



هيئة جودة التعليم والتدريب  
Education & Training Quality Authority  
Kingdom of Bahrain - مملكة البحرين

# **Directorate of Higher Education Reviews Programme Review Report**

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

**Site Visit Date: 9 – 11 May 2022**

HA055-C3-R055

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## Acronyms

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

## I. Introduction

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

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

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

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

*Standard 1: The Learning Programme*

*Standard 2: Efficiency of the Programme*

*Standard 3: Academic Standards of Students and Graduates*

*Standard 4: Effectiveness of Quality Management and Assurance*

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

**Table 1: Criteria for Judgements**

<b>Criteria</b>	<b>Judgement</b>
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 <b>Standard 1</b> is not satisfied	

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

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

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

## II. The Programme's Profile

Institution Name*	University of Bahrain
College/ Department*	College of Business Administration Department of Management and Marketing
Programme/ Qualification Title*	Bachelor of Science in Marketing
Qualification Approval Number	University Council Decision 1424/2013
NQF Level	Level 8
Validity Period on NQF	5 years from the validation date
Number of Units*	43
NQF Credit	512
Programme Aims* (Educational Objectives)	<p>A. Identify core and specific functional concepts of marketing.</p> <p>B. Recognize the global nature of marketing and develop appropriate measures to operate effectively in international settings.</p> <p>C. Analyse marketing problems and provide solutions based on a critical examination of marketing information.</p> <p>D. Construct technology-based written reports plans and professional interactive oral communication.</p> <p>E. Operate professionally with the ability to collaborate and lead a group.</p> <p>F. Demonstrate the ability to learn independently, innovatively and ethically</p>
Programme Intended Learning Outcomes*	<p>a1. Students will identify and apply marketing knowledge and concepts to business situations.</p> <p>a2. Students will understand the interconnections between marketing and core functional areas of business.</p> <p>b1. Students will obtain knowledge about international business environments and cross-cultural differences.</p> <p>b2. Students will identify and analyse major international business environment factors in marketing.</p>

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

### III. Judgment Summary

## The Programme's Judgment: Confidence

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

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

## 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.*

#### Judgment: Addressed

- The Bachelor of Science in Marketing (B.Sc. in MKT) programme has been delivered by the College of Business Administration (CoB) at the University of Bahrain (UoB) since 1987, according to the Self-evaluation Report (SER). The programme was placed on the NQF at level 8 in 2018. The programme is based on a clear academic planning framework. Evidence of Regulations for Offering/Developing Academic Programmes and Courses at the UoB and programme study plan was provided to the Panel to demonstrate that the planning process ensures the programme's relevance and fitness for purpose.
- The B.Sc. in MKT programme has a risk register, that categorises the types and level of each risk and means to mitigate those risks. According to the SER, the Curriculum Committee is responsible, at the departmental level, for addressing possible risks. Minutes for a departmental meeting provided to the Panel demonstrated discussion of teaching problems, as a potential risk, with evidence of actions to overcome the interruptions in internet connection while using Blackboard and suggesting various forms of online assessments. Interviews with the programme representatives during the virtual site visit affirmed that proper actions are taken to mitigate potential risks.
- The programme title 'Bachelor of Science in Marketing', is a standard degree title. The Panel was provided with a sample of course outlines, and the programme study plan, which reflect accurately the title of the degree. The Panel notes that the Programme Educational Objectives (PEOs) are well-mapped to the mission of the CoB, the strategic goals of the UoB, and the Programme Intended Learning Outcomes (PILOs). However, the Panel suggests that research could be explicitly included in PEO-b, since PEO-b deals

with recognizing the global nature of Marketing and measures to operate effectively in international settings.

