



هيئة جودة التعليم والتدريب
Education & Training Quality Authority
KINGDOM OF BAHRAIN مملكة البحرين

Directorate of Higher Education Reviews Programme Review Report

**Bahrain Polytechnic
School of Creative Media
Bachelor of Web Media
Kingdom of Bahrain**

Site Visit Date: 11 – 13 December 2023
HA107-C3-R107

Table of Contents

Acronyms.....	3
I. Introduction.....	4
II. The Programme's Profile	6
III. Judgement Summary.....	8
IV. Standards and Indicators.....	10
Standard 1.....	10
Standard 2.....	15
Standard 3.....	22
Standard 4.....	28
V. Conclusion.....	33

Acronyms

APR	Academic Programme Review
AI	Artificial Intelligence
APR	Academic Programme Review
ASSQAC	Academic Standards, Strategy, and Quality Assurance Committee
BP	Bahrain Polytechnic
BQA	Education & Training Quality Authority
BWM	Bachelor of Web Media
CAG	Curriculum Advisory Group
CGPA	Cumulative Grade Average Point
CILO	Course Intended Learning Outcome
CLP	Cooperative Learning Project
DHR	Directorate of Higher Education Reviews
EDICT	Faculty of Engineering, Design, and Information and Communications Technology
FQM	Faculty Quality Manager
IT	Information Technology
LLC	Library Learning Centre
NQF	National Qualifications Framework
PAD	Programme Approval Document
PBL	Problem-Based Learning
PILO	Programme Intended Learning Outcome
PM	Programme Manager
QA	Quality Assurance
QIP	Quality Improvement Plan
QMAP	Quality Measurement Analysis and Planning
SCM	School of Creative Media
SER	Self-Evaluation Report
SMT	Senior Management Team
ToR	Terms of Reference

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.

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 judgements 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 judgement, 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	

The APR Review Report begins with providing the profile of the programme under review, followed by a brief outline of the judgement 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.

II. The Programme's Profile

Institution Name*	Bahrain Polytechnic
College/ Department*	Faculty of Engineering, Design, and Information and Communications Technology/ School of Creative Media
Programme/ Qualification Title*	Bachelor of Web Media
Qualification Approval Number	Bahrain Polytechnic Academic Board Resolution Res2010.222 of 2010 and Resolution Res2013-087 of 2013
NQF Level	8
Validity Period on NQF	5 years from the date of re-validation
Number of Units*	30
NQF Credit	480
Programme Aims*	The Bachelor of Web Media aims to address the growing needs and numerous unique requirements of the Web industry, developing Bahraini Web skills for the growing local needs of eCommerce and eGovernment by addressing the interrelated nature of Web design, Web technology and eBusiness. The programme will make the World Wide Web the core framework of the degree programme, with Design, Development and Business elements as major areas of study within that framework.
Programme Intended Learning Outcomes*	<ol style="list-style-type: none"> 1. Demonstrate a critical understanding of the aesthetic, strategic, and technological aspects of digital media content and products. 2. Demonstrate an understanding of local, regional, and global issues associated with Internet-based communication. 3. Master written, oral and visual skills relevant to the Web in English. 4. Use digital media technologies and strategies in appropriate professional contexts. 5. Think critically, be innovative and engage in dialogue on issues relevant to the modern Web landscape.

	<ol style="list-style-type: none"> 6. Interact effectively with fellow Web Media team members or with those from different disciplines, through collaboration, collective endeavour, and negotiation. 7. Articulate ideas and information comprehensively in visual, oral, and written forms through effective communication and presentation skills. 8. Utilise industry-standard technology effectively and ethically. 9. Demonstrate the ability to study independently, set goals, manage their own workloads, and meet deadlines. 10. Identify, critically analyse a problem, trouble-shoot, formulate and justify the most appropriate solutions. 11. Use strategic thinking to demonstrate resourcefulness, innovation, and entrepreneurship in Web Media. 12. Initiate, plan, execute and manage work efficiently and effectively. 13. Recognise the need to engage and progress with continuous learning.
--	--

*Mandatory fields

III. Judgement Summary

The Programme's Judgement: 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	Addressed
Indicator 1.4	Teaching and Learning	Partially Addressed
Indicator 1.5	Assessment Arrangements	Addressed
Standard 2	Efficiency of the Programme	Satisfied
Indicator 2.1	Admitted Students	Partially Addressed
Indicator 2.2	Academic Staff	Addressed
Indicator 2.3	Physical and Material Resources	Partially 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	Partially Addressed
Indicator 3.2	Academic Integrity	Addressed
Indicator 3.3	Internal and External Moderation of Assessment	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	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	Addressed
Indicator 4.4	Benchmarking and Surveys	Partially Addressed
Indicator 4.5	Relevance to Labour market and Societal Needs	Partially Addressed

IV. Standards and Indicators

Standard 1

The Learning Programme

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

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.

