Directorate of Higher Education Reviews

Programme Review Report

**University of Bahrain
College of Business Administration
Bachelor of Science in Business Management
Kingdom of Bahrain**

Site Visit Date: 9 – 11 May 2022

HA056-C3-R056

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Acronyms

AACSB	Association to Advance Collegiate Schools of Business
AoL	Assurance of Learning
B.Sc. in MGT	Bachelor of Science in Business Management
BQA	Education & Training Quality Authority
CGPA	Cumulative Grade Point Average
CILO	Course Intended Learning Outcome
CoB	College of Business Administration
DHR	Directorate of Higher Education Reviews
HEC	Higher Education Council
HoD	Head of Department
ILO	Intended Learning Outcome
IT	Information Technology
NQF	National Qualifications Framework
PAC	Programme Advisory Committee
PEO	Programme Education Objective
PILO	Programme Intended Learning Outcomes
QA	Quality Assurance
QAAC	Quality Assurance and Accreditation Center
SAC	Student Advisory Committee
SER	Self-evaluation Report
UILO	University Intended Learning Outcome
UoB	University of Bahrain
UTEL	Unity for Teaching Excellence and Leadership

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I. Introduction

In keeping with its mandate, the Education & Training Quality Authority (BQA), through the Directorate of Higher Education Reviews (DHR), carries out two types of reviews that are complementary. These are: Institutional Reviews, where the whole institution is assessed; and the Academic Programme Reviews (APRs), where the quality of teaching, learning and academic standards are assessed in academic programmes within various colleges according to specific standards and indicators as reflected in its Framework.

Following the revision of the APR Framework at the end of Cycle 1 in accordance with the BQA procedure, the revised APR Framework (Cycle 2) was endorsed as per the Council of Ministers' Resolution No.17 of 2019. Thereof, in the academic year (2019-2020), the DHR commenced its second cycle of programme reviews.

The Cycle 2 APR Review Framework is based on four main Standards and 21 Indicators, which forms the basis of the APR Reports of the Higher Education Institutions (HEIs).

The **four** standards that are used to determine whether or not a programme meets international standards are as follows:

Standard 1: **The Learning Programme**

Standard 2: **Efficiency of the Programme**

Standard 3: **Academic Standards of Students and Graduates**

Standard 4: **Effectiveness of Quality Management and Assurance**

The Review Panel (hereinafter referred to as 'the Panel') decides whether each indicator, within a standard, is 'addressed', 'partially addressed' or 'not addressed'. From these judgments on the indicators, the Panel additionally determines whether each of the four standards is 'Satisfied' or 'Not Satisfied', thus leading to the Programme's overall judgment, as shown in Table 1 below.

Table 1: Criteria for Judgements

Criteria	Judgement
All four Standards are satisfied	Confidence
Two or three Standards are satisfied, including Standard 1	Limited Confidence
One or no Standard is satisfied	No Confidence
All cases where **Standard 1** is not satisfied	No Confidence

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The APR Review Report begins with providing the profile of the Programme under review, followed by a brief outline of the judgment received for each indicator, standard, and the overall judgement.

The main section of the report is an analysis of the status of the programme, at the time of its actual review, in relation to the review standards, indicators and their underlying expectations.

The report ends with a Conclusion and a list of Appreciations and Recommendations.

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II. The Programme's Profile

Institution Name*	University of Bahrain
College/ Department*	College of Business Administration Department of Management and Marketing
Programme/ Qualification Title*	Bachelor of Science in Business Management
Qualification Approval Number	University Council Decision 1424/2013
NQF Level	Level 8
Validity Period on NQF	5 years from the validation date
Number of Units*	43
NQF Credit	512
Programme Aims* (Educational Objectives)	A. Demonstrate an in-depth understanding of knowledge in business management and the interconnection with other core business functions. B. Demonstrate understanding on how business operates in a global, multicultural and dynamic environment. C. Apply skills and analytical tools to evaluate business management and other business-related issues and make sound decisions. D. Demonstrate ability to communicate effectively using appropriate technologies. E. Operate effectively in a variety of team roles, take leadership roles. F. Demonstrate ability to manage learning tasks independently, professionally and ethically.
Programme Intended Learning Outcomes*	a1. Students will identify and apply knowledge and concepts to business situations. a2. Students will understand the interconnections between core functional areas of business. b1. Students will obtain knowledge about international business environments and cross-cultural differences.

	b2. Students will identify and analyze major international business environment factors.
	c1. Student will explain concepts used in making business decisions.
	c2. Student will use appropriate tools to make an effective decision.
	d1. Student will prepare written documents that are clear and concise, using appropriate style and presentation for the intended audience, purpose and context.
	d2. Students will prepare and deliver oral presentations that are clear, focused, well-structured, and delivered in a professional manner.
	e1. Students will develop leadership skills necessary to perform effectively in a professional context.
	e2. Students will participate in experiential learning understand the benefits of working in teams composed of people from various educational, and work experience backgrounds.
	f1. Students will identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice.
	f2. Students will identify social and cultural implications of business situation.

* Mandatory fields

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III. Judgment Summary

The Programme's Judgment: Confidence

Standard/ Indicator	Title	Judgement
Standard 1	**The Learning Programme**	**Satisfied**
Indicator 1.1	The Academic Planning Framework	Addressed
Indicator 1.2	Graduate Attributes & Intended Learning Outcomes	Partially Addressed
Indicator 1.3	The Curriculum Content	Partially Addressed
Indicator 1.4	Teaching and Learning	Addressed
Indicator 1.5	Assessment Arrangements	Addressed
Standard 2	**Efficiency of the Programme**	**Satisfied**
Indicator 2.1	Admitted Students	Addressed
Indicator 2.2	Academic Staff	Partially Addressed
Indicator 2.3	Physical and Material Resources	Addressed
Indicator 2.4	Management Information Systems	Addressed
Indicator 2.5	Student Support	Addressed
Standard 3	**Academic Standards of Students and Graduates**	**Satisfied**
Indicator 3.1	Efficiency of the Assessment	Addressed
Indicator 3.2	Academic Integrity	Addressed
Indicator 3.3	Internal and External Moderation of Assessment	Partially Addressed
Indicator 3.4	Work-based Learning	Addressed

Indicator 3.5	Capstone Project or Thesis/Dissertation Component	Partially Addressed
Indicator 3.6	Achievements of the Graduates	Partially Addressed
Standard 4	**Effectiveness of Quality Management and Assurance**	**Satisfied**
Indicator 4.1	Quality Assurance Management	Addressed
Indicator 4.2	Programme Management and Leadership	Addressed
Indicator 4.3	Annual and Periodic Review of the Programme	Partially Addressed
Indicator 4.4	Benchmarking and Surveys	Partially Addressed
Indicator 4.5	Relevance to Labour Market and Societal Needs	Addressed

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IV. Standards and Indicators

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Standard 1

The Learning Programme

The programme demonstrates fitness for purpose in terms of mission, relevance, curriculum, pedagogy, intended learning outcomes and assessment.

