هيئة جودة التعليم والتدريب

Education & Training Quality Authority

KINGDOM OF BAHRAIN مـمـلـكـة الـبـحـريـن

Directorate of
Higher Education Reviews
Programme Review Report

Bahrain Polytechnic
School of Creative Media
Bachelor of Visual Design
Kingdom of Bahrain

Site Visit Date: 11 – 13 December 2023
HA108-C3-R108

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Acronyms

APR	Academic Programme Review
AI	Artificial Intelligence
ASSQAC	Academic Standards, Strategy, and Quality Assurance Committee
BP	Bahrain Polytechnic
BQA	Education & Training Quality Authority
BVIS	Bachelor of Visual Design
CAG	Curriculum Advisory Group
CEFR	Common European Framework of Reference for Languages
CGPA	Cumulative Grade Average Point
CILO	Course Intended Learning Outcome
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
PASS	Peer Assisted Student Study
PBL	Problem Based Learning
PILO	Programme Intended Learning Outcome
PM	Programme Manager
QA	Quality Assurance
QIP	Quality Improvement Plan
QMAP	Quality Measurements and Analysis and Planning
SCM	School of Creative Media
SER	Self-Evaluation Report
SMT	Senior Management Team
ToR	Terms of Reference

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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.

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	

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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 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.

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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 Visual Design
Qualification Approval Number	Resolution Res2010.225 approved by Bahrain Polytechnic Academic Board
NQF Level	8
Validity Period on NQF	5 years from the date of re-validation
Number of Units*	30
NQF Credit	480
Programme Aims*	1. Deliver a successful and effective Visual Design studies programme to degree level, which is distinctively practical and highly interactive, yet aware of relevant visual communication industry issues of today. 2. Encourage students to be aware of issues that fuel and inspire the fields of visual design in the future. 3. Encourage students to achieve excellence within their discipline areas to inspire the growth of their cultural and aesthetic sensitivities, leading them to an understanding of those human factors so essential in the production of communication and information. 4. Develop student's awareness of global issues and the role they will play as members of the international community. 5. Develop students' abilities to expand their knowledge, adapt and apply skills such as research and critical thinking to any situation. 6. Produce graduates who have broad-based design industry knowledge. 7. Produce graduates with an understanding of, and capabilities within, their specialised field of design.

Programme Intended Learning Outcomes*	1. Solve creative problems, take risks, challenge preconceptions, experiment and test ideas within the field of design, including research and synthesis of technical, aesthetic, and conceptual knowledge.
	2. Recognize the influence of major cultural and aesthetic trends, both historical and contemporary, in Visual Design.
	3. Communicate clarity of purpose, appropriate selection of media with sensitivity to the needs of the audience in the production and presentation of ideas.
	4. Utilize a design approach to apply new ways of addressing contemporary issues that involve working with others, industry, and community.
	5. Manipulate image and typography accurately and cohesively in order to turn the client's ideas into final output.
	6. Practice as a Professional using 21st Century Skills.

* Mandatory fields

III. Judgement Summary

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The Programme's Judgement: Confidence

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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	Partially Addressed
Indicator 3.3	Internal and External Moderation of Assessment	Addressed
Indicator 3.4	Work-based Learning	Addressed

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Indicator 3.5	Capstone Project or Thesis/Dissertation Component	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

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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 Visual Design (BVIS) 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 BVIS's relevancy for the market is ensured through gathering feedback from different sources such as industry surveys, and meetings with the Curriculum Advisory Group (CAG), which positively affected the BVIS programme. Furthermore, the BVIS has received accreditation from the Chartered Society for Designers providing further assurance that the programme is relevant, fit for purpose and meets international occupational standards.

- The CSM 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 programme meets the requirements of the National Qualifications Framework (NQF). Evidence was provided that the BVIS 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.

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- 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 BVIS certificates and transcripts that were made available to the Panel.

- The BVIS PAD includes seven programme aims, which are clear and appropriate for the level and type of the programme. The Panel notes that the programme aims are regularly reviewed in consultation with internal and external stakeholders. The Panel also notes that the programme aims are aligned to the Institution's mission and contribute to the achievement of its strategic goals.

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 BVIS Programme Intended Learning Outcomes (PILOs) which are mapped to the programme aims. The Panel notes that the PILOs are generally appropriate for the level of the programme. However, the Panel is of the view that PILO1 and PILO6 are very generic and could be re-articulated to clearly demonstrate an appropriate graduate level, and better alignment with the relevant courses' outcomes and hence, the Panel suggests re-articulating PILO1 and PILO6. Moreover, the Panel is of the view that the BVIS 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 BVIS courses were mapped to the Creativity, Professionalism, Skills, and Knowledge Standards of the Chartered Society of Designers. The Panel also 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, and the Panel finds the mapping appropriate. However, the Panel notes that the CILOs of optional courses and the 'Power of Advertising' (VC7910) course are not mapped to the PILOs. 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.