## **Indicator 1.2: Graduate Attributes & Intended Learning Outcomes**

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

### **Judgment: *Partially Addressed***

- The graduate attributes of the B.Sc. in MKT programme are embedded in the PILOs. According to the SER, the programme ensures aligning its PILOs with the University Intended Learning Outcomes (UILOs), which describe graduate attributes at the institutional level. However, graduate attributes were not clearly specified by any of the relevant stakeholders interviewed during the virtual site visit. Hence, the Panel recommends that the College should develop specific graduate attributes at the programme level and ensure their alignment with the PILOs. The Panel also suggests that the College further liaises more closely with alumni and employers to clarify the types of graduate attributes required in the work environment.
- The Panel examined the (12) PILOs as provided in the SER and noted that these are measurable, appropriate to the level of an undergraduate programme in Marketing and are aligned with the NQF requirements. The provided evidence shows clear mapping and alignment of PILOs to outcome domains, PILOs to PEOs, and PILOs to UILOs.
- An NQF report spreadsheet for the B.Sc. in MKT programme was provided, which shows the mapping of each of the required courses, elective courses and college requirements to the PILOs. Furthermore, the CILOs are mapped to the PILOs and the CILOs are linked to the topics covered in the courses. However, the Panel notes that the CILOs and the PILOs have not yet been benchmarked. A revision of CILOs also revealed the need to revise the CILOs of some courses, specifically, in relation to the appropriateness of the phrases utilized. Therefore, the Panel recommends that the College should benchmark the Intended Learning Outcomes (ILOs) and ensure that CILOs are measurable and written in an outcomes-based structure, following proper grammar and proper mapping with the PILOs.

### **Indicator 1.3: The Curriculum Content**

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

#### **Judgment: *Partially Addressed***

- The Panel examined the programme study plan of 2020-2021 and found that it is a four-year (eight-semester) plan, which consists of 128 credit hours. The programme study plan includes the list of offered courses and pre-requisites for each course. The Panel is of the view that new courses need to be added to the study plan to cope with the recent development in the Marketing field. For example, the study plan does not include Marketing Analytics, though it is a rapidly developing area of Marketing due to the internet and mobile communications rapid development. Also, Digital Marketing and Data Analytics courses could be more tailored to meet the needs of the labour market, and to be more contemporary as indicated during different interviews with stakeholders. Therefore, the Panel recommends that the College should review and update the curriculum to include new courses in line with recent developments in the field.
- The Panel examined the course syllabi and programme study plan and found that there is a balance between theory and practice, and between knowledge and skills in the curriculum in general. According to the provided evidence, the curriculum includes a compulsory work-based course that contributes to the achievement of a balance between theory and practice and knowledge and skills. This was confirmed during interviews with faculty members and senior management; they added that students receive training in the principles and ethics of scientific research in their specialization as well as in-depth research training by supervisors with academic and research experience in the academic specialization.
- The Panel examined a sample of course syllabi and noted, in general, that the courses are relatively a standard set of Marketing courses. According to the SER, the B.Sc. in MKT programme was specifically aligned with the Association to Advance Collegiate Schools of Business (AACSB) Criteria for Business Studies Programmes of 2013-2014. Furthermore, the Panel explored the preparation and suitability of the syllabi with faculty members and learnt that many faculty members periodically carry out their own informal benchmarking on their respective courses with colleagues at other reputable universities to review the content of their courses and to keep up to date with current trends in their subject areas. The Panel is of the view that such benchmarking practice should be formalized (see the recommendation under Indicator 4.4). In addition, the Panel examined textbooks and references in course syllabi and found that in some cases they are outdated. For example, in the 'Sales Management' (MKT469), the textbook used was a 2009 edition,

although a newer edition (2017) was released. The Panel suggests that course teaching materials should be included in the course portfolios to enable better checking. Therefore, the Panel recommends that the College should introduce a college-wide formal mechanism to regularly ensure the currency of course textbooks and references and the use of recent research findings and current professional practice in course materials and teaching.

#### **Indicator 1.4: Teaching and Learning**

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

##### **Judgment: Addressed**

- UoB has a Teaching and Learning Policy, approved by the University Council. The Panel noted that the policy includes teaching methods that are relevant to Marketing and operations. However, there was insufficient evidence to show, that the teaching methods were explicitly selected on the basis of what was most appropriate to best achieve specific CILOs. Indeed, meeting with students during the virtual site visit indicated their need for more engagement and a practice-based approach to both the assessments and teaching strategies. PILOs and CILOs are mentioned briefly at the start of the teaching and learning policy, but support of these PILOs and CILOs attainment through e-learning is not explicitly covered. Use of e-learning to support learning outcomes was discussed satisfactorily with faculty in the interviews, including the use of online teaching platforms such as Blackboard. Therefore, the Panel recommends that the College should revisit the teaching methods used to deliver the courses to ensure the use of a wide range of suitable teaching methods that are aligned with the UoB teaching philosophy.
- UoB teaching and learning policy includes aspects of student participation in learning, as it mentions that interactive learning activities are created to ensure that students are empowered to take responsibility of their own learning, which helps in developing their lifelong learning skills. According to the SER the programme, through introducing research related courses such as research methods and the graduation project, encourages students' research capabilities, creativity and innovative skills. Additionally, being exposed to real life cases, working on real life projects (graduation project), as well as experiencing internship in real business environments are various forms of learning that promote the concept of lifelong learning in its various forms.