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Indicator 1.1: The Academic Planning Framework

There is a clear academic planning framework for the programme, reflected in clear aims which relate to the mission and strategic goals of the institution and the college.

Judgment: *Addressed*

- The Bachelor of Science in Business Management (B.Sc. in MGT) programme, delivered by the College of Business Administration (CoB) at the University of Bahrain (UoB), adheres to a specific planning process that ensures alignment of the programme aims (educational objectives) with the mission of the College, cascading to both Programme Intended Learning Outcomes (PILOs) and Course Intended Learning Outcomes (CILOs). To ensure the programme is fit for purpose and relevant, the B.Sc. in MGT programme applies and adheres to a coherent set of policies, procedures and processes, including: Quality Manual, Programme Assessment Process, Assurance of Learning (AoL) and Quality Assurance and Enhancement Policy.

- The B.Sc. in MGT programme has a risk registry, that categorises the type and level of each risk and the means to mitigate those risks. Interviews with the programme representatives during the virtual site visit have affirmed that proper actions are taken to mitigate the risks. The programme title, BSc. in Business Management, is concise and indicative of the qualification type and content. Additionally, the content of the programme is documented and communicated through various mechanisms and channels, which include the university website and general documents.

- According to the Self-evaluation Report (SER), the Programme Educational Objectives (PEOs) and PILOs were updated during the pandemic period to ensure their alignment with the department and college missions; the programme mainly serves three main pillars (engagement, innovation and impact). Despite that the SER and Quality Manual indicated that the PEOs were developed and updated with the involvement of stakeholders, the Panel was not provided with sufficient information and evidence about

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the process of their involvement. Hence, the Panel advises the College to keep proper documentation of the process of involving stakeholders in the review and development of PEOs.

Indicator 1.2: Graduate Attributes & Intended Learning Outcomes

Graduate attributes are clearly stated in terms of intended learning outcomes for the programme and for each course and these are appropriate for the level of the degree and meet the NQF requirements.

Judgment: *Partially Addressed*

- The B.Sc. in MGT programme does not explicitly have its own graduate attributes. According to the SER, the programme ensures aligning its PILOs with the University Intended Learning Outcomes (UILOs), which describe graduate attributes at the institutional level. However, graduate attributes were not clearly indicated by any of the relevant stakeholders interviewed during the virtual site visit. Hence, the Panel recommends that the College should develop specific graduate attributes at the programme level and ensure their alignment with the PILOs. The Panel also suggests that the College further liaises more closely with alumni and employers to clarify the types of graduate attributes required in the working environment.

- According to the SER and the evidence provided, the PILOs are appropriate to the programme type and level and are aligned with the NQF requirements. Additionally, the PILOs are measured as per the university guidelines and a report is produced to reflect on the achievements of these learning outcomes associated with proper action plans.

- The course specifications clearly indicate the CILOs assigned for each course that are clearly aligned with PILOs requirements, which are updated and approved in the Department Council. However, the Panel notes that the CILOs like the PILOs have not yet been benchmarked. A revision of CILOs also revealed the need to revise the CILOs of some courses, specifically, in relation to the appropriateness of the phrases utilized. Therefore, the Panel recommends that the College should revisit and benchmark its CILOs to ensure that CILOs are measurable and written in an outcomes-based structure, following proper grammar and proper mapping with the B.Sc. in MGT programme as a whole.

- The programme adopts an alignment matrix that aligns the PILOs with the overall courses within the programme identifying their level of contribution (Introduced, Reinforced, Mastered). Not only that, but the mapping process highlights the courses which are included in the PILOs assessment cycle and plans. Additionally, each course syllabus includes an alignment matrix that demonstrates the link between CILOs and PILOs.

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Indicator 1.3: The Curriculum Content

The curriculum is organised to provide academic progression of learning complexity guided by the NQF levels and credits, and it illustrates a balance between knowledge and skills, as well as theory and practice, and meets the norms and standards of the particular academic discipline.

Judgment: *Partially Addressed*

- According to the SER and associated evidence, the programme consists of 128 credit hours, with a total of 43 courses that are delivered over the course of eight semesters/four years. As indicated in the mapping between the PILOs and the courses of the programme, the courses start with the introductory level courses that gradually lead to more advanced courses with advanced learning outcomes. With a few exceptions, all courses are allocated 3 credit hours, which clearly indicates the weekly contact hours between the instructor and the students and the weekly expected load per student. Additionally, the programme's study plan clearly indicates the list of pre-requisites for each course, which is clearly highlighted to students and eases the registration and study planning process for both the students and their academic advisors.

- In relation to the study plan of the programme, the programme is structured into university requirements (9%), college requirements (33%), major requirements (39%), minor or single-track requirements (12%) and general studies electives (7%). According to the provided evidence, and the SER, the study plan was last updated in 2020, and is perceived suitable and current for the field of Business Management. However, it is not clear for the Panel on which basis these updates were made and what were the major changes that the latest update (2020) brought to the programme. It is not clear for example how the programme is closing the loop of activities that have informed such a curriculum update/revision, nor the role of external benchmarking to conduct such an update. Additionally, the 2020 changes were preceded with changes in 2019, and therefore, it was clear to the Panel that the curriculum review process does not follow a specific review cycle as indicated by the Quality Manual. Therefore, the Panel recommends that the College should revisit the process of updating/reviewing the curriculum and should ensure that it is clearly structured, implemented and documented.

- To ensure balance between theory and practice, one of the major changes, when comparing the 2013 curriculum and 2020 updated version of the curriculum, was changing the internship course from a summer training zero credit course to a major requirement course with a total of 3 credits in semester eight including a graduation project (MGT498). Additionally, meetings with programme representatives indicated the use of active learning strategies within various levels of courses, including the use of case studies, and flipped classrooms, as well as assessment methods including projects and

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case studies. Moreover, a revision of the programme's study plan and course syllabi indicated that the courses' contents are suitable in terms of both depth and breadth.