Judgement: Addressed

- The Bachelor of Web Media (BWM) programme is offered by the School of Creative Media (SCM) of the Faculty of Engineering, Design, and Information and Communications Technology (EDICT) at Bahrain Polytechnic (BP). The Programme Approval Document (PAD) outlines how the programme meets the requirements of offering and approving academic programmes at BP, its link to the Institution's Strategic Plan, and how it responds to the needs of the local labour market.
- From interviews with senior management, faculty, and staff and review of the relevant documentation, the Panel notes that the BWM's relevancy for the market is ensured through gathering feedback from different sources such as surveys and meetings with the Curriculum Advisory Group (CAG). The Panel also notes that the BWM programme complies with international academic standards and practices, as it gained accreditation from the Chartered Society of Designers in 2021 and from the British Computer Society in 2022.
- The SCM has an up-to-date risk register, that is regularly reviewed by the Programme Committee and the EDICT Faculty Board. The Panel found that potential risks, especially those related to the quality of the programme, its delivery, and academic standards, are regularly identified and effectively dealt with.
- BP has a Naming and Awarding Policy, which ensures that the BWM programme meets the requirements of the National Qualifications Framework (NQF). Evidence was provided that the BWM programme has met the validation standards of the NQF and has been placed at NQF level 8 for five years from 2019, and currently, it is under re-validation.

- The award title is appropriate for the qualification level and content. The award is clearly and correctly described on the BP website and in the different documents including the sample of the BWM certificates and transcripts that were made available to the Panel.
- The BWM PAD includes a generic and brief description of the programme aims which contribute to the achievement of BP mission and strategic goals in ‘developing Bahraini Web skills for the growing local needs of eCommerce and eGovernment’. However, the Panel is of the view that the programme aims need to be clearer and more detailed to drive the design and delivery of the programme. Therefore, the Panel recommends that the SCM should revise the aims of the BWM programme considering internal and external stakeholders’ feedback.

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.

Judgement: *Partially Addressed*

- As per the Self-Evaluation Report (SER), BP graduates are expected to be professional work-ready, enterprising, and equipped with 21st Century skills. These generic graduate attributes are embedded in the BWM Programme Intended Learning Outcomes (PILOs), which are listed in the PAD and categorised into five domains, namely: Knowledge - Theoretical Understanding, Knowledge - Practical Application, Skills: Employability, Enterprise, and Specific Skills.
- The PILOs are generic, measurable, and generally appropriate for the level of the programme. The Panel notes the mapping of the programme to the requirements of the Chartered Society of Designers and British Computer Society, which forms a kind of benchmarking for the BWM PILOs. However, the Panel is of the view that the programme will benefit from benchmarking the learning outcomes with similar academic programmes (see Indicator 4.4).
- All courses are described in a comprehensive Course Descriptor document, which includes the Course Intended Learning Outcomes (CILOs). The Panel notes that the CILOs are appropriate for both the type and level of the course and programme. The mapping of the CILOs of the mandatory courses to the PILOs is done in the PAD. However, the Panel notes that optional courses are not mapped to the PILOs, and that some of the CILOs of mandatory courses are not mapped to the PILOs (e.g., CILO5 of the ‘Content Management 1’ (WM6007) course, and CILO3 and CILO4 of the ‘Web Programming 1’ (WM7005)

course). Therefore, the Panel recommends that the SCM should ensure that all the CILOs are appropriately mapped to the PILOs, including the CILOs of optional courses.

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.

Judgement: Addressed

- The design of all the programmes offered by BP is guided by its Teaching and Learning Policy and Teaching and Learning Principles. The BWM programme includes 480 credits and is expected to be completed in four academic years. The Degree Chart and the Recommended Study Plan of 2023 illustrate the programme's structure in terms of courses per semester, types of courses, and pre-requisites. The PAD document contains more details about the programme's admission requirements, core courses, optional courses, completion criteria, graduate pathways, and destinations. The Course Descriptor for each course shows the expected duration of each learning activity and is made available to students through Moodle. The Panel notes that the students' workload is manageable (35 hours per week). The Panel also notes that the Self-Service Banner system ensures that students cannot enrol for a course where they do not have the appropriate pre-requisites.
- The Panel notes that BWM curriculum has benefited from the programme's external reviews and accreditation, internal annual and periodic reviews, and stakeholders' feedback. The Panel also notes that the BWM programme includes an appropriate mix of core, elective, design, technology, and management courses exposing students to a range of Web Media topics with appropriate breadth and depth. Moreover, there is an appropriate balance between theory and practice, and between knowledge and skills. The PAD and Course Descriptors that were made available to the Panel show that different courses include practical projects, which allow students to develop various skills and apply their theoretical knowledge to address real problems. Moreover, the Panel notes that BP laboratories are equipped with specialised software that provide students with the opportunity to gain hands-on experience. The Panel was also informed during the interviews that students can apply for industry certification.
- As per the SER, Course Descriptors have an associated list of recommended resources such as suggested books, articles, and journals, and are uploaded on BP's programme and course management system 'Masar'. However, the Panel notes that there are some Course Descriptors that do not refer to any specific textbook and sometimes the 'Recommended Reading List' is empty, such the '3D Modelling and Animation 1' (WM7002) course.

Therefore, the Panel recommends that the SCM should ensure that all the BWM Course Descriptors include the prescribed textbooks and 'further reading' resources.

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.

