- The reports not only highlight the usage of computer labs and library resources but suggestions are given to improve the effective utilization of lab and library.
- PMO shall access the system generated reports and prepare summary analysis report to be sent to QADC for recommendations. The recommendations shall be finally sent to the relevant Deans of the colleges to reflect the results of the analysis in the improvement plan.

15.1.9 Measuring the utilization of Engineering labs, Studios, Media Studio:

- IT department shall prepare annual report of facility usage regarding engineering labs, design studios, creativity platform, media studio etc.
- The report shall be sent to PMO for analysis and the analysis report shall be sent to QADC for recommendations. The recommendations then shall be sent to college deans for improvement action for better utilization of facilities.

15.2 Academic Staff Performance Measurement

Faculty performance is measured by 360 degree feedback method which calls for appraisal by self, peer, line manager, students etc. This ensures transparency, consistency and fairness in the appraisal system.

Self-Appraisal: During the month of May, each academic staff shall complete the self- appraisal columns of the Faculty Appraisal Form reflecting faculty self-assessment on teaching, research, community engagement, supervision in Internship and graduation project, academic advising, professional development activities, innovation and initiative towards University mission, involvement at University and College level committees etc. Weight is assigned for each parameter and each faculty shall rank his/her own performance based on predetermined criteria. Faculty shall attach relevant supporting material to substantiate the self-assessment and claims therein.

Course Evaluation Survey/ Feedback by Student: Two weeks before the final examination in each semester students shall complete the courses evaluation survey on MOODLE (SIS) to provide feedback on utilization of class hours, communication, fair treatment to all the students, subject proficiency, feedback on assessment, encouraging independent learning etc. apart from the feedback on the course itself. Course evaluation survey report (generated by the system) is available to the deans and course instructor has also access to the analysis without having details of individual student feedback. This feedback given by the students also acts as important criteria for faculty appraisal.

Line manager/HOD/Dean Appraisal: Once the self-appraisal column is filled out along with supporting materials, the faculty shall submit the appraisal form and the related documents to his/her line manager for appraisal. If there is major discrepancy between the faculty self-assessment and line manager's appraisal there is mechanism to call for meeting and discuss about the discrepancy to solve the issue.

Peer Review: During the semester, peer visit is conducted for each faculty. As per the schedule prepared by the program manager/HOD class observation shall be done by the peer/colleague from the same program based on few criteria. Peer review form shall be filled out by the observer and the completed form shall be submitted to the program manager/HOD along with recommendations. HODs shall prepare a comprehensive peer review report to summarize the observations made by the peer reviewers. The report shall be sent to the college dean for improvement action and hard copy is kept in the department file.

The faculty appraisal form shall be sent to the college dean to ensure transparency and consistency of the appraisal process. There is separate Appraisal Form available for implementation for HOD and Deans. To enhance the effectiveness of the performance measurement system chairs of relevant committees shall assess the faculty performance once self-appraisal and line manager's assessment are done. All the above reviews and forms shall be sent to HR department. Final score is calculated and as per the clear criteria, decision shall be taken whether faculty contract shall be renewed with letter of appreciation/promotion/incentives etc. or contract will be renewed without letter of appreciation or contract will be renewed subject to some conditions or improvement required or the contract will be terminated etc. HR shall retain the records of all the appraisal forms and shall prepare the contract for the upcoming academic year.

15.3 Administrative Staff Performance Measurement

During the month of May the line manager of the administrative staff shall complete the appraisal form designed for the administrative staff based on the principle of non-discrimination and equity. Staff achievement throughout the academic year, commitment, attitude, meeting deadline, relationship with peers etc. shall be considered while conducting the performance appraisal. Line manager shall discuss the major observations or outcome of the appraisal with the concerned administrative staff before finalizing the appraisal form. The filled forms shall be sent to HR for records. The decision to renew the contract for the next academic year or to terminate the staff shall depend on the outcome of performance appraisal. Administrative staff shall receive letter of appreciation as recognition of the good work or warning letter to improve upon the performance in the next academic year which shall be retained in the staff file.