- The SER states that course syllabi are structured in accordance with quality assurance and accreditation requirements and, thus, indicate the textbook for each course and relevant resources that are also made available in the library. However, a revision of the provided syllabi revealed that multiple textbooks are not current. Additionally, while the meetings with the programme representatives demonstrated that faculty members inform their teaching with recent research; limited documentation of this aspect was present in the provided course syllabi. Furthermore, the Panel explored the preparation and suitability of the syllabi with faculty members and learned that many faculty members periodically carry out their own informal benchmarking on their respective courses with colleagues at other reputable universities to review the content of their courses and to keep up to date with current trends in their subject areas. The Panel is of the view that such benchmarking practice should be formalized (see the recommendation under Indicator 4.4). Therefore, the Panel recommends that the College should introduce a college-wide formal mechanism to regularly ensure the currency of course textbooks and references and the use of recent research findings and current professional practice in course materials and teaching.

Indicator 1.4: Teaching and Learning

The principles and methods used for teaching in the programme support the attainment of programme aims and intended learning outcomes.

Judgment: *Addressed*

- According to the SER, UoB has a Teaching and Learning Policy that clearly highlights the use of 'effective teaching strategies' that are 'engaging and conducive to learning'. To enhance students' engagement in the learning process, mandatory workshops were offered to faculty to introduce flipped classroom provision and student engagement in the virtual learning environment. Moreover, course assessment includes 30% of the total mark on student engagement activities such as group work, polls participation, and discussion boards, which all aim at the enhancement of independent learning, and lifelong learning.

- The use of e-learning including the use of online teaching platforms such as Blackboard, which is now widely used to support the attainment of the Intended Learning Outcomes (ILOs) was discussed satisfactorily with faculty members in the virtual interviews. However, although the Teaching and Learning Policy emphasises the importance of using a varied range of teaching methods, the evidence provided does not reflect the use of a wide range of teaching methods and strategies in both the face-to-face and e-learning settings, since the teaching methods as documented in the course outlines are mainly

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dominated by lectures. Furthermore, the meeting with the students during the virtual site visit, indicated their need for more engagement and practice-based approaches to both the assessment and teaching strategies. Therefore, the Panel recommends that the College should revisit the teaching methods used to deliver the courses to ensure the use of a wide range of suitable teaching methods that are aligned with the UoB teaching philosophy.

- According to the SER, the programme through several courses, tends to encourage students' research capabilities, creation and innovative skills, which was endorsed by both students and alumni during the virtual visit meetings. Additionally, being exposed to real life cases, working on real life projects (graduation project), as well as experiencing internship in real business environments are various forms of learning that promote the concept of lifelong learning in its various forms.

Indicator 1.5: Assessment Arrangements

Suitable assessment arrangements, which include policies and procedures for assessing students' achievements, are in place and are known to all relevant stakeholders.

Judgment: *Addressed*

- The general assessment framework for the assessment of learning is publicized on the university website, and main policies and procedures related to teaching and learning as well as assessment are all made available and introduced to new faculty members during the orientation/induction programme. The institutional assessment framework indicates the usage of various assessment methods that cater for the needs and the level of the courses and are aligned with HEC requirements. For courses that have final examinations, the University Council sets the percentage for their final assessments (40%) and the rest of the assessments are guided by the principles set by the Department Council. To ensure the suitability of the assessments, internal moderation is applied on major summative assessments within a course and following specific procedures and guidelines.

- According to the university assessment framework, the use of both formative and summative assessments is encouraged and regularly monitored to ensure contributing to the learning experience of learners. Formative assessments are used within courses, however, the tendency as observed from the available evidence indicates that summative assessments are mainly used, while formative assessment is somehow of limited use. Once the assessment is conducted, students should, according to the framework, receive the assessment feedback within a maximum period of three weeks. During the virtual interviews, students affirmed that they receive feedback promptly and with no delays. Both students and faculty indicated that students are provided with the necessary guidelines and instructions related to academic integrity and anti-plagiarism policy,

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which students are introduced to during the induction programme and through the Student Guide.

- According to the SER, the programme abides by UoB's examination moderation (both internal pre-moderation and internal post-moderation). During the virtual meeting with the programme representatives, the Panel confirmed that this mechanism is utilized to ensure transparency and appropriateness of assessments.

- UoB has a clear academic misconduct policy, which clearly defines unacceptable academic behaviour including plagiarism as well as cheating on examinations. Furthermore, UoB has a detailed Student Appeals Policy, Procedure, Guidelines and Forms, which are communicated to students through the Student Guide. Student appeals are tracked through the Student Information System (SIS) and some samples were provided to the Panel. Student grade appeals were acknowledged by both faculty and students during the virtual interviews.

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Standard 2

Efficiency of the Programme

The programme is efficient in terms of the admitted students, the use of available resources - staffing, infrastructure and student support.

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Indicator 2.1: Admitted Students

There are clear admission requirements, which are appropriate for the level and type of the programme, ensuring equal opportunities for both genders, and the profile of admitted students matches the programme aims and available resources.

Judgment: *Addressed*

- According to the SER, CoB adopts the general admission requirements that are published on the UoB website, which are gender neutral, providing equal opportunities for both male and female students to join the B.Sc. in MGT programme. The admission criteria focus mainly on the high school grades, English level, general aptitude test scores, and an interview. However, a revision of the various documents and information provided (regulations, policies, website), revealed some information misalignment. While the website indicates that the applicant high school (secondary) certificate should not have passed more than one year, the admission policy indicates a more extended period (not more than two years). Additionally, the website indicates a lower overall Cumulative Grade Point Average (CGPA) (66.6% for applicants with special needs rather than 70%), which was not reflected in the relevant admission policy. Furthermore, the virtual interviews with staff confirmed that the admission related policy and criteria were not recently updated or reviewed (last update was in 2018). Therefore, the Panel recommends that the College should regularly revise the admission requirements in light of student performance and feedback from relevant stakeholders, in addition to national and international benchmarks. The Panel also advises the College to ensure the accuracy of the published information on the website and the admission related documents.

- UoB introduced an orientation programme that ensures enhancing the students' readiness to the programme, which includes studying specific courses: (1) English, (2) Mathematics, and (3) Information and Communication Technology. Based on the students' performance on the entry tests, students may receive full exemption from the orientation year or partial exemption (only one semester). The meeting with the programme representatives and the students during the virtual site visit indicated their overall agreement on the quality of the

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outcomes of the orientation programme, which enables students to become more ready to commence their studies in the required specialization.

- The admission process of UoB, recognizes prior study of students (transfer from other programmes within UoB or studied in other academic institutions). The Admission and Registration Deanship applies specific requirements to transfer and recognize previous credits, which include aspects related to content similarity, grades achieved, and others. Having said that, students must spend at least two full-time academic years on campus to obtain a UoB degree. These regulations, as indicated by programme representatives and students during the virtual site visit, were deemed clear, appropriate and suitable.

Indicator 2.2: Academic Staff

There are clear procedures for the recruitment, induction, appraisal, promotion, and professional development of academic staff, which ensure that staff members are fit-for-purpose and that help in staff retention.