Judgement: Partially Addressed

- The teaching and learning methods in the BWM programme comply with the institution's Teaching and Learning Policy and Principles. The Panel notes that Course Descriptors include different teaching methods supporting the Problem and Project Based Learning (PBL) approach of BP, such as case studies, inquiry-based learning, collaborative learning, reflective practice, and individual study. However, the Panel notes that the PAD of the BWM does not refer to any teaching and learning methods. Therefore, the Panel recommends that the SCM should include a section in the PAD related to the teaching and learning methods to ensure the consistency of the programme's teaching and learning practices.
- The Teaching and Learning Policy refers to face to face, blended, and virtual learning approaches as well as to the institution's Learning Management System (LMS) 'Moodle'. However, during the interviews, the Panel learned that e-learning procedures are currently under development, though e-learning is utilized extensively in the BWM programme. Therefore, the Panel recommends that BP should expedite the development of the e-learning procedures and to be fully incorporated into BP's Teaching and Learning Policy.
- The teaching and learning methods applied in the BWM courses support the students' abilities to create and innovate, as well as providing the opportunity for independent learning. Moreover, the two courses 'Cooperative Learning Project' (CLP) (WM8008) and 'Web Media Project' (WM7008) support the development of the students' practical skills, as well as independent and life-long learning. From interview with faculty, the Panel was also informed that BWM students acquire research skills and learn research techniques in the 'Advanced Design for the Web' (WM8005) course.
- The Panel notes that tutorials are used to formulate learning issues as questions to research and collaborative working used to enable a discussion and critique of resources in formulating problem solutions. Moreover, the SCM uses timetabled self-directed study hours which are supervised by academic staff. The Panel also learned, during the interviews, that there is significant use of group and individual work within formal and informal learning environments. In addition, the Library Learning Centre (LLC) includes

dedicated discussion rooms and journal provision such as Lynda.com, Ebrary and Emerald, which support students independent learning, as well as their abilities to create and innovate.

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.

Judgement: Addressed

- BP has an institution-wide Assessment and Moderation Policy which is appropriate for the types and level of programmes offered by BP. The Policy is available to students and staff on BP's SharePoint and website, as well as in the Students Handbook and the Staff Handbook. The Panel notes that the assessment methods are listed in the Course Descriptors which are accessible to faculty and students *via* the Moodle platform. The Panel confirmed during interviews that a variety of assessment methods including formative and summative assessments are utilized in the BWM programme.
- According to the SER, students are provided with prompt feedback on their assessments. The Assessment and Moderation Policy specifies the grading mechanisms for summative assessments, as well as the related verification and moderation processes. The Panel was provided with evidence of completed internal and external pre-moderation and post moderation forms including examples of each where changes were required to be made to the assessments or the marks provided to students.
- BP has an Academic Integrity and Honesty Policy in place, which incorporates clear guidelines and procedures for handling misconduct cases. The Policy defines several types of academic misconduct including plagiarism and collusion, as well as the expected penalties. BP also has a Student Academic Appeal Policy in place, which includes appropriate provisions for handling appeal cases.

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.

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.

Judgement: *Partially Addressed*

- Admission to BP's programmes is governed by the Enrolment and Academic Progression Policy and the Student Admission Policy. The latter Policy also covers the transfer from one programme to another within BP and for credit transfer from a programme at another institution to BP. The policies are available on SharePoint for staff and summarized in brochures and the Institution website for students. Admission related policies were reviewed in 2020 and 2022, respectively. The Panel was provided with evidence demonstrating that the review utilized student performance and feedback records on the BWM programme to inform amendments to the policies.
- Applicants must have a Secondary School certificate with a minimum of 70% Cumulative Grade Average Point (CGPA), as per the Admission Policy and the SER, however, this is not specified in the submitted brochures, and flyers. Applicants must also pass Mathematics and English Entry Tests to be admitted to the programme. Overall, the Panel finds that the entry requirements for the BWM programme align with local and international entry requirements. However, the Panel recommends that BP should ensure the consistency of admission requirements in all related documents.
- In case if not passing the Mathematics and English entry tests, applicants must successfully pass the foundation programme courses: 'Mathematics 2 – General' (AP4101) and 'English 2' (AP4203), as indicated in the PAD. The Panel was provided with evidence showing that for the academic year 2022-2023, a pass level in the English test for direct entry to the BWM programme was CEFR B2 equivalence whereas to pass the Foundation Programme English was CEFR B1 equivalence. For English, the pass levels for the academic year 2022-2023 were 45% to pass foundation and 60% for entry to the BWM

programme. The Panel found that the foundation courses do not use the same assessment test as for the placement test and so it is possible that the assessment pass levels may be different. Moreover, the Panel found that there is no benchmarking of the foundation assessment in English against the Common European Framework of Reference for Languages (CEFR) to ensure that the assessment is comparable to that of the English Placement test. Thus, the Panel recommends that BP Should benchmark the Foundation English course assessment against CEFR/Oxford tests to ensure equality of pass standards between English placement test and foundation English.

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.

Judgement: Addressed

- Procedures for staffing are covered by the Human Resources Management Policy. The Policy includes recruitment, induction, appraisal (performance management), and promotion of academic staff. Moreover, the Policy includes a section on special leaves, including those specific to women needs. The Panel learned during interviews that staffing procedures are fully and consistently implemented in line with the Civil Service Bureau laws and regulations.
- BP has an Applied Research and Enterprise Activities Policy. The Policy specifies that the outcomes of research and enterprise shall support Bahrain industry and professions, enhance the quality of teaching, improve academic standards of staff, and contribute to the regional/international research community. Research activity at BP is supported through BP Research Awards, BP Chief Executive Award for Exceptional Research, and BP Research Integration in Teaching and Learning Award. The Panel notes that research and enterprise activity is in line with BP Research Policy. The Panel also notes that staff workload is appropriate and allow staff time for research and community engagement activities and to support the needs of women employees.
- Academic staff development is managed by the Teaching and Learning Section of the Academic Development Directorate and guided by the Teaching and Learning Policy. Academic staff may apply, with the support of their line manager, for training development to attend workshops, conferences, and seminars. Applications are approved by the Training and Development Committee based on relevance and alignment with the annual training plan. From review of the relevant documentation, the Panel notes that the Committee operates in line with the Policy and Terms of Reference (ToR). The Panel also notes that five members of the BWM teaching team have obtained a PhD.