15.4 Performance of Administrative Unit/ Department/ Center

Aligned with the KPI of each strategic direction performance parameters to be measured for each supportive unit/department/ center shall be identified by the PMO. In order to ensure evidence based decision making PMO shall identify the following: what to measure; how to measure; why to measure, how often to measure and to whom to report. The unit/department/center shall prepare action plan derived from strategic initiative and the annual target for the academic year. QADC shall conduct annual audit for the administrative units/ departments/ centers namely, Admission and Registration Unit, Student Services Unit, Human Resources Department, Information Technology Department, Library, Accounts Department, Quality Assurance and Development Center, University Research Council, Community Engagement and Continuous Learning Center, Innovation and Entrepreneurship Center, Teaching Excellence and Technology Center, Media Production Center, Facilities and Purchasing Department. The audit team of QADC shall conduct the audit as per the Quality Audit Procedures and the check list. The audit team shall review the completion of files in terms of minutes of meetings, reports, action plan and achievements/ progress report. Once audited the report shall be discussed in the University Quality Assurance Committee and to be further sent to the line manager of the head of the unit/department/center. The feedback and the recommendations shall be reflected in the improvement action plan of the next academic year.

15.5 Performance of University and College Level Committees, Councils

QADC shall review the performance of the councils, committees at university and college level annually. Committee chairs shall be sent prior notification of at least one week to prepare the relevant documentation concerning the functioning of the committee and council. The audit team shall monitor the conduct of the meetings as per the Terms of reference, issued discussed and finalized/approved in the meeting along with supportive materials, reporting mechanism. The audit team shall review the consistency of minutes of meeting and related documentation, effectiveness of the committee in continuous enhancement towards achieving the aims/objectives and ensuring evidence based decision making.

15.6 Measurement of University Key Performance Indicators

University shall measure its own performance against key performance indicators. Overall performance of the colleges, departments, units, centers, offices collectively shall contribute to the measurement of the KPIs under each strategic direction. Annual Progress report for the action plan of the supportive units, colleges, centers shall be prepared by the respective head, director or dean comparing with the annual target stipulated in the 5 year roadmap. Similarly QADC shall prepare the achievements of the strategic initiatives under each strategic objective aligned with the achievements of the units, departments, centers, offices, colleges etc. University annual progress report shall identify percentage achievement, what went well, priorities for the next year and the evidence of achievement.

15.7 Review and Follow up

Based on the feedback given by the heads of academic and administrative units University Policy Development and Review Committee shall review the survey forms and update to make it more effective if needed.

Section16: Professional Development

16.1 Preamble

- 16.1.1 Gulf University endeavors to ensure all academic and administrative staff members receive all sorts of training and development opportunities for effective performance.
- 16.1.2 Staff Development Unit serves as a sub-division of Quality Assurance department. The Unit operates to facilitate the University pertaining to skill development and knowledge enhancement of staff members to ensure effective performance and objective achievement at the individual and institutional level.
- 16.1.3 The conventional staff development activities are performed through an annual cycle process in each academic year.
- 16.1.4 The staff member at the University, who has participated in external professional development activity, shall deliver a presentation on the outcomes of that activity to his/her colleagues within one week from the date of return to the University.
- 16.1.5 The staff member at the University, who participated in paid external PD activity/activities during the academic year, shall be obliged to continue at GU for the subsequent academic year, unless the University decides not to renew his/her contract for the subsequent year. In case the staff member decides not to renew his contract for the subsequent year, s/he shall pay back all the expenses paid by the University for the PD activities s/he has participated during the academic year.

16.2 Data Collection

- 16.2.1 Staff Development Unit shall explore PD needs of all academic and administrative staff members for the upcoming academic year during the month of May of current academic year, PD needs forms, (Form GU-PR19SPD-F1A) and (Form GU-PR19SPD-F1B).
- 16.2.2 Staff Development Unit shall circulate the PD needs form through email and ask the concerned Deans/Heads of Units/Managers to follow and ensure responsive submission.
- 16.2.3 Simultaneously, Staff Development Unit shall outline standardized training Courses/Sessions and workshops that are repeatedly offered pertaining to new employee orientation, IT training, quality practices and University policies and procedures in each academic year.
- 16.2.4 Staff Development Unit shall complete the PD needs' data collection responsively by end of May each academic year.

16.3 Data Analysis and Confirmation

- 16.3.1 Staff Development Unit shall gather all the data and perform a brief analysis of all needs for the upcoming academic year at the first week of June .
- 16.3.2 Staff Development Unit shall perform a detailed analysis of PD needs' information both quantitatively and qualitatively, shall develop a detailed report along with graphical representations.
- 16.3.3 Staff Development Unit shall discuss the report with the concerned Deans/Heads of Units/Managers to confirm the areas/domains for PD outlined by their respective staff members

for the next academic year.