Judgment: *Partially Addressed*

- UoB faculty regulations, clearly indicates recruitment requirements that are announced when required through UoB online recruitment portal. The procedures for recruitment and the implementation of faculty induction were found appropriate by the Panel. As for the UoB appraisal system, it was improved in 2018 to ensure its integration with the Civil Service Bureau, and with clear procedures, forms and rubrics.

- UoB applies faculty promotion regulations which indicate the process and requirements of promotion from one academic rank to another. According to the SER, during the period of 2017-2020, four faculty members within the Management and Marketing Department completed the promotion process (three got promoted, and one is currently under-process). Overall, the faculty members indicated, through the 2020 satisfaction survey, general satisfaction with the services and support provided for faculty at CoB, but there were no direct indicators tackling their views on promotional activities/requirements/process, as well as sharing their views about the hiring practices at UoB. Therefore, the Panel suggests adding these areas to the survey.

- According to the SER, CoB research activities are aligned with the UoB Research Conduct Policy. Having an ethical clearance process for research also is another method to ensure that the research production of faculty is aligned with the university research plan. However, there was no evidence of clear alignment that indicates how the research production in terms of numbers, quality and impact contributes to achieving the department/college and university research targets which are guided by UoB Strategy. Therefore, the Panel recommends that the College should set clear research targets in its

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department/college operational plans that enable faculty to engage in research and community engagement activities, aiming to achieve UoB Strategy.

- Despite that the faculty survey overall analysis indicated that the average faculty teaching load is 12.6 credit hours within the programme, a careful look into the teaching loads of faculty reveals some issues. For example, as per the current load distribution, some faculty members teach more than six sections with a total number of students that could reach 800 students per semester. Moreover, the faculty survey analysis indicated that the faculty recommended reducing the administrative workload. The meeting with programme faculty during the virtual site visit also indicated that all faculty members, regardless of their academic rank and their research active status, teach the same load (12 credit hours), which does not fit international good practices. Therefore, the Panel recommends that the University should revise the faculty workload structure, to ensure appropriate balance between teaching responsibilities, community services and research.

- According to the SER, the B.Sc. in MGT programme is delivered through a faculty body of 40 members (28 full-time and the rest are part-time), with various academic ranks from instructor to professors. All the part-time faculty who teach in the programme are instructors. Through reviewing the CVs of faculty, it is clear that the specialization of the majority of full-time faculty is in the Business Management field (16 out of 28) and the remaining are in areas related to Marketing, Accounting/Finance, Quantitative Methods, Statistics, and Information Systems. Therefore, the Panel acknowledges the adequate faculty members in terms of qualifications to cover the breadth and depth of the content of the programme. Moreover, the balance between full-time and part-time faculty is clearly reflected in the College Faculty Hiring Plan of 2022-2027, which will result in increasing the faculty body for the College aiming to reduce the student to faculty ratio from 40:1 in 2022 to 20:1 by 2027. The Panel encourages the College to expedite the implementation of this plan.

- According to the SER, UoB, through the Unit of Teaching Excellence and Leadership (UTEL) that is accredited by UK-Advanced-HE, provides faculty development opportunities that leads to gaining Advance-HE fellowship. During the period 2017-2020, only three faculty members have completed Continuing Professional Development programmes. Also, six of the faculty members of the Management and Marketing Department have successfully completed the Microsoft Certified Educators Course during 2018. However, no evidence was provided to demonstrate the sufficiency and adequacy of faculty training and development needs, as the performance appraisal guidelines indicate. Also, there was no sufficient evidence provided to clarify on which basis the development opportunities offered by UTEL were provided. All the evidence provided was in the form of certificates of attending and completing offered opportunities. Therefore, the Panel recommends that the College should abide by the university

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regulations regarding the use of faculty appraisal outcomes in identifying faculty development needs and evaluate the sufficiency and adequacy of the training provided.

- According to the SER, UoB monitors faculty turnover, and faculty overall performance on a regular basis through various mechanisms including a formal appraisal system as well as students' evaluations during the academic year. According to the evidence, the average faculty turnover during the period from 2019 to 2022 did not exceed 5%. Additionally, the College adopts multiple initiatives to encourage faculty retention including best faculty awards in multiple categories (teacher, research, services, part-time excellence, teaching assistant, international effort categories).

Indicator 2.3: Physical and Material Resources

Physical and material resources are adequate in number, space, style and equipment; these include classrooms, teaching halls, laboratories and other study spaces; Information Technology facilities, library and learning resources.

Judgment: *Addressed*

- According to the SER, the programme is delivered in the CoB Building facilities at Sakheer Campus, which consists of 26 classrooms and eight computer laboratories, with various capacities (35 to 100) and sizes that match the number of enrolments in the programme. All classrooms are equipped with the required equipment and technologies (wifi connectivity, computer, white board, and projector). According to the student university experience survey outcomes, classrooms and laboratories are among the highest aspects ranked with high satisfaction among students at UoB in general and the CoB in Specific. Additionally, students are provided with the required Information Technology (IT) facilities that are adequate to their needs. For example, all students are assigned with university emails, have free access to Wi-Fi connectivity while on campus, and have access to common computer facilities including eight computer laboratories within the CoB building. During the pandemic period, e-books were provided to students to facilitate their access. Overall, the meeting with students' during the virtual site visit affirmed the adequacy of IT-related facilities.

- According to the SER, the University has multiple libraries in various locations and campuses, including the main library at the Sakheer campus, that mainly supports the specific needs of multiple colleges including the CoB. Students at one location can request a resource available at another branch, through the internal library portal. Overall, the library is equipped with an adequate mixture of both hardcopy and digital resources. Among these resources, 26,000 are available in the fields of interest to CoB. The virtual site visit interviews with the programme representatives, students and alumni, affirmed that the available resources and facilities available at UoB are adequate and well-maintained.

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UoB, through the students' university experience survey, measures the overall satisfaction of students with the facilities, the results of which indicate an overall university level satisfaction of 72%. Based on these surveys the University sets improvement plans to improve its facilities and services. Therefore, the Panel is satisfied that UoB and CoB have adequate facilities and resources that support the needs of relevant stakeholders (faculty, staff, students, etc.).

- Free medical care is provided to all students, staff and guests at UoB. Upon a quick review of the university website, the panel noted that the University has a department dedicated to health and safety. During the Covid-19 period, the University has issued guidelines to ensure the health and safety of its visitors/students/staff and overall, there are guidelines and regulations that guide the health and safety practices.

Indicator 2.4: Management Information Systems

There are functioning management information and tracking systems that support the decision-making processes and evaluate the utilisation of laboratories, e-learning and e-resources, along with policies and procedures that ensure security of learners' records and accuracy of results.