- BP uses ADAA system as a performance management system. The Panel notes that the annual appraisal process integrated into ADAA includes a section on performance enhancement where development needs are recorded and analysed to develop a training plan for each faculty. The Panel learned that the appraisal process works effectively for professional development and that faculty understand the process and have benefited from development identified in the individual learning plan. The Panel appreciates that the staff appraisal process is clear and transparent, fully implemented and provides a good basis for evaluating performance and identifying opportunities for personal and professional development.
- There are currently 18 academic staff forming the BWM teaching team with an appropriate range of qualifications, experience, and expertise to deliver the programme. From review of the relevant documentation, the Panel notes that four staff left the BWM teaching team during the academic year 2021-2022, which has placed considerable strain on teaching resources. According to the SER, currently, there is no formal retention policy for academic staff. However, the Panel learned during interviews that the SCM has managed to increase the staffing in response to increasing student numbers and the departure of some staff. Nevertheless, the Panel recommends that BP should develop mechanisms to monitor staff turnover and ensure the retention of highly qualified academic staff.

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.

Judgement: Partially Addressed

- As per the SER, the teaching facilities are sufficient in numbers and well adapted to the teaching philosophy in place. In addition, there is the Creative Media Centre that is a practical studio equipped for video course as well as four dedicated computer laboratories. Two of these are iMac laboratories. Each laboratory has twenty computers, projectors, whiteboards, and appropriate furniture. The adequacy of the classes and laboratories in terms of number and size for the available students was confirmed by the Panel during the on-site campus tour. However, it was noticed that not all buildings are accessible to students with disabilities, as there was no clear signage for accessibility features, in addition, automatic doors, special toilets and lifts were not installed in all buildings. The Panel recommends that BP should ensure the availability of adequate facilities and services to cater for the needs of disabled students.
- The Panel notes that the library has adequate online and on campus resources for the programme needs and encompasses appropriate informal study places. This is mentioned

in the Student Handbook, which is available on Moodle along with a list of available electronic databases such as Encore, EBSCO, Emerald, Science Direct and Euro Monitor. There is an internal system in the library that controls the usage of the library resources and allows students to book study rooms through Moodle. However, during the campus tour, the Panel notes that the printed books were outdated. Thus, the Panel recommends that BP should ensure that the printed books are regularly revised and updated.

- The Panel notes that the Information Technology (IT) facilities are adequate for staff and students needs and that they are provided with an Email as well as access to on-line platforms such as Banner and Moodle. The Panel also notes that there are mechanisms in place which ensure the maintenance of the resources and measure their adequacy. The evidence that was made available to the Panel includes an inspection checklist and maintenance plans.
- BP has Health and Safety Policy which clarifies the procedures of accidents reporting and includes safety, health, and environmental guidelines. Moreover, BP has a dedicated health clinic, which is staffed with a full-time nurse, and the first aid kits are positioned across the campus for easy access and use. During the on-site campus tour, the Panel verified the health and safety arrangements and found them sufficient.

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.

Judgement: Addressed

- Students and staff are granted access to a range of management information systems at BP, including Moodle, Banner, SharePoint, and Argos applications, which support their academic activities. During the site visit, the Panel was presented with a demonstration of these systems and concluded that they are sufficient to support the students and staff academic activities at BP.
- Reports generated from the various management information systems in place are used to support planning and academic interventions. These reports include laboratory-based computer resources and classrooms usage reports, which are provided through the timetabling system, and these are tracked by the IT Services Department. These reports, in addition to the students' course survey results are discussed at various committees to make informed decisions as part of the programme annual review process. For instance, the Wi-Fi underwent maintenance because of students and staff recommendations.

- The IT Services Policy clearly defines the services and procedures to ensure reliable, safe, and secure processes. Processes identified in the Policy include maintenance and support, backup and restore, data protection and network infrastructure management. The steps to managing IT incidents are outlined in the Policy along with associated set of guidelines to ensure optimum usage of the management information systems.
- From interviews with students and staff and from evidence provided, the Panel confirmed that the awarded certificates and transcripts are accurate in describing the achieved learning by students and are issued in a timely manner. Students can view, and print their transcripts through Banner, if an official transcript is required, this can be done through sending an email to Admission and Registration.

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.

Judgement: Addressed

- The Student Services Policy clearly defines the support services offered to students. These services include the LLC, Health and Wellness Centre, and Student Council. Students are informed of these services during the Orientation Day. During interviews with staff, the Panel was informed that the Policy is also available to both students and staff through Moodle and SharePoint. Information about all these services and their locations on the campus map is also available to students in the Student Handbook which is available electronically through Moodle.
- All new students, including transferred students, are required to attend orientation sessions. The event is organized by the Student Affairs Directorate through an Orientation Committee. Students are requested to fill out an orientation survey after attending and share their feedback on their experience. Moreover, the Discover Poly Students Life Event provides students with information regarding all services, events, and opportunities available to BP students and alumni, which is also being evaluated based on students' feedback.
- BP has a Career and Employment Centre, which provides career guidance services to students and workshops. The Centre also supports students and graduates in terms of curriculum vita development, and job interview simulation. In the period between November 2021 and May 2022 more than 20 workshops were organised, and more than 100 students participated in these workshops, which the Panel finds useful to develop students' skills. Moreover, BP organizes the annual recruitment Expo which hosts

companies from a variety of sectors. In the 2022 Expo, over 450 students participated in the event, and over 45 companies were physically available on campus. 15 BWM students' applications were uploaded through the industry portal, and nine job offers were made to the Web Media students. The Panel appreciates the organisation of events which provide students with career guidance services and support to help them prepare for work and plan their career paths.

- From review of the relevant documentation and interviews with faculty, the Panel learned that students are assigned academic advisors/mentors upon admission to BP and are required to meet with them five times in an academic year. The Managing Mentoring Procedure outlines the mentoring process in terms of mentor allocation, mentor change request, and reporting on mentoring. The Academic Board receives at the end of each academic year a general mentoring report from the Director of Student Service providing information and recommendations for improvements. The Panel acknowledges that BP has a rigorous advising system that supports students in achieving graduate attributes and learning outcomes.
- The Panel notes that BP has an Equality, Diversity, and Inclusivity Committee, which seeks to integrate women's needs and ensuring equal opportunities for both genders. According to the SER, there are also appropriate provisions to provide support for students with special needs. During the site visit, the Panel noticed that only one specialist was assigned to help students with special needs. Therefore, the Panel suggests assigning more resources to support special needs staffing.
- As per the SER, at-risk students are effectively identified and supported. Banner records students' attendance and stores their grades for each assessment, allowing both tutors and mentors to identify at-risk students early in the semester by checking the attendance warnings and first assessment scores. At-risk students can also be directed to a learning advisor through students themselves or through tutors and mentors. Learning support services provided to at-risk students include assessment assistance and help in English language skills. There is also a Peer Assisted Student Study Program (PASS), which is a student study programme led by peer students to support at-risk students in achieving better results. In the first semester of the academic year 2022-2023, meetings with 51 at-risk students were conducted, and 22 students managed to raise their GPA to 2.25 and above. The Panel acknowledges the suitable and affective support available for at-risk students and urges BP to continue such practices to ensure that more students' cases are addressed and successfully overcome the risk situation.
- BP measures the effectiveness of their support services by conducting student satisfaction surveys, which are used to monitor the services and generate an action plan. The learning support services survey of the academic year 2022-2023 contains an action plan for all the

improvement suggestions from different survey results and the status/ tracking of the progress and the responsible body, which is monitored by the Quality Directorate.

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.

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.

Judgement: Partially Addressed

- The BWM programme's assessments methods include assignments, practical activities, projects, portfolios of work, and presentations. The Panel examined different samples of assessments submitted as part of course portfolios, and found that they are valid, reliable, and appropriate to the level of each course in terms of complexity and meet the academic standards of the programme.
- The submitted samples of BWM Course Descriptors show that course assessment tools are aligned with CILOs. However, based on the submitted evidence and as confirmed during the interviews, the Panel found that there is no mechanism in place for the direct or indirect measurement of PILOs. The provided Assessments-CILOs-PILOs-Matrix shows only the mapping between assessment, CILOs and PILOs. Therefore, the Panel recommends that BP should develop and implement a mechanism to measure the extent to which the BWM CILOs and PILOs are achieved.
- The Panel finds that BP has a mechanism for monitoring the implementation and improvement of the assessment process. At the end of each semester, faculty members prepare End of Semester Course Review Reports that include a full review of what went well during the course and what are the possible areas for improvement. These reports in addition to the feedback of internal and external moderators feed into the annual programme review improvement plan.

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).

Judgement: Addressed

- BP Academic Integrity and Honesty Policy addresses various forms of academic misconduct. During the site visit interviews, the Panel confirmed that the information related to academic integrity and misconduct is uploaded on Moodle and SharePoint and included in the Student Handbook. Examination regulations are also verbally communicated to students before the start of examinations.
- Students are required to submit their assignments and project reports through Moodle, which allows for a Turnitin check. The samples of students' reports that were examined by the Panel confirmed the use of Turnitin. However, the Panel noticed that the acceptable text similarity is not stated in the Policy nor in any other document. Therefore, the Panel recommends that BP should develop clear guidelines about the acceptable similarity percentage to ensure a consistent implementation and common understanding across all stakeholders.
- During the interviews with students, the Panel was informed that they use Artificial Intelligence (AI) in their assignments. The Panel acknowledges the openness to innovation within BP academic environment, which enhances the creativity of students and enable them to generate unique solutions for their assignments and crafting content with unique visual components. However, due to the lack of a comprehensive framework for addressing the evolving nature of AI-generated content and to combat AI-related academic misconduct, the Panel, suggests developing formal arrangements to cater for the challenges that the use of AI may pose.
- Detected misconduct cases are dealt with a clear disciplinary process. The Panel was provided with a sample case of plagiarism along with the Disciplinary Committee Report demonstrating the investigation and actions taken. The decided penalty was a formal written warning and resubmission of the assessment subcomponent.

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.

Judgement: Addressed

- The BWM programme implements two sequential phases for verification and moderation to ensure the validity and appropriateness of assessments, and fairness of grading according to the relevant rubrics. Internal moderators are selected and approved at the beginning of the semester based on their specialisation by the Faculty Board. During interviews with the faculty, the Panel learned that internal moderation applies to all assessments that are weighted more than 30% of the total assessment. The Panel has

examined samples of internal verification and moderation forms and noted that moderation of grades is based on a selection of three samples of students' work (low, average, and high). While checking three samples per course for internal moderation is adequate for low number of students, the Panel recommends that the SCM should consider increasing the percentage of the moderated students' work for courses with a high number of students.