16.3.4 Deans/Heads of Units/Managers shall give their suggestions and/or special requests for adjustments at this stage.

16.3.5 Staff Development Unit shall consider the received suggestions, along with suggestions/recommendations from the previous year's PD report, while preparing the PD plan.

16.4 Development of Staff PD Plan

16.4.1 Staff Development Unit shall prepare the final PD plan for the upcoming year with clear statement of PD type(s), venue, target staff members, date, location(s) and estimated budget requirements during the month of June.

16.4.2 Staff Development Unit shall seek the Director Quality assurance and University Vice President for their feedback and suggestions, shall make any changes deemed necessary followed by finalizing the PD plan during the month of July (i.e. before the end of the academic year).

16.5 Plan Approval

16.5.1 Staff Development Unit shall seek the University Council for approval of the PD plan during the 1st Council meeting in the upcoming academic year.

16.6 Implementation and Record Keeping

16.6.1 Staff Development Unit shall disseminate the PD plan to all relevant Deans/Heads of Units/Managers for the common understanding and awareness.

16.6.2 Staff Development Unit shall ensure responsive implementation of PD plan throughout the new academic year.

16.6.3 Staff Development Unit shall inform the concerned staff member(s) along with their line managers via official GU email regarding the upcoming PD activity at least one week in advance.

16.6.4 Staff Development Unit shall maintain record for each PD activity conducted with the following evidences/documents:

- Attendance sheet of participants, (Form GU-PR19SPD-F2).
- Completed Feedback forms, (Form GU-PR19SPD-F3 filled by Trainer/Facilitator) and (Form GU-PR19SPD-F4 filled by each participant).
- Feedback analysis and evaluation report for the activity.

16.7 Individual PD Requests

16.7.1 Individual staff members shall seek their Deans/Heads of Units/ Managers for approval of their requests for special PD activity that is not scheduled in the annual PD plan, (Form GU-PR19SPD-F1C), followed by submitting their requests to Staff Development Unit in not less than 10 weeks prior to the date of activity.

16.7.2 Deans, Heads of Units and/or Managers may nominate a staff member for a special PD activity that is not scheduled in the annual PD plan, followed by submitting the nomination to Staff Development Unit, (Form GU-PR19SPD-F1C), in not less than 10 weeks prior to the date of activity.

16.7.3 Staff Development Unit shall review and discuss received requests with Director of QADC and Vice

President Academic Affairs keeping in view the objective(s) of the PD activity/activities, its alignment with University prospects, their date(s), location(s) and expense(s), shall approve or decline the request.

16.8 Declining an individual PD Activity Request

16.8.1 Staff Development Unit in consultation with Director of QADC shall decline the requested individual PD activity based on one or more of the following reasons:

- The requested PD activity deemed inappropriate for the individual requested.
- The requested PD activity not in line with the University's areas of focus.
- The requested PD activity would possibly result in detrimental effect on the ability of the staff.
- The requested PD activity would possibly mark a negative impact on the University and/or Department performance.
- There is insufficient time to approve since the PD activity is requested on a very short period of time.
- The requested PD activity is in conflict with an important pre-planned and scheduled PD activity.

16.9 Appeal

16.9.1 Staff members have all the rights to forward appeal against any declined PD activity request.

16.9.2 The concerned staff member shall submit a detailed letter to Head of Staff Development Unit stating the reasons and grounds of appeal within one week of receiving the request decline notification.

16.9.3 Head of Staff Development Unit shall review the appeal in consultation with Director of QADC, and with relevant Line Dean/Head of Unit/Manager it deems necessary, shall approve or decline appeal within one week of receiving the appeal, followed by informing the concerned staff member.

16.9.4 The decision of Head of Staff Development Unit in this regard shall be final.

16.10 Review and Reporting

16.10.1 Staff Development Unit shall review the PD activities and evaluate its effectiveness at the end of each semester to ensure objective conduct of PD plan in the University, shall prepare the semester's report for the PD activities.

16.10.2 Staff Development Unit shall consider in their report the following factors: details pertaining to conducted PD activities, its objectives, participants' response and feedback.

16.10.3 Staff Development Unit shall also underline any PD activities that failed to be conducted as per the plan and hence, will be carried out in the next academic year, if deemed necessary.