Judgment: *Addressed*

- According to the SER, UoB employs multiple Management Information Systems (MIS) to ensure effective operations at multiple levels (university, college, programme). In relation to programmes and students, the SIS enables many stakeholders related to the programme/course management and delivery to take informed decisions. Through the SIS, students can also register, evaluate the courses as well as submit an appeal.

- According to the IT Cyber Policies, tracking the utilization of the various information systems is maintained and used to inform decision-making. The meeting with the relevant members from UoB during the virtual site visit affirmed that there are specific protocols to ensure effective utilization of IT resources, which are regularly monitored and inform decision-making. Additionally, UoB tracks the utilization of available resources including both digital and physical resources by various stakeholders including students and faculty. Overall, the Panel appreciates the exerted efforts by UoB to automate many services, which has contributed to improved operations efficiency and stakeholder's satisfaction.

- The UoB, CoB and B.Sc. in MGT programme implement clear procedures to ensure the security of learners' records and accuracy of results. The Panel notes that there are standard procedures for preparing certificate and transcripts. The Deanship of Admission and Registration, in association with the IT Department, is responsible for the accuracy of record keeping related to grades, which are all reflected on students' transcripts and

awarded certificates. The timeliness of issuing certificates is not covered in the SER, but during interviews, the Panel was reassured that this is not an issue in practice. However, the Panel suggests that timeliness of issuance should be more explicitly specified in the certificate/transcript preparation procedures.

Indicator 2.5: Student Support

There is appropriate student support available in terms of guidance, and care for students including students with special needs, newly admitted and transferred students, and students at risk of academic failure.

Judgment: *Addressed*

- Students are provided with the required library and technical support by the relevant help desks within the IT Department. In addition, students are also provided with career counselling through a specific office that organizes periodic activities including annual Career Fairs, CV write-up, and career planning, job hunting advice, and virtual Career Boot-camps. According to the SER and associated evidence, new students are provided with an induction programme at both the university level (to be familiarized with the university regulations, duties and rights) and the programme level (to become aware of the programme's study plan and the nature of courses). Students who transferring from other academic institutions, although have some prior knowledge of university life, are also involved in the induction programme to ensure their familiarity with the new university system and regulations.

- The programme adheres to UoB/CoB overall academic advising regulations, which specify an academic advisor for each student, who provides him/her with guidance in all academic related matters. To ensure accessibility and connectivity with students during the pandemic period, a platform was designed to ensure securing prompt responses to students, which was referred to as the 'online academic clinic', by which students could submit all academic inquiries related to a course, academic programme, academic advising, faculty members, and the College. Students in this platform have the option to submit their inquires in writing *via* a specific form or to schedule a 20-minute live meeting with the relevant faculty. Overall, during the virtual interviews, students and alumni commended their faculty for their role in supporting their academic progress and success.

- UoB, through the Deanship of Students' Affairs, clearly defines students with special needs and provides them with many facilities and services. Some of the services provided to this category of students includes: exemptions from university tuition fees, assistance during the registration period, extended examinations' duration according to university rules, representation in university events for people with special needs, provision of dedicated and equipped transportation and many others. UoB also ensures the equal

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treatment of students irrespective of age, disability, marital status, family circumstances, race, religion, and gender.

- UoB, through its internally developed SIS, provides advisors with a thorough access to students' overall academic progress, which enables the University to identify students at risk of academic failure based on their overall CGPA and progress, and proper actions are taken and recorded. This was all demonstrated during the virtual visit by the relevant UoB members. However, there was no evidence provided to clarify the mechanisms used in supporting at-risk students, nor evidence of their effectiveness. In fact, utilization of advising was an area of improvement identified by UoB, as a result of the students' university experience survey. However, the evidence provided indicates that there are only 28 students within the B.Sc. in MGT programme who are identified as being at-risk students. Therefore, the Panel recommends that the College should develop clear mechanisms to ensure that proper guidance and support are provided to at-risk students.

- According to the Quality Manual, UoB uses surveys to collect feedback from stakeholders. The feedback on student support services is usually elicited from the surveys conducted by the Student Services Department. In addition, the Panel noted that the Course Evaluation Reports measure and analyse students' feedback about resources, syllabi and course materials; delivery of content; teaching skills; provided feedback, support, and encouragement to students, and suitability of assessments. Moreover, interviews with students and alumni confirmed that improvements are made to students' services based on students' suggestions and needs.

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Standard 3

Academic Standards of Students and Graduates

The students and graduates of the programme meet academic standards that are compatible with equivalent programmes in Bahrain, regionally and internationally.

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Indicator 3.1: Efficiency of the Assessment

The assessment is effective and aligned with learning outcomes, to ensure attainment of the graduate attributes and academic standards of the programme.

Judgment: *Addressed*

- Evidence that a variety of formative and summative assessments are used and uniformly applied across the programmes in the Department and that the assessments meet the academic standards of the programme was provided and confirmed during the interviews. The Panel thus acknowledges that the assessment framework, policies and procedures are consistently applied across all courses. However, upon closer scrutiny of the samples of marked examination scripts and completed pre-and post-moderation forms, the Panel notes that the level of assessment complexity can be improved at the higher level courses to better reflect higher-order thinking skills as well as the ability of students to create and innovate. Thus, the Panel recommends that the College should enhance the level of assessments' complexity at the higher-level courses.

- The Panel confirmed during virtual interviews that appropriate mechanisms are in place to ensure the alignment of assessments with ILOs. The Panel was provided with samples of the course assessment matrix excel spreadsheet that measures the achievement of the CILOs and PILOs using the assessment scores. The Panel notes the direct and indirect measures used to assess the Programme Indicators. The Panel is of the view that the indirect evaluation reports (surveys) should be completed more comprehensively to provide substantive information for course and programme improvement. Therefore, the Panel recommends that the College should revise the content of the indirect evaluation reports, as well as the surveys used to elicit more information from the relevant stakeholders about the PEOs and the PILOs.

- The Panel finds sufficient evidence on mechanisms followed for monitoring the implementation and improvement of the assessment process. During the interviews, the Panel confirmed the involvement of the Programme Advisory Committee (PAC) and Student Advisory Committee (SAC) and quality assurance committees in ensuring

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consistency, level adequacy and the quality of the assessments by reviewing course portfolios submitted by the faculty.

Indicator 3.2: Academic Integrity

Academic integrity is ensured through the consistent implementation of relevant policies and procedures that deter plagiarism and other forms of academic misconduct (e.g. cheating, forging of results, and commissioning others to do the work).

Judgment: *Addressed*

- The Panel finds that policies and procedures relating to academic integrity, ethics, and research are well-disseminated and known by students and staff. To ensure both faculty and students are familiar with UoB regulations in regard to academic misconduct, the induction programme provide an overview of these policies. Students are also provided with student guide that provide them with an overview of examination regulations, misconduct, and grievance.

- It was apparent from responses of faculty and students during the virtual interviews that there is no clearly agreed upon practice specific to plagiarism. For example, while some students mentioned that the acceptable percentage for similarities within 'Safe assign' is 20%; others mentioned a range between 20% to 30%. Also, both students and faculty highlighted that students can resubmit their work in case of a high similarity level, but there was no clear number of re-submissions permitted. Additionally, 'Safe Assign' is sometimes activated for the students to automatically check their similarity levels but that is mainly up to the instructor. Therefore, the Panel recommends that the College should set a maximum level of similarity percentage and the number of allowed submissions permitted through the plagiarism detection software ('Safe Assign' or similar).

- The Panel was provided with examples of plagiarism cases. The Panel was assured in the interviews that the cases of academic misconduct are recorded and kept for two years and that appropriate action is taken. The provided evidence includes also student cheating cases in examinations, and student disciplinary penalties.

Indicator 3.3: Internal and External Moderation of Assessment

There are mechanisms in place to measure the effectiveness of the programme's internal and external moderation systems for setting assessment instruments and grading students' achievements.

Judgment: *Partially Addressed*

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- The Panel confirmed in the virtual interviews that the university's Assessment Moderation Policy is consistently implemented in the Department of Management and Marketing. The internal moderators are appointed by the Moderation Committee and approved by the Head of Department (HoD). During the interviews, it was confirmed that the moderation forms are helpful for the moderators in ensuring the fairness of grades and in achieving their tasks. The Panel also confirmed during the interviews that the Moderation Committee compiled an analysis report based on the received feedback in the moderation forms and developed an assessment improvement plan, which was submitted to the HoD. Suggestions for improvement were incorporated into the department's self-evaluation report. From the interviews and supporting evidence, the Panel notes the formal and appropriate mechanisms for evaluating the effectiveness of the programme's internal moderation. However, the Panel suggests that moderators be encouraged to provide more critical feedback rather than just ticking appropriate options in the moderation forms.

- It was confirmed during interviews that external moderation does not occur in the B.Sc. in MGT programme. Therefore, the Panel recommends that the College should expedite the implementation of external moderation and follow appropriate mechanisms to evaluate its effectiveness.

Indicator 3.4: Work-based Learning

Where assessed work-based learning takes place, there is a policy and procedures to manage the process and its assessment to assure that the learning experience is appropriate in terms of content and level for meeting the intended learning outcomes.

Judgment: *Addressed*

- The Panel was provided with evidence on the three credit-hours, eight weeks of work-based learning experience course, 'Internship and Graduation Project' (MGT498). Clear policies, procedures and guidelines ensuring an equivalent experience amongst all students are in place. The Panel confirmed during the interviews and from evidence that the roles and responsibilities of all the internship stakeholders are communicated to the stakeholders.

- The Panel was provided with evidence on the types of assessment for work-based learning. The Panel confirmed during the virtual interviews that the evaluation methods and forms provide feedback on the extent to which the work-based ILOs are achieved. It was also confirmed that these assessments are consistently implemented and have appropriate content and level. The Panel notes that the arrangements to evaluate the effectiveness of the work-based learning, the achievement of the PILOs and the improvement of work placements are in place. During the interviews, the Panel confirmed

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the overall positive external stakeholder perceptions of the students during the work-based learning experience.

Indicator 3.5: Capstone Project or Thesis/Dissertation Component

Where there is a capstone project or thesis/dissertation component, there are clear policies and procedures for supervision and evaluation which state the responsibilities and duties of both the supervisor and students, and there is a mechanism to monitor the related implementations and improvements.

Judgment: *Partially Addressed*

- During the virtual interviews, the Panel learned that the graduation research project component of MGT498, which was introduced in 2018, is being implemented this year. The Panel also learnt that one faculty supervisor supervises both components of the work-based learning (training and graduation project) of approximately 40 students; and that a maximum of four faculty members are involved in supervising all students in one academic year. However, based on the complexity of supervision and volume of work in this course, the Panel recommends that the College should revise the structure of combining the internship course and the graduation project, either by separating them into two courses or by increasing the number of credit hours allocated for them. The Panel also recommends that the College should appoint more faculty supervisors to accomplish the tasks of supervising the worked-based learning and the graduation project.

- During the virtual interviews, external stakeholders made a strong recommendation to further develop soft and critical thinking skills, academic writing, and research methodology skills. Furthermore, the Panel was unable to achieve clarity on how the programme supports and prepares its students in terms of research capabilities prior to embarking on their graduation projects. Hence, the Panel recommends that the College should ensure that its students are adequately prepared in terms of academic writing, and research methodology skills for their graduation research project.

Indicator 3.6: Achievements of the Graduates

The achievements of the graduates are consonant with those achieved on equivalent programmes as expressed in their assessed work, rates of progression and first destinations.

Judgment: *Partially Addressed*

- During the virtual interviews, the Panel was assured that the level of students' achievements is appropriate for the B.Sc. in MGT programme and is comparable with similar programmes. Evidence of direct measures used to assess students' achievement

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were provided; likewise, evidence was provided of indirect measures ensuring the quality of the standards. The AoL report cycle 1 provided evidence of the PILOs that students should achieve in each course. Scrutiny of different types and levels of assessments and examination scripts provided evidence to the Panel that, in general, the level of students' achievements and their ability to create and innovate is satisfactory and corresponds to other institutions offering similar qualifications in the region.

- The Panel finds that the number of full-time students registered for the period 2017-2018 to 2021-2022 remained relatively stable while the number of graduates increased from 2017 to 2020 by 34 students. The SER includes a section on the year-on-year statistics of admitted and registered students, CGPA scores and length of study over a five-year period. The Panel didn't receive satisfactory explanations during the interviews and through the extra evidence provided of why the length of study is longer than four years for all students and more than 41% of students took between 6 to 7 years to graduate. Moreover, according to the SER statistics, the CGPA of more than 44% of students is 2.0 or less during 2020-2021. While the Panel was provided with evidence that the students progression is tracked, it was confirmed during the interviews that the graduate destination data is collected at the CoB aggregated level and not at the departmental level. Thus, the Panel recommends that the College should study the reasons behind the low CGPA of students as well as the high length of study in the B.Sc. in MGT programme, and implement effective measures to address these issues. The Panel also recommends that the College should conduct the analysis of the students progression at the cohort level; gather additional information at the programme level about where the graduates are employed and insights into their satisfaction and whether the programme's academic standards are met, to improve programme delivery.