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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.

Judgement: *Addressed*

- The design of all the programmes offered by BP is guided by its Teaching and Learning Policy. The BVIS programme includes 480 credits and is expected to be completed in four academic years. The Qualification Structure is available to staff *via* Masar (Akari) and to students *via* Moodle. It includes a list of the BVIS courses showing the title and code of each course as well as the semester/ year of its delivery. 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. 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 BVIS curriculum has benefited from the programme's external reviews and accreditation, internal annual and periodic reviews, and stakeholders' feedback. The Panel also notes that there is an appropriate breadth and depth of the programme content, as well as 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. In addition, the mandatory 'Internship' (VC8303) course ensures that students gain suitable practical experience.

- 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'. There is evidence of using current professional practice in course materials. However, the Panel found that required or recommended reading textbooks and research are not listed in many Course Descriptors, and some courses, such as 'Design Research Project' (VC8408) have no required readings. Therefore, the Panel recommends that the SCM should ensure that all the BVIS Course Descriptors include the prescribed textbooks and 'further reading' resources.

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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 BVIS programme complies 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 BVIS programme 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 BVIS 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 BVIS courses, such as the 'Design Research Project' (VC8408) course, support the development of the students' practical and research skills, as well as life-long learning. 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 learned 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*

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- 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 Student 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 BVIS programme.

- From evidence and during the interviews with the students, the Panel learned that feedback on students' performance is provided to support their learning. 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.

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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.

Judgement: *Partially Addressed*

- Admission to BP 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 BVIS 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, submit a portfolio of work, and attend an interview to be admitted to the BVIS programme. The Panel viewed the guidelines for the contents and presentation of the portfolio, in both Arabic and English, as well as samples of the interview questions. Following Covid-19, the design portfolio moved to an online submission. This approach continues to be used. Overall, the Panel finds that the entry requirements for BVIS align with local and international entry requirements. However, the Panel recommends that BP should ensure the consistency of admission requirements in all related documents.

- If the applicants did not pass the Mathematics and English entry tests, they 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

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entry to the BVIS 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 BVIS. 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. On the other hand, the Panel was pleased to note that a foundation course 'Introduction to Visual Communication' (GS5301) is offered to students who fail the specific BVIS entry criteria of portfolio and interview.

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. The Panel notes that BVIS teaching team currently has one member of staff registered for a PhD. The Panel also notes that staff workload is appropriate to 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. The Policy refers to training needs analysis identified through staff mentoring, teaching observation and appraisal processes. Academic staff may apply, with the support of their line manager, for training development including workshops, conferences, and seminars.

Applications are approved by the Training and Development Committee based on relevance and alignment with the annual training plan. Evidence provided demonstrated that the Committee operates in line with the Policy and Terms of Reference (ToR).

- 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 also notes 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 12 academic staff forming the BVIS teaching team with an appropriate range of qualifications and experience to deliver the programme, including one part-time member. According to the SER, currently, there is no formal retention policy for academic staff. The Panel learned during interviews that the SCM 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 which is a practical studio equipped for video courses as well as five dedicated computer laboratories. Four of these are iMac laboratories and the fifth laboratory is designed for project-based learning activities. 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. Therefore, the Panel recommends that BP should ensure the availability of adequate facilities and services to cater for the needs of disabled students.

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- 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 also 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, and 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, which are organised by the Student Affairs Directorate through an Orientation Committee. Students are requested to fill out an orientation survey after attending and share their feedback about their experience and the provided services. 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 provide 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

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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, more than 450 students participated in the event and more than 45 companies were physically available on campus. Twenty-one BVIS students' applications were uploaded through the industry portal, and 21 job offers were made to the BVIS 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 be referred 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 CGPA 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.

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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.

Judgement: *Partially Addressed*

- The BVIS programme's assessment methods include practical activities, projects, portfolios of work, and presentations. The Panel examined different samples of assessments submitted as part of the Course Files 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 BVIS 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. Therefore, the Panel recommends that BP should develop and implement a mechanism to measure the extent to which 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: *Partially Addressed*

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- 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 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. 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 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.

- During the interviews, the Panel was provided with different answers about how the misconduct cases are handled by BP. Also, the sample of identified plagiarism cases that was made available to the Panel does not follow the prescribed process in the Academic Integrity and Honesty Policy. Therefore, the Panel recommends that the SCM should ensure that the Academic Integrity and Honesty Policy is consistently implemented and that all stakeholders are well-aware of the related processes and 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.

Judgement: *Addressed*

- The BVIS 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

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assessments that are weighted more than 30% of the total course assessments. The Panel has examined samples of internal verification and moderation forms and notes 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 moderating a larger sample of 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 an External Monitor's Report, samples of External Moderation Reports, and evidence on assessment cases that have been updated based on the external examiners feedback, which confirms that the BVIS 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, and 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 policy 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.

- BVIS students are required to complete a 30-credit 'Internship' (VC8303) course in year 4 of their study, which expose them to work-based learning. The course has two offsite assessed components: a community project and development of a design studio solution. The Panel learned that students must complete both community and design studio

placements. The Panel also found that both community and studio-based work experience are fully implemented with clear guidelines to students on the work to be completed. However, during interviews with employers, the Panel learned that there was limited guidance provided to employers to assist them in fulfilling their role in supporting the trainees and assessing their performance. The Panel suggests that more detailed guidance on support and assessment of trainees is provided to employers.

- The Internship course contributes to specific PILOs, mainly: PILO4 "Utilize a design approach to apply new ways of addressing contemporary issues that involve working with others, industry and community," and PILO6 "Practice as a Professional using 21st Century Skills.". The Internship course is assessed by employers, contributing 20% of the course grade and moderated by the academic supervisor. The remaining 80% of the course grade is based on assessment by the academic supervisor of presentations and portfolios. The Panel was provided with the Student Evaluation by Studio template, which identifies the criteria used for assessment, as well as completed assessment proformas and evidence of moderation. Upon completion of the Internship course, employers provide feedback to BP, which might result in further improvements.

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: *Addressed*

- There are three courses in BVIS that effectively form the basis for a capstone project, undertaken in year 4. The 'Design Research' (VC8408) course includes developing an understanding of research methodologies, ethics, data collection and research paper writing. The course is a prerequisite for the 'Portfolio Preparation & Design' (VC8301) course, which includes developing and presenting a branded portfolio. The Design Research' (VC8408) course is also a prerequisite for the Degree Project Implementation' (VC8409) course, which includes developing skills and understanding of the design process and design testing. These courses contribute effectively to the achievement of the BVIS PILOs.

- The Panel found evidence demonstrating the procedures in place to manage the three courses and the information provided to students, assessors, and internal/ external moderators. According to the SER, students must pass the three courses, however the Panel notes that all the relevant Course Descriptors indicate 'Must Pass: False' for each course assessment. The Panel recommends that SCM should update the Course

Descriptors for the three courses VC8408, VC8301 and VC8409 indicating 'Must Pass: True'.

- Assessment of the capstone project is done by both academic and industry supervisors. The Panel learned during the site visit interviews that industry supervisors take an active role in the supervision and assessment of students, however, there was no evidence on provided guidance for industry supervisors. Therefore, the Panel suggests providing sufficient information and guidance to industry supervisors.

- The Panel learned that students have the opportunity to provide feedback directly about the capstone project courses and about the programme through the student survey, which feeds into the annual programme review. However, the Panel learned that most students do not respond to the survey. Therefore, the Panel recommends that SCM should ensure that sufficient feedback is provided by the students on the capstone project components and suggests that additional formal feedback mechanisms are considered to benefit from industry involvement in the project process.

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 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, BVIS 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. BVIS assessments focus on developing students' professional levels of insight, interpretation, originality and creativity, and oral and visual communication skills. This was also confirmed during interviews with faculty, students, alumni, and employers.

- The provided statistics show appropriate retention rates for BVIS students over the last five years, ranging from 76.22% to 92.94%, with the most recent data showing 92.94% in the first semester of the academic year 2021-2022 and 76.22% in the second semester. The Graduate Destination Report shows that 80% of the BVIS Cohort-17 graduates gained employment in relevant fields after a year of graduation while 50%+ of the BVIS Cohort-18 graduates were employed in a relevant field after 6 months of graduation. 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 BVIS graduates,

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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.

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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.

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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 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. Some of 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 Policies and Procedure Policy provides the mechanisms for programme-level QA management such as assessing the CILOs and initiating periodic programme reviews. The QMAP Directorate, in collaboration with the ASSQAC, oversees the QA of the BVIS programme in terms of development of annual programme reviews and monitoring of QIPs. The QIPs are prepared by considering various aspects of the programme and stakeholder feedback. The BVIS 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 BVIS 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 BVIS programme, as part of BP's QA process to maintain its quality, effectiveness, and fitness for purpose, following the formal arrangements documented in the Review, Evaluation and Improvement Policy, Annual Programme Review Procedure, Annual Programme Review Guidelines, and

Guidelines to Couse Review Elements documents. The submitted annual review reports cover the review of teaching methodologies, course results, graduate outcome. 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 BVIS 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. Periodic programme reviews consider 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 review reports are submitted to the EDICT Faculty Board and ASSQAC for approval, and then to the Academic Board. Approved actions arising from the reviews are incorporated into the QIPs. 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, one of which was changing contact hours back to 90 contact hours in 'Power of Advertising' (VC7910) course, responding to the stakeholders' feedback. However, the Panel noticed from the provided documentation a lack of a systematic and consistently documented way of following up on the QIPs. For instance, one of the submitted QIP sheets listed some improvement actions that refer back to the academic year 2019-2020 that are not yet started. Moreover, the submitted QIPs Tracker did not include some 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 Policy and 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 BVIS Benchmarking Report of 2018 was done with regional and international universities and covered employment rates, relevant professional certificates, accreditation status, and online accessibility, among other aspects. However, the Panel notes that the benchmarking exercise did not cover PILOs, CILOs, course contents, and teaching and learning methods. Moreover, the Panel notes that in most cases, comparable data with benchmarked institutions was not stated. Hence, the Panel recommends that BP should revise the benchmarking process and criteria to be more comprehensive covering the programme content, learning outcomes, aims, teaching and learning methods, among other aspects and to be undertaken on a regular basis to allow comparability of academic standards locally, regionally, and internationally.

- BP utilises the Institutional Quality Survey Framework to systematically gather insights from stakeholders. The BVIS 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 BVIS programme. For example, the availability of books within the library specifically related to typography was reviewed to ensure timely access to students for the 'Visual Design II' (VC6101), based on students' feedback. The Panel was 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 BVIS 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 CAG's feedback is documented and used to improve the BVIS, 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 a new software in the optional course 'User Experience Design' (VC8916) and focusing on bilingual design in some courses. Moreover, print production courses and branding were suggested, during the interviews, as topics for professional certification geared towards industry professionals.

- 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 Visual Design industry. Moreover, annual and periodic reviews, surveys, and CAG meetings collectively ensure ongoing relevance and currency of the programme and courses. However, the Panel noticed that in terms of market studies, BP submitted an outdated study that was conducted in 2009 by an external party. 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.

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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 Visual Design 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 Bahrain Polytechnic and or the School of Creative Media and should:

1. Ensure that all the Course Intended Learning Outcomes are appropriately mapped to the Programme Intended Learning Outcomes, including those of optional courses.

2. Ensure that all the BVIS Course Descriptors include the prescribed textbooks and 'further reading' resources.

3. 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.

4. Expedite the development of the e-learning procedures and to be fully incorporated into Bahrain Polytechnic's Teaching and Learning Policy.

5. Ensure the consistency of admission requirements in all related documents.

6. Benchmark the Foundation English course assessment against CEFR / Oxford tests to ensure equality of pass standards between English placement test and foundation English.

7. Develop mechanisms to monitor staff turnover and ensure the retention of highly qualified academic staff.

8. Ensure the availability of adequate facilities and services to cater for the needs of disabled students.

9. Ensure that the printed books are regularly revised and updated.

10. Develop and implement a mechanism to measure the extent to which Course and Programme Intended Learning Outcomes are achieved.

11. Develop clear guidelines about the acceptable similarity percentage to ensure a consistent implementation and common understanding across all stakeholders.

12. Ensure that the Academic Integrity and Honesty Policy is consistently implemented and that all stakeholders are well-aware of the related processes and penalties.

13. Consider moderating a larger sample of students' work for courses with a high number of students.

14. Update the Course Descriptors for the three courses VC8408, VC8301 and VC8409 indicating 'Must Pass: True'.

15. Ensure that sufficient feedback is provided by the students on the capstone project components.

16. 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.

17. Evaluate and strengthen the process of following up on the implementation of improvement actions within the School of Creative Media and ensure consistent documentation.

18. Revise the benchmarking process and criteria to be more comprehensive covering the programme content, learning outcomes, aims, teaching and learning methods, among other aspects and to be undertaken on a regular basis to allow comparability of academic standards locally, regionally, and internationally.

19. Revise and formalise the process of Curriculum Advisory Group selection and operation.

20. 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.

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