16.10.4 Staff Development Unit shall send the Post-PD Activity form, (Form GU-PR19SPD-F5), to all staff members, who participated in PD Activity/activities conducted by external Trainers/Facilitators, at the end of the subsequent semester to the activity semester.

16.10.5 Staff Development Unit shall develop the feedback analysis report, shall share it with relevant Deans/Heads of Units/Managers and send copy to Director of QADC.

16.11 Staff Professional Development During Distance Education

- 16.11.1 Staff Development Unit shall undertake the PD activities and induction via digital platform following the mechanism mentioned in previous sections.
- 16.11.2 Individual staff members shall seek their Deans/Heads of Units/ Managers for approval of their requests for webinar, online training/workshop that is not scheduled in the annual PD plan, (Form GU-PR19SPD-F1C), followed by submitting their requests to Staff Development Unit in not less than 10 weeks prior to the date of activity.
- 16.11.3 Deans, Heads of Units and/or Managers may nominate a staff member for a special PD activity that is not scheduled in the annual PD plan, followed by submitting the nomination to Staff Development Unit, (Form GU-PR19SPD-F1C), in not less than 10 weeks prior to the date of activity.
- 16.11.4 Staff Development Unit shall review and discuss received requests with Director of QADC & Vice President Academic Affairs keeping in view the objective(s) of the PD activity/activities, its alignment with University prospects, their date(s) and expense(s), shall approve or decline the request.
- 16.11.5 Staff Development Unit shall regularly coordinate with the internal or external trainer for the online PD activity.
- 16.11.6 Trainees/attendees of the virtual sessions shall be informed about the details of PD activity, especially the timing, regulations, link to access the session and any pre session material delivered
- 16.11.7 Head of Staff Development Unit shall monitor the attendance of the participants in the online webinar, training and workshop and support to solve any technical issue.
- 16.11.8 Head of Staff Development Unit shall communicate with the trainer to ensure effectively delivery of the session/sessions and to ensure active participation of the trainees.
- 16.11.9 Staff Development Unit shall maintain record for each online PD activity conducted with the following evidences/documents:
- Attendance sheet of participants, (Form GU-PR19SPD-F2).
 - Completed Feedback forms, (Form GU-PR19SPD-F3 filled by Trainer/Facilitator) and (Form GU-PR19SPD-F4 filled by each participant).
 - Feedback analysis and evaluation report for the activity.
- 16.11.10 Staff Development Unit shall send the Post-PD Activity form, (Form GU-PR19SPD-F5), to all staff members, who participated in online PD Activity/activities conducted by external Trainers/Facilitators, at the end of the subsequent semester to the activity semester.
- 16.11.11 Staff Development Unit shall develop the feedback analysis report, shall share it with relevant Deans/Heads of Units/Managers and send copy to Director of QADC.

Section17: Benchmarking

The purpose of this document is to describe how benchmarking policy is implemented at Gulf University. The benchmarking procedures are aligned to Program Review and Development Procedures, which outline the program review process as part of the quality assurance and development framework at the University.

17.1 Stage 1: Determination of Nature and Scale of Benchmarking Exercise

17.1.1 The Program Review Team shall determine the nature and scale of benchmarking exercise with regards to the followings as a measure of verifying the quality of academic standards and to identify opportunities for improvement:

- Program structures and contents, and curriculum design
- standards of teaching and learning,
- methods of teaching and learning,
- teaching and learning resources,
- material available to students such as course specifications,
- and syllabus,
- methods of assessment and their relationship to learning
- outcomes,
- student support and guidance,
- student recruitment and retention,
- admission procedures.

17.1.2 The Program Review Team shall determine the nature of partnership for benchmarking: such as an informal partnership, a formal relationship which requires a Memorandum of Understanding, a membership partnership or an internal benchmarking activity across a number of offered programs at University Colleges.

17.1.3 For external partnership the Program Review Team shall consider size, academic profile, teaching and research approach.

17.2 Stage 2: Selection of Benchmarking Partners (Higher Educational Institutions)

17.2.1 The Program Review Team shall draw up a list of 8 to 10 potential higher education institutions from local, regional and international institutions.

17.2.2 Carry out some search on the size, academic profile, teaching and research approach in these institutions.

17.2.3 The Program Review Team shall take necessary steps to contact and reach with the selected institutions. Alternatively, the Team shall continue to benchmark using data from available literature or from other alternative resources.

17.3 Stage 3: Decision on the Action Plan and Task Allocation

- 17.3.1 The Program Review Team shall draw up a plan for benchmarking based on best available information from selected institutions.
- 17.3.2 The Program Review Team shall allocate tasks among Team members within the scale of benchmarking exercise.

17.4 Stage 4: Carrying out Data Collection (Internally and Externally)

17.4.1 Undertaking an Internal Self-Review

- 17.4.1.1 The Program Review Team shall collect data (internally), such as program documents and surveys within the scale of benchmarking exercise related to the program under review.

17.4.2 Undertaking an External Peer-Review

- 17.4.2.1 The Program Review Team shall conduct site visits (if possible).
- 17.4.2.2 The Program Review Team shall conduct data collection from websites of the selected institutions.

17.5 Stage 5: Reporting on Benchmarking Results

- 17.5.1 The Program Review Team shall develop a well-structured and transparent report with both qualitative and quantitative comparable information on findings from the benchmarking procedures.
- 17.5.2 The report shall outline the good practices as well as the gap analysis for further development.

17.6 Stage 6: Development of the Improvement Plan

- 17.6.1 The Program Review Team shall develop an improvement plan that outlines actions needed to improve the identified gaps.
- 17.6.2 The Program Review Team shall send both the report and program improvement plan to relevant Department Council.

17.7 Stage 7: Implementation of Improvement Plan

- 17.7.1 Department Council shall review the improvement plan and provide recommendations to C-PRDC.

17.7.2 C-PRDC shall collaborate with the Program Review Team to consider the remarks and recommendations to implement the improvement plan and develop the revised program specifications.

17.8 Conduct Periodic Review of the Effectiveness Benchmarking Process

17.8.1 C-PRDC shall conduct periodic reviews of the effectiveness of the benchmarking exercise in relation to program review and development (measuring outcomes in program delivery).

Section18: Monitoring Effectiveness

GU develops its Internal Quality Assurance System (IQA) not only from its inherent strategic goals but also from the requirements of regulatory bodies at national and international level. IQA has external reference points to well recognize international standards of accreditation bodies across developed countries. QADC is monitored internally and externally by referring to external quality assurance standards and international benchmarks. This is clearly demonstrated in the QADC annual action plan which is derived from GU Strategic plan and 5-year road map) and the annual progress report for the accomplishment of the center to monitor its own performance.

The university monitors the effectiveness of its IQA by inviting international experts to conduct external audit. Following criteria have been developed to monitor the IQA which are aligned with performance measurement parameters identified for unit/department/center as well as strategic objectives. From the developed criteria set of key indicators for QADC have been identified which are measurable in quantitative terms.

18.1 Governance and Management

- Organizational structure
- GU Policies, Procedures, Bylaws, ToR, Scope of Work
- GU SP

18.2 Academic Program

- Program review and development
- New program development
- Qualification placement
- Graduate employability
- Program review and accreditation (local and international)
- Partnership with industry
- Offering programs in collaboration with international university
- Student and staff exchange/collaborative events/activities

18.3 Student Perspective

- Student enrolment
- Student satisfaction
- Student voice
- Student involvement in extra-curricular activities and university activities and events
- Engagement with Alumni

18.4 Staff Perspective

- Staff profile
- Staff performance/appraisal
- Staff satisfaction
- Staff professional Development

18.5 Scholarly Achievement/Research

- Faculty publication in refereed journal
- Faculty participation in international conference
- Student research

18.6 Community Engagement

- Training and workshop (internal and external)
- Community service activities

18.7 Learning Resources

- Library collection (print and digital)
- Library services and facilities
- IT resources and services
- Back up, security and confidentiality of information
- IT maintenance
- e learning

18.8 Quality Assurance and Enhancement

- Quality audit (academic and administrative units)
- Feedback from internal stakeholder
- Feedback from external stakeholders
- Adhering to institutional accreditation standards of HEC
- Adhering to institutional review standards of BQA
- Aligning with the requirements of NQF
- International accreditation (institutional and program level)

QADC prepares self-reflection report at the end of each academic year with the overall achievements, challenges and identifies the areas of improvement. The framework of quality assurance and development is supported by range of policies and procedures and consistently implemented by academic and administrative department/unit/center. Quality assurance and enhancement is implemented through audit of academic and admin units; performance reports of committees, units, centers and external review.