- The Panel was provided with evidence of positive feedback received from external stakeholders. During the virtual interviews, alumni confirmed their overall satisfaction with their education at CoB. Despite this, the Panel notes their concern about practical courses and the need for additional soft and research methodology skills as discussed earlier under Indicator 3.5.

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Standard 4

Effectiveness of Quality Management and Assurance

The arrangements in place for managing the programme, including quality assurance and continuous improvement, contribute to giving confidence in the programme.

Indicator 4.1: Quality Assurance Management

There is a clear quality assurance management system, in relation to the programme that ensures the institution's policies, procedures and regulations are applied effectively and consistently.

Judgment: *Addressed*

- Quality Assurance (QA) processes are defined in the Quality Manual and the Quality Assurance and Enhancement Policy. The Panel acknowledges that there are institutional mechanisms at the university, college and department levels to review the quality assurance policies. Also, there are portals for communicating these policies to all stakeholders (e.g., Quality Assurance and Accreditation Center (QAAC) webpages) and several printed documents in which the policies are published. Academic policies, procedures and regulations, regarding students' admission, progression and assessments, are published on the university website and made known to the different constituencies.

- UoB has a mature and comprehensive QA management system which functions at multiple levels of the Institution. At the college level, the Quality Assurance and Accreditation Office, together with the departmental quality assurance committees, are responsible for all QA matters related to the B.Sc. in MGT programme. The Panel was provided with minutes of the departmental QA committee meetings for the last two years, as well as copies of relevant reports, such as course evaluation reports which evidence that the QA system and related policies and procedures are implemented.

- Based on interviews with the QA staff and faculty involved in the B.Sc. in MGT programme, the Panel found that they have a sound understanding of the QA system and their role within the system. Moreover, the SER indicates that a number of seminars and workshops have been held to explain the QA system and concepts to academic and administrative staff members. The deployment of the QA management system is monitored by the College QA Office Director using the QA operational plan which contains a detailed listing of all activities related to quality in the College, along with targets and status updates. The system is evaluated on an ongoing basis, including by the QAAC, and the Panel was informed of planned improvements including the updating of the internal pre- and post-moderation forms, implementation of external moderation,

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comprehensive programme benchmarking and revisions of surveys to ensure programme level data is collected. The Panel also notes with appreciation the external accreditation of the College *via* the Association to Advance Collegiate Schools of Business (AACSB) and its initiative to secure accreditations *via* the European Foundation for Management Development's Quality Improvement System and the Association of MBAs.

Indicator 4.2: Programme Management and Leadership

The programme is managed in a way that demonstrates effective and responsible leadership and there are clear lines of accountability.

Judgment: *Addressed*

- CoB has an appropriate organizational chart, with clear reporting lines that support communication and decision-making across the College. There is a representation of the Department of Management and Marketing at the college and university level decision-making committees. Major decisions are made by the Department Council, which are forwarded to the College Council and finally to the University Council and the responsibility at each level is well defined and monitored. Based on this and on the review of the relevant documentation, the Panel is satisfied that the committees at various levels have well-defined Terms of Reference (ToR).

- The clarity of the different managerial positions and ToR of the committees helps identifying where different academic and administrative responsibilities lie, and who exactly is responsible for the custodianship of the academic standards of the programme at the different levels: department, college, and university. The HoD holds overall responsibility for the management of the programme and basically spearheads assigned responsibilities within the Department through nine different committees which meet on a regular basis. The programme coordinator ensures the smooth running of the teaching and learning activities and manages any emerging mandates. Overall, the Panel is of the view that the current management of the B.Sc. in MGT programme is appropriately demonstrating effective and responsible leadership.

Indicator 4.3: Annual and Periodic Review of the Programme

There are arrangements for annual internal evaluation and periodic reviews of the programme that incorporate both internal and external feedback and mechanisms are in place to implement recommendations for improvement.

Judgment: *Partially Addressed*

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- The Annual and Periodic Programme Review Policy outlines the procedures to be followed for annual and periodic internal programme evaluations, according to which the programme's annual self-evaluation reports and relevant improvement plans should be submitted to the Dean then to the QAAC. As per the virtual interviews and provided evidence, the annual self-evaluation reports include the feedback gathered from all the relevant internal and external stakeholders, which is also reflected in several comprehensive documents including the AoL and internal moderation analysis reports.

- The Panel notes that the last comprehensive annual self-evaluation report for the B.Sc. MGT programme was produced in 2017-2018. During this period, an informal exemption from the annual internal programme review was granted and this exemption process has now been formalized in the updated Annual and Periodic Programme Review Policy, which states that UoB programmes that have undergone an 'external programmatic review', such as an HEC or BQA review or a review by an external accrediting body, such as the AACSB, are exempted from having to produce an annual self-evaluation report for the year in which such an external review was conducted. The Panel is of the view that the annual reviews of B.Sc. in MGT programme should be regularly implemented, regardless of any programmatic reviews by external agencies. The Panel, therefore, recommends that the College should regularly conduct comprehensive annual reviews of the programme and ensure that the process of follow-up and improvement be systematically implemented and evaluated.

- The Panel was provided with evidence on conducting a periodic review in 2017-2018. In this reviews, multiple sources of feedback, for example, from stakeholders' surveys, course portfolios, course evaluation reports and results, were relied on. The recommendations that resulted from this internal periodic review, in addition to the recommendations raised by the BQA and AACSB were considered by the QA committees and the Department Council and are discussed in the PAC meetings. However, while the Panel acknowledges the process in place for periodically reviewing the B.Sc. in MGT programme, the Panel nevertheless notes that the review/evaluation process of the progress made on the implementation of recommendations is not systematically conducted. The Panel, therefore, recommends that the College should evaluate the effectiveness of reviewing the implementation of periodic reviews' recommendations, and appropriate and systematic mechanisms be introduced based on the evaluation results.

Indicator 4.4: Benchmarking and Surveys

Benchmarking studies and the structured comments collected from stakeholders' surveys are analysed and the outcomes are used to inform decisions on programmes and are made available to the stakeholders.

Judgment: *Partially Addressed*

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- The Benchmarking policy of the University provides the framework for undertaking benchmarking studies across different programmes. The Panel was provided with evidence on benchmarking the B.Sc. in MGT programme with eight well-established universities on both regional and international levels. In addition, the programme also satisfies the AASCB accreditation requirements, as it has been accredited by the AACSB in 2016 and re-accredited by the follow-up accreditation visit in 2021. However, benchmarking was limited only to the courses of the programme, and not the learning outcomes, delivery mode or other aspects. It was also not clear how the benchmarking institutions were identified, although the Panel was informed during interviews that they were AACSB accredited universities. In addition, the Panel was not provided with sufficient evidence on how the results of the benchmarking are used to improve the programme. Therefore, the Panel recommends that the College should undertake a more comprehensive benchmarking of the B.Sc. in MGT programme, covering different aspects and components of the academic and administrative activities.

- The Panel was provided with the Academic Programme Survey of September 2018, Employer Survey of June 2017 and October 2021, Alumni Survey of June 2017, Senior Exit Survey, and Student Evaluation Survey of 2018-2019 as evidence on conducting surveys. The Panel examined these surveys and noticed that they are conducted on the CoB level and are not specific to the B.Sc. in MGT programme. Therefore, it is not clear to the Panel how the B.Sc. in MGT programme, in specific, can benefit from the results of these surveys. The Panel requested evidence on utilizing the results of the analyzed surveys in improving the programme but was not provided with any. Based on this, the Panel recommends that the College should adapt the existing institutional surveys, including the Employer Survey and Exit Survey, to collect programme-specific data and utilize their outputs in improving the B.Sc. in MGT programme.

Indicator 4.5: Relevance to Labour market and Societal Needs

The programme has a functioning advisory board and there is continuous scoping of the labour market and the national and societal needs, where appropriate for the programme type, to ensure the relevancy and currency of the programme.

Judgment: *Addressed*

- The B.Sc. in MGT programme has a functioning PAC, which comprises employers, business experts and alumni and provides feedback about the programme. The PAC's constitution, membership, roles and responsibilities, frequency of meetings and reporting are clearly covered in its ToR. From a review of the relevant documentation, the Panel was able to find evidence that the feedback of the PAC is being used to inform decision-making processes in the programme. Hence, the Panel acknowledges that the PAC is an active forum used for informing programme decision-making and appreciates the engagement

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with external stakeholders through the PAC as a mean of providing useful industry insights to enhance the B.Sc. in MGT programme.

- No evidence was provided on conducting a comprehensive market studies about the B.Sc. in MGT programme. The virtual interviews with the programme team confirmed that the main mechanisms used to ensure that the programme meets the labour market and societal needs are the feedback gathered from the members of the PAC and the conducted surveys which are not specific to the B.Sc. in MGT programme and administered at the college level. It was also confirmed, during interviews that the use of these mechanisms in the B.Sc. in MGT is being monitored and there is an awareness of the shortcomings in this area which has resulted in improvements being made to the instruments used. Hence, the Panel recommends that the College should conduct a regular and comprehensive formal study to scope the labour market and ensure that the B.Sc. in MGT programme remains relevant and up to date.

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V. Conclusion

Taking into account the institution's own self-evaluation report, the evidence gathered from the interviews and documentation made available during the virtual site visit, the Panel draws the following conclusion in accordance with the DHR/BQA *Academic Programme Reviews (Cycle 2) Handbook, 2020***:**

There is Confidence in the Bachelor of Science in Business Management programme of College of Business Administration offered by the University of Bahrain.

In coming to its conclusion regarding the four Standards, the Panel notes, *with appreciation,* **the following:**

1. The exerted efforts by the University of Bahrain to automate many services, which has contributed to improved operations efficiency and stakeholder's satisfaction.

2. The external accreditation of the College *via* the Association to Advance Collegiate Schools of Business and its initiative to secure accreditations *via* the European Foundation for Management Development's Quality Improvement System and the Association of MBAs.

3. The engagement with external stakeholders through the Programme Advisory Committee as a mean of providing useful industry insights to enhance the B.Sc. in Business Management programme.

In terms of improvement, the Panel recommends that the University of Bahrain – College of Business Administration should:

1. Develop specific graduate attributes at the programme level and ensure their alignment with the programme intended learning outcomes.

2. Revisit and benchmark the course intended learning outcomes to ensure that the course intended learning outcomes are measurable and written in an outcomes-based structure, following proper grammar and proper mapping with the B.Sc. in Business Management programme as a whole.

3. Revisit the process of updating/reviewing the curriculum and should ensure that it is clearly structured, implemented and documented.

4. Introduce a college-wide formal mechanism to regularly ensure the currency of course textbooks and references and the use of recent research findings and current professional practice in course materials and teaching.

5. Revisit the teaching methods used to deliver the courses to ensure the use of a wide range of suitable teaching methods that are aligned with the university teaching philosophy.

6. Revise the admission requirements in light of student performance and feedback from relevant stakeholders, in addition to national and international benchmarks regularly.

7. Set clear research targets in its department/college operational plans that enable faculty to engage in research and community engagement activities, aiming to achieve the university Strategy.

8. The university should revise the faculty workload structure, to ensure appropriate balance between teaching responsibilities, community services and research.

9. Abide by the university regulations regarding the use of faculty appraisal outcomes in identifying faculty development needs and evaluate the sufficiency and adequacy of the training provided.

10. Develop clear mechanisms to ensure that proper guidance and support is provided to at-risk students.

11. Enhance the level of assessments' complexity at the higher-level courses.

12. Revise the content of the indirect evaluation reports, as well as the surveys used to elicit more information from the relevant stakeholders about the Programme Educational Objectives and the Programme Intended Learning Outcomes.

13. Set a maximum level of similarity percentage and the number of allowed submissions permitted through the plagiarism detection software ('Safe Assign' or similar).

14. Expedite the implementation of external moderation and follow appropriate mechanisms to evaluate its effectiveness.

15. Revise the structure of combining the internship course and the graduation project, either by separating them into two courses or by increasing the number of credit hours allocated for them.

16. Appoint more faculty supervisors to accomplish the tasks of supervising the worked-based learning and the graduation project.

17. Ensure that students are adequately prepared in terms academic writing, and research methodology skills for their graduation research project.

18. Study the reasons behind the low CGPA of students as well as the high length of study in the B.Sc. in Business Management programme and implement effective measures to address these issues.

19. Conduct the analysis of the students' progression at the cohort level; gather additional information at the programme level about where the graduates are employed and insights into their satisfaction and whether the programme's academic standards are met, to improve programme delivery.

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20. Conduct comprehensive annual reviews of the programme and ensure that the process of follow-up and improvement be systematically implemented and evaluated regularly.

21. Evaluate the effectiveness of reviewing the implementation of periodic reviews' recommendations, and appropriate and systematic mechanisms be introduced based on the evaluation results.

22. Undertake a more comprehensive benchmarking of the B.Sc. in Business Management programme, covering different aspects and components of the academic and administrative activities.

23. Adapt the existing institutional surveys, including the Employer Survey and Exit Survey, to collect programme-specific data and utilize their outputs in improving the B.Sc. in MGT programme.

24. Conduct a regular and comprehensive formal study to scope the labour market and ensure that the programme remains relevant and up to date.

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