#### **Indicator 1.5: Assessment Arrangements**

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

**Judgment: Addressed**

- The SER clarifies that the assessments are subject to the Regulations of Study and Examination and Moderation of Assessment Policy. Such policies and regulations indicate the usage of various assessment methods that match the needs and levels of the courses and are aligned with HEC requirements. These policies are available on the UoB website for all academics and students.
- The SER confirms that a variety of assessment methods is used to cover both formative and summative assessments. The Panel examined the course syllabi and found that there is information on the assessment methods used. For the multi-section courses, the number, type, and weights of assessments are unified for all the sections. The feedback provided to students on their performance must be delivered within a maximum period of three weeks from the assessment. Virtual interviews with students confirmed that they receive feedback promptly with no delays. Students are also given clear guidelines for the preparation of the project reports. According to evidence provided and interviews with students, the Panel learnt that students are informed about assessment and plagiarism policies during the induction day and through Students Affairs booklets.
- As indicated in the SER, the programme abides by the UoB Assessment Moderation Policy (both internal pre-moderation and internal post-moderation). According to the meeting with programme representatives during the virtual visit, the Panel confirmed that the internal moderation is the utilized mechanism to ensure transparency and appropriateness of assessments.
- As per the SER, the Academic Misconduct Committee at the CoB is responsible for investigating incidents of academic misconduct and imposing suitable penalties when necessary. The Misconduct Violation Policy describes the appeal process. Students' appeals are tracked through the Student Information System (SIS) and some samples were provided as evidence on the implementation. Student grade appeals were acknowledged by both faculty and students during the virtual interviews.

## 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.*

#### Judgment: Addressed

- According to the SER, CoB adopts the general admission requirements, which are gender neutral, providing equal opportunities for both male and female students to join the B.Sc. in MKT programme. The admission requirements are published on the UoB website and are clearly communicated to the wider public and future applicants. The revision of the provided evidence, revealed some information misalignment. For example, while the website indicated that the applicant high school (secondary) certificate should not have passed more than one year, the policy indicated a more extended period (not more than two years). Additionally, the website indicates a lower overall Cumulative Grade Point Average (CGPA) (66.6% for applicants with special needs rather than 70%), which was not reflected in the relevant admission policy. Furthermore, the virtual interviews with staff confirmed that the admission related policy and criteria were not recently updated or reviewed (last update was in 2018). Therefore, the Panel recommends that the College should regularly revise the admission requirements in light of student performance and feedback from relevant stakeholders, in addition to national and international benchmarks. The Panel also advises the College to ensure the accuracy of the published information on the website and the admission related documents.
- UoB introduced an orientation programme that ensures enhancing the students' readiness to the B.Sc. in MKT programme, which includes studying specific courses including: (1) English, (2) Mathematics, and (3) Information and Communication Technology. Based on the students' performance on the entry tests, students may receive full exemption from the orientation year or partial exemption (only one semester). Meeting with the programme representatives and students during the virtual reviews, indicated their overall agreement on the quality of the outcomes of such a programme, which enables students to become more ready to commence their studies in the required specialization.

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

## **Indicator 2.2: Academic Staff**

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

### **Judgment: Partially Addressed**

- UoB faculty regulations, clearly indicates recruitment requirements that are announced through UoB online recruitment portal. The procedures for recruitment and the implementation of faculty induction were found appropriate by the Panel. As for the UoB appraisal system, it was improved in 2018 to ensure its integration with the Civil Service Bureau, and it has clear procedures, forms and rubrics. In addition, UoB adopts a clear promotional academic staff policy. During the 2017-2020 period, four Marketing faculty received academic promotion and four are in process.
- The faculty promotion regulations indicate the procedure to ensure the integrity of faculty research outcomes. According to the employee survey, more efforts are required to hire more faculty who are research active and who can increase the research productivity of the programme. Though, there was no evidence of clear alignment that indicates how the research production in terms of numbers, quality and impact contributes to achieving the department/college and university research targets which are guided by UoB Strategy. Therefore, the Panel recommends that the College should set clear research targets in its department/college operational plans that enable faculty to engage in research and community engagement activities, aiming to achieve UoB Strategy.
- Based on the provided evidence, it is apparent that some faculty are overloaded (e.g., some faculty members teach 16 sections per semester and others eight sections, with some faculty's total number of enrolled students reaching almost 800 students per semester). This issue was also highlighted during the AACSB review, and the programme has set an action plan to overcome the workload issue, aiming to enhance faculty research productivity. The interview with programme faculty during the virtual site visit, also indicated that all faculty members, regardless of their academic rank and their research

active status, teach the same load (12 credit hours), which does not fit international good practices. Therefore, the Panel recommends that the University should revise the faculty workload structure, to ensure appropriate balance between teaching responsibilities, community services and research.

- According to the evidence, the Business and Marketing Department has 40 faculty members (28 full-time and the rest are part-time), with various academic ranks from instructor to professors. All the part-time who teach in the programme are instructors. According to the evidence, only four out of the 28 full time faculty have a Marketing specialization (two Associate Professors and two Assistant Professors), which further increases the load on faculty who are teaching the marketing major courses. Additionally, during the virtual interviews, a programme representative indicated that the College has a faculty hiring plan for 2022-2027, aiming to increase the total number of full-time and part-time faculty, that would eventually lead to decreasing the faculty to student ratio from 1:40 in 2022 to 1:20 in 2027; however, the plan did not highlight how much of these new hires are dedicated towards the B.Sc. in MKT programme. Therefore, the Panel recommends that the College should work in accordance to a faculty hiring plan to ensure recruiting highly qualified faculty members who adequately match the specific needs of the marketing programme.
- According to the SER, UoB, through the Unit of Teaching Excellence and Leadership (UTEL), provides faculty development opportunities that leads to gaining Advance-HE fellowship. During the period 2017-2020, only three faculty members have completed Continuing Professional Development programmes. Also, six of the faculty members of the Management and Marketing Department have successfully completed the Microsoft Certified Educators Course during 2018. Yet, no evidence was provided to demonstrate the sufficiency and the adequacy of faculty training and development activities. Also, there was no sufficient evidence provided to indicate on which basis the development opportunities offered by UTEL were provided. All the evidence provided was in the form of training programme invitations and samples of faculty registration. Therefore, the Panel recommends that the College should abide by the university regulations regarding the use of faculty appraisal outcomes in identifying faculty development needs and evaluate the sufficiency and adequacy of the training provided.
- According to the SER, UoB monitors faculty turnover, and faculty overall performance on a regular basis through various mechanisms including a formal appraisal system as well as students' evaluation. According to the evidence, the average faculty turnover during the period from 2019 to 2022 did not exceed 5%. Additionally, the College adopts multiple initiatives to encourage faculty retention including best faculty awards in multiple categories (teacher, research, services, part-time excellence, teaching assistant, and international effort).

### **Indicator 2.3: Physical and Material Resources**

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

#### **Judgment: Addressed**

- According to the SER, the CoB has an adequate number of classrooms and laboratories that cater for the programme needs (size and numbers) based on current enrolment numbers. According to the evidence provided, there are 12 computer laboratories with diverse capacities ranging from 40 to 20 seats that are available within the CoB building. All classrooms and laboratories are equipped with the required internet connectivity including Wi-Fi coverage. Overall, the meeting with students, during the virtual site visit, affirmed the adequacy of Information Technology (IT) related facilities.
- UoB has multiple library facilities that offer adequate resources related to the field of Business in general. Through the online catalogue, students and staff can request relevant reference material. Among the library holdings, 26,000 resources are available in the fields of interest to CoB, including almost 800 titles related to the field of Marketing (English and Arabic). UoB through the students' university experience survey measures the overall satisfaