



# PRESIDENT'S NEWS DIGEST

28 FEBRUARY 2016 – Issue 17



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## MESSAGE FROM THE PRESIDENT

Last week, the Secretary General of the Association of Arab Universities, Professor Sultan Abou Arabi, visited ASU and fruitful discussions took the place with the Chairman of the Board of Trustees, Prof Waheeb Al-Khaja and the President.



In addition, a visit was organised to the HEC and Profs Sultan, Waheeb and Ghassan were received by Prof Riyad Hamzah, Prof Mustafa Aloudwan, Dr Imad Thabet and Mr Abdallah Alharahshah.

We also organised last week a mapping workshop for 26 of our staff in preparation for our NQF mapping activity led by Dr Assem. Dr Ian Morris, an international expert in this area, ran this workshop.

On 24 February, Prof Waheeb and Prof Ghassan attended the ceremony for laying the foundation stone for Ahlia University new campus under the patronage of HRH Prince Kalifah Bin Salman Alkhalifa, the Prime Minister of Bahrain.

On the same day, Dr Assem attended a dinner hosted by HE the UAE Ambassador to Bahrain where HE the Minister for education, Dr Majed Bin Ali Alnuaimi was present amongst many other invited University presidents.

On the evening of the 24th, the president gave a keynote address on innovation and entrepreneurship at a forum organised by the Bahrain SMEs. Prof Saad and Ustaza Ruqaya attend this event as well.

Finally, we hosted the College of Law Cultural Week and many invited external speakers delivered lectures to our staff and students.

What's New?





## NQF CAPACITY BUILDING WORKSHOP (25-27 FEBRUARY 2016)

On Thursday, last week and over the weekend, 26 members of ASU academic staff led by Dr Assem Al-Hajj, VP Academic Affairs and Development, and supported by Mrs. Mariam Ali, actively participated in the three-day capacity building workshop “Mapping Qualifications to the National Qualifications Framework”. The workshop is part of ASU’s preparation for placing its programmes on the national framework following the successful site visit by DHR Institutional Listing Panel on the 26<sup>th</sup> of last month. The dedicated staff were committed to ensure that they gained the necessary practical working experience needed on the National Qualification Framework and understanding the requirements for submission of qualifications for placement on the framework.



The workshop was facilitated by Dr Ian Morris, a Senior Consultant with Ta’seel in Bahrain. The workshop was well received by ASU staff and believed to have achieved its learning outcomes.

## A DINNER IN HONOUR OF THE BAHRAIN MINISTER OF EDUCATION BY UAE AMBASSADOR

On Wednesday, 24 February, Dr Assem Al-Hajj, VP for Academic Affairs and Development and on behalf of ASU President, attended a dinner invitation at the UAE Ambassador residence in Bahrain. The event was a gesture by his Excellency the UAE Ambassador



in Bahrain, Mr Abdu Ridha Abdallah Al-Khourri to honour his Excellency the Minister of Education in Bahrain, Dr Majed Al-Nuaimi. The event was attended by Professor Riyad Hamza, the General Secretary of the Higher Education Council and many dignitaries from all education sectors in Bahrain.

## FACULTY ENGLISH LESSONS

ASU is currently offering English lessons for faculty wishing to improve their language proficiency. Interested lecturers and professors took an online vocabulary test and completed a registration form to decide their class placement. There are now two classes of different English levels running on Thursdays for an hour each week, and ten faculty (who teach in Arabic) are participating. So far they have read short biographies of Christiane Amanpour from CNN and Neil Armstrong, astronaut and professor. They have also read and discussed articles about an illiterate teacher and unusual ways of improving student behavior, with some very novel suggestions! Pictured are the two classes with teacher, Yvonne Johnson.



Pictured are the two classes with teacher, Yvonne Johnson.



## APPRECIATION FROM AL SANABEL ORPHAN CARES SOCIETY TO ASU

A representative from Al Sanabel Orphan Cares Society presented a crystal plaque to Prof Ghassan Aouad, ASU President and the Community Engagement Office in appreciation for the university's continuous full support to Al Sanabel Orphan Care Society's activities.



## REMINDER OF THE WEEK:

### THE INSTITUTIONAL ACCREDITATION STANDARDS (HEC)



#### **AREA 6: Student Recruitment, Support, Guidance and Progression (8 Standards)**

**Publicity material, both printed and electronic, including the website, must provide a comprehensive, up-to-date and accurate description of the institution and its curriculum (10 KIs)**

1. Text and images in printed material and on the institution's website must provide an accurate description of the institution's location, premises, facilities and the range and nature of resources and services offered.
2. Information on the programs available must be comprehensive, accurate and up to-date.
3. The institution's website must provide content which is current and which provides support for existing and prospective students.
4. Information on staff qualifications and work experience must be made available to students.
5. There must be effective procedures to update information on a regular basis.
6. Students must be informed of the status of the qualifications offered, including the awarding body and level of award.
7. Students must be given some indication of the type of careers graduates may follow and any professional body exemptions that may be available.
8. Students must be informed of the full cost of all programs, including costs of examinations and any required materials.
9. Students must be informed as to the necessary English requirements for entry on to programs.
10. The institution must have a clear policy on the accreditation of prior learning and credit exemptions which is brought to the attention of prospective students.



### **The institution must take reasonable care to recruit and enroll suitable students for its courses (12 KIIs)**

1. Entry requirements for each program must be set at an appropriate level and clearly stated in the program descriptions seen by prospective students.
2. A formal application process must ensure that students meet the entry requirements and any claimed qualifications must be verified.
3. Prospective students must be properly briefed on the nature and requirements of the program(s) in which they are interested and provided with advice on choosing their program.
4. All application enquiries must be responded to promptly and appropriately.
5. Any recruitment agents must be properly selected, briefed, monitored and evaluated.
6. Students must receive a proper initial assessment, which includes language ability if appropriate, to confirm their capability to complete the programs on which they are enrolling.
7. Students with special needs must be identified in order that appropriate support mechanisms can be provided.
8. Entry on the basis of accreditation of prior learning and credit exemptions must be subject to a rigorous process and clearly documented.
9. The admissions policy must be reviewed regularly with relevant external stakeholders including employers.
10. The admissions policy must ensure that equal opportunities, anti-discriminatory and inclusion issues are demonstrably addressed.
11. Data on student performance must be used to inform the improvement of the student selection process.
12. All aspects of the application and recruitment process must be fair and transparent.

### **Students must receive pastoral support appropriate to their age, background and circumstances (6 KIIs)**

1. There must be a dedicated student support service which is provided by an adequate number of suitably qualified and trained staff, and which is accessible to all students and available to provide advice and counseling.
2. The support services must be evaluated regularly to ensure effectiveness and safety.
3. Students must receive an appropriate induction and information on the pastoral support available to them.
4. Students must be issued with a contact number for out-of-hours and emergency support.
5. The institution must have policies to avoid discrimination and a published procedure for dealing with any abusive behavior.





6. There must be effective systems to communicate with students out of class hours.

### **Students must receive appropriate guidance (5 KIs)**

1. Students must be given an induction to the institution, their program of study and guidance on the use of facilities such as the library and IT.
2. Additional support or advice on alternative programs must be provided to students who are judged not to be making sufficient progress to succeed.
3. Students must have access to a fair complaints procedure of which they are informed in writing at the start of the course and offered guidance in submitting a complaint.
4. Students must have access to careers advice and guidance, including progression to further study, from a designated and suitably qualified and experienced member of staff.
5. Students must have access to careers information including prospectuses for further study.

### **Student progress must be measured and recorded regularly on the basis of adequate and explicit data and effective remedial action taken where necessary (5 KIs)**

1. Assessment outcomes must be monitored to enable the identification of students who are not making satisfactory progress and there must be prompt intervention where appropriate.
2. There must be a clear and published policy on required student attendance and punctuality, and effective procedures and systems to enforce it.
3. Accurate and secure records of attendance and punctuality at each session must be kept for all students, collated centrally and reviewed at least weekly.
4. Student absences must be followed up promptly and appropriate action taken.
5. Students must be allocated an academic counsellor with whom meetings are held at least once per semester to review and discuss progress.

### **International students must be provided with specific advice and assistance (4 KIs)**

1. International students must receive appropriate advice before their arrival on travelling to and living in the Kingdom.
2. International students must receive an appropriate induction upon arrival covering issues specific to the local area.
3. Information and advice specific to international students must continue to be available throughout the course of study.
4. Provision of support must take into account cultural and religious considerations. Where possible, students should have access to speakers of their first language.



**Where residential accommodation is offered, it must be fit-for-purpose, well maintained and appropriately supervised (4 KIs)**

1. Any residential accommodation must be clean, safe and of a standard which is adequate to the needs of students.
2. Any residential accommodation must be open to inspection by the appropriate authorities.
3. A level of supervision must be provided appropriate to the needs of students.
4. Students must be provided with advice on suitable private accommodation.

**The institution must provide an appropriate social program for students and information on activities in the Kingdom (5 KIs)**

1. Students must be provided with appropriate information on opportunities for participation at events and other leisure activities which may be of interest.
2. The social program must be responsive to the needs and wishes of students.
3. Any activities within the social program must have been chosen with consideration for their affordability by the majority of students.
4. Any activities organized by the institution must be supervised by a responsible representative with suitable qualifications and experience.
5. Students must be encouraged to develop and participate in extra-mural activities.

**QUOTE OF THE WEEK**

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*“He who has never learned to obey cannot be a good commander”*

*Aristotle*

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*Enjoy Reading*

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