- As per the Assessment and Moderation Policy, external examiners are selected based on their qualifications and experience. The list of recommended external examiners and their curriculum vitae are presented to the Faculty Board for approval. The Panel was provided with different samples of the external moderation forms, external panel reports, and evidence on assessment cases that have been updated based on the external examiners' feedback which confirms that the BWM programme follows the BP external moderation procedure.
- The SCM follows the Assessment Policy and the Review, Evaluation, and Improvement Policy to ensure the effectiveness of both internal and external moderation processes. To ensure consistent implementation of the processes, the SCM uses the Verification and Moderation Tracking Sheet, then the results are discussed in the Programme Committee and Faculty Board meetings. Moreover, assessment audits are conducted by the Quality Measurement Analysis and Planning (QMAP) Directorate to ensure consistency of the processes from which, the implementation of the resulted recommendations for improvements are monitored by the Faculty Quality Manager (FQM) and Faculty Board.

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.

Judgement: Addressed

- The Institution's Offsite and Workplace Learning Activities Policy specifies the guiding principles and procedures for three types of offsite learning: Field trips, Industry based projects and offsite course components (Internships / Work placement). The Policy clearly identifies the tasks and responsibilities of each stakeholder and the required outcomes of each task.
- BWM students are required to complete a 30-credit 'Cooperative Learning Project' (WM8008) course, in the second semester of year 4 of their study, which exposes them to work experience. The CLP Course Descriptor shows that the course contributes to the achievement of the PILOs. The CLP CILOs are linked to employability skills in terms of

communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning, and technology. The CLP includes project demonstration, thesis, and reflection. The Panel found that steps for managing the CLP are clear and detailed. Moreover, the Panel found from the evidence and confirmed during interviews with faculty, students, and organisation representatives where the students completed their CLP, that their responsibilities were clear to them and well distributed.

- The Panel finds that CLP assessment is suitable and there is tracking on grading consistency and fairness. Furthermore, there is an End of Semester Course Review Report is prepared for CLP by the Course Coordinator, which ensures the effectiveness of the course and supports further improvements. However, although requested, the Panel was not provided with sufficient evidence about employers' feedback post the CLP, and hence, the Panel recommends that the SCM should ensure gathering feedback from industry supervisors and employers post the CLP.

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.

Judgement: Partially Addressed

- BWM students are required to complete a 30-credit 'Web Media Project' (WM7008) course in which they apply the concepts and skills that they learned and gained in other courses. The Panel notes that the CILOs of the 'Web Media Project' are mapped to almost all the BWM PILOs and contribute to the achievement of these PILOs. However, the Panel members notes that the evidence that were made available to them did not include any course guide for the Web Media Project course. Therefore, the Panel recommends that the SCM should develop a Web Media Project guide that would clearly delineate the roles and responsibilities of each stakeholder in this course.
- The Panel was provided with samples of students' projects, which show the students' design and development skills. The Panel notes that students engage in real-life projects of different natures and scopes allowing them to work as freelancers dealing with multiple customers. The Panel also notes that the assessment of the student achievements in the Web Media Project relies on several tasks that the student complete, including product, report, logbook, presentation, and weekly reflection. A set of well-detailed rubrics per assessment is used for grading.

- Supervision is carried out by Web Media faculty members and industry supervisors. The results of the course surveys in the academic year 2022-2023, indicate that 63% of the students found the projects challenging. However, only 26% of them found that the course is well-organised. Additional concerns are also echoed by students who responded to the same survey in the academic year 2021-2022. Therefore, Panel recommends that SCM should investigate and resolve the reasons behind the high percentage of students unsatisfied with the organisation of the Web Media Project course. Moreover, the Panel did not find any evidence related to student feedback on the course in terms of preparing them for their professional life, as well as the quality of supervision, and hence, the Panel suggests gathering feedback on these matters.
- Ensuring the effectiveness of the Project course is done through the End of Semester Course Review, which feeds into the programme annual review. The Panel examined evidence showing that the Web Media Project course is discussed in terms of revising rubrics and investigating the high number of A grades.

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.

Judgement: Addressed

- The Panel examined the submitted CLP and Web Media Project documentation, as well as the samples of Course Portfolios, which include student graded works for courses from different levels and was able to confirm the appropriateness of the level of student's achievements as well as compatibility with similar programmes. Through their study, BWM students are provided with the opportunity to demonstrate their skills and knowledge in a real-world context, which reflects their ability to create and innovate. This was also confirmed during interviews with faculty, students, alumni, and employers.
- The provided statistics show appropriate retention rates for BWM students over the last five years, ranging from 76.68% to 100%, with the most recent data showing 93.32% in the first semester of the academic year 2021-2022 and 76.68% retention in the second semester. The Graduate Destination report shows that 81% of the BWM Cohort-18 graduates gained employment in relevant fields while 73.6% of the BWM Cohort-19 graduates were employed in a relevant field. The decrease in the employment percentage is due to the number of graduates and the response rate. Some of the interviewed employers stated that there is a demand for BWM graduates, however, students prefer to work as freelance designers. The Panel recognises the programme's success in preparing students for employment in their chosen fields.

- Representatives of the industry are invited annually to participate in the end-of-year exhibition and the employer satisfaction survey. The employer satisfaction survey and analysis report indicate high satisfaction with the graduates and clearly stated that they consider them work ready and they are very likely to consider hiring them. The Panel appreciates the high employability rate and the positive feedback from employers.
- The Career and Employment Centre reaches out to graduates six months and one-year post-graduation to inquire about their employment status. The data, collected through direct phone contact are aligned with equivalent programmes based on assessed works, progression rates, and first destinations. The Panel appreciates the use of careful data collection methods, including direct phone contact and benchmarking against international universities, to ensure the accuracy of information related to student progression and graduate destinations.

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.

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.

Judgement: Addressed

- BP has a Policies and Procedures Policy, which constitutes a framework for developing, implementing, and reviewing the institution's policies and procedures. This Policy also clearly defines the institution's Quality Assurance (QA) management system. During the interviews with the QA administrative and programme staff, the Panel confirmed that there are policies and procedures in place covering all areas of the academic provision and support services, as well as portals to communicate the policies and procedures to relevant stakeholders.
- The Academic Standards, Strategy, and Quality Assurance Committee (ASSQAC) manages the development, review, and improvement of academic policies. This committee is appointed by the Chief Executive Officer and reports directly to the Academic Council. Its duties include ensuring compliance with local regulatory requirements, overseeing benchmarking to other higher education institutions, establishing, and maintaining the periodic programme review schedule, self-evaluation, and institutional reviews, facilitating the formation of the review teams, and overseeing the moderation process. Along with the ASSQAC, the EDICT Faculty Board oversees the implementation of academic policies; develops and monitors procedures to ensure that courses, programmes, and related services meet internal and external standards; and carries out any further responsibilities under delegation from the Academic Council.
- The QMAP Directorate, in collaboration with the ASSQAC, oversees the QA of the BWM programme in terms of development of annual programme reviews and monitoring of Quality Improvement Plans (QIPs). QIPs are prepared by considering various aspects of the programme and stakeholder feedback. The BWM Programme Committee prepares initial annual plans and at the end of the year submits their progress reports to the QMAP

Directorate that monitors their progress before updating the Senior Management Team (SMT).

- According to the SER, academics and support staff are made aware of existing policies and procedures by having them posted on SharePoint under a dedicated Quality tab. However, the Panel noticed during the interviews that some academic and support staff do not have a common understanding of some of the QA related processes. Moreover, the Panel was not provided with sufficient evidence related the evaluation and improvement of the QA management system. Thus, the Panel recommends that BP should develop a mechanism for evaluating and improving the QA management system and ensure that academic and support staff have a common understanding of their individual roles in ensuring the effectiveness of the QA provision.

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.

Judgement: Addressed

- The evidence that was made available to the Panel includes a clear organisational chart of the Faculty of EDICT, which is appropriate for the management of the BWM programme. The Dean is the head of Faculty which is made up of three schools, offering five bachelor's and two master's degrees. Each school has a Programme Manager (PM) who reports to the Head of School, while Course Coordinators and Tutors report to the PMs. The Panel acknowledges that the existing reporting lines are clear and ensure effective communication and decision- making.
- From review of the relevant documentation, different job descriptions are available including Dean, FQM, Head of School, PM, Tutor, and Assistant Tutor. The Panel also notes that there are clearly defined ToR for all the committees at BP and those specific for EDICT including the EDICT Faculty Board and Programme Committee. From the provided evidence and interviews with different stakeholders, the Panel finds that there is appropriate leadership and coordination in programme management.

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.

Judgement: Addressed

- The SCM conducts an annual internal assessment for the BWM programme, as part of BP's QA processes to maintain its quality, effectiveness, and fitness for purpose, following the formal arrangements documented in the Review, Evaluation and Improvement Policy, Annual Programme Review Procedures and Guidelines, and Guidelines to Course Review Elements documents. The submitted annual review report covers the review of teaching methodologies, course results, graduate outcomes, satisfaction levels, and feedback from various sources such as CAG. The annual review process involves collaboration among different departments at BP and follows a systematic approach. Moderation teams ensure quality by reviewing draft reports, and final approval is sought from the EDICT Faculty Board and ASSQAC. Approved annual review reports lead to actionable improvements which are implemented in the following semester.
- The SCM conducts a periodic programme review for the BWM programme every five years to facilitate improvements in line with its strategic goals, following the Review, Evaluation and Improvement Policy and Academic Programme Review Guidelines and Procedures of BP. The periodic review of the programme considers the annual reviews' outcomes of the last four years, as well as benchmarking results and gathered feedback from different stakeholders to ensure maintaining the programme's validity and relevance to the labour market needs. The periodic programme review process is clearly defined in the relevant documentation. The periodic programme review reports are submitted to the EDICT Faculty Board and ASSQAC for approval, and then to the Academic Board. The Panel acknowledges the comprehensive and systematic approach to periodic programme reviews.
- The monitoring of annual and periodic review resulted QIPs is done by the EDICT Faculty Board and the ASSQAC. The submitted evidence shows some examples of implemented actions at the course level. However, the Panel noticed a lack of a systematic and consistently documented way of following up on the QIPs. For instance, one of the submitted QIPs listed some improvement actions that refer back to the year 2020-2021, with some older actions that are either in progress or not started, while another submitted QIP included actions referring to 2021-2022 which are not yet started. Moreover, the submitted QIPs Tracker did not include many of the actions in the other QIP sheets. Therefore, the Panel recommends that BP should evaluate and strengthen the process of following up on the implementation of improvement actions within the SCM and ensure consistent documentation.

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.

Judgement: *Partially Addressed*

- The SCM employs the Benchmarking Framework of BP, which highlights the importance of choosing what to benchmark, specifying the criteria for benchmarking, and determining the management and utilization of outcomes. The BWM Benchmarking Report of 2022 focuses on benchmarks related to assessment, career opportunities, entry requirements, curriculum-programme structure, and accreditation. The benchmarking conducted by the SCM in 2022 provided insights into programme specialisation, teaching approaches, and the necessity of formal examinations for practical courses. Although that benchmarking exercise was comprehensive, it was only done against one Associate Diploma. Therefore, the Panel recommends that the SCM should expand the scope of benchmarking to include similar degree programmes in Bahrain, regionally or internationally.
- BP utilises the Institutional Quality Survey Framework to systematically gather insights from stakeholders. The BWM teaching survey measures satisfaction with the teaching process, while the course survey, which is conducted every semester, measures students' satisfaction with courses and services. Other surveys include the Alumni Survey, Learning Support Services Survey, Pass Leader Survey, Staff Satisfaction and Wellness Survey, Employer's Survey and E-Learner Surveys. Moreover, twice a year, BP tracks student graduate destinations through phone surveys. Results are analysed by the ASSQAC, and improvement actions from these surveys, are listed in the QIP for monitoring. The SMT evaluates these actions, assigning them to respective directorates as per BP procedures.
- The Panel was presented with evidence of utilising the recent surveys results in improving the BWM programme and the derived action plan. The Panel was also presented with evidence showcasing BP informing stakeholders about the implementation of their recommendations to improve the programme. During the interviews with external stakeholders, the Panel was informed that they are aware and satisfied with the implemented actions.

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.

Judgement: *Partially Addressed*

- To ensure continuous scoping of the labour market needs and the currency of the programme, the BWM has an active CAG, with experts from industry and alumni. The CAG's ToR are clearly documented, and the Panel learned during the interviews that the

members are fully aware of their roles and responsibilities. However, from interviews, the Panel found that CAG members' selection and invitation to meetings are done on an *ad hoc* basis. Therefore, the Panel recommends that the SCM should revise and formalise the process of CAG selection and operation.

- During interviews with the CAG's members and faculty, the Panel was informed that the CAG's feedback is documented and used to improve the BWM programme, in response to labour market demands. Relevant CAG's recommendations were implemented on the programme courses during the annual review. Examples of these are introducing the (UX Design) and switching the programming language for the 'Web Programming II' (WM8002) course from (Ruby on Rails) to (Python).
- The Panel noticed that continuous collaboration with industry partners, high employment rates, positive employer feedback, are ongoing efforts to meet evolving market demands that ensure graduates are equipped for the evolving Web Media industry. However, the Panel noticed that in terms of market studies, BP submitted an outdated study that was conducted in 2009. Therefore, the Panel recommends that the SCM should conduct formal studies with targeted data that enable the scoping of the labour market and the national and societal needs, to ensure that the programme is relevant and up-to-date.

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 Web Media programme offered by the School of Creative Media of Bahrain Polytechnic.

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

1. The staff appraisal process is clear and transparent, fully implemented and provides a good basis for evaluating performance and identifying opportunities for personal and professional development.
2. The organisation of events which provide students with career guidance services and support to help them prepare for work and plan their career paths.
3. The high employability rate and the positive feedback from employers.
4. The use of careful data collection methods, including direct phone contact and benchmarking against international universities, to ensure the accuracy of information related to student progression and graduate destinations.

In terms of improvement, the Panel recommends that the Bahrain Polytechnic and/ or the School of Creative Media should:

1. Revise the aims of the programme considering internal and external stakeholders' feedback.
2. Ensure that all the Course Intended Learning Outcomes are appropriately mapped to the Programme Intended Learning Outcomes, including those of optional courses.
3. Ensure that all the Course Descriptors include the prescribed textbooks and 'further reading' resources.
4. Include a section in the Programme Approval Document related to the teaching and learning methods to ensure the consistency of the programme's teaching and learning practices.
5. Expedite the development of the e-learning procedures and to be fully incorporated into the Teaching and Learning Policy.

6. Ensure the consistency of admission requirements in all related documents.
7. Benchmark the Foundation English course assessment against CEFR/Oxford tests to ensure equality of pass standards between English placement test and foundation English.
8. Develop mechanisms to monitor staff turnover and ensure the retention of highly qualified academic staff.
9. Ensure the availability of adequate facilities and services to cater for the needs of disabled students.
10. Ensure that the printed books are regularly revised and updated.
11. Develop and implement a mechanism to measure the extent to which the Course and Programme Intended Learning Outcomes are achieved.
12. Develop clear guidelines about the acceptable similarity percentage to ensure a consistent implementation and common understanding across all stakeholders.
13. Consider increasing the percentage of the moderated students' work for courses with a high number of students.
14. Ensure gathering feedback from industry supervisors and employers post the Cooperative Learning Project.
15. Develop a Web Media Project guide that would clearly delineate the roles and responsibilities of each stakeholder in this course.
16. Investigate and resolve the reasons behind the high percentage of students unsatisfied with the organisation of the Web Media Project course.
17. Develop a mechanism for evaluating and improving the quality assurance management system and ensure that academic and support staff have a common understanding of their individual roles in ensuring the effectiveness of the quality assurance provision.
18. Evaluate and strengthen the process of following up on the implementation of improvement actions within the SCM and ensure consistent documentation.
19. Expand the scope of benchmarking to include similar degree programmes in Bahrain, regionally or internationally.
20. Revise and formalise the process of Curriculum Advisory Group selection and operation.
21. Conduct formal studies with targeted data that enable the scoping of the labour market and the national and societal needs, to ensure that the programme is relevant and up-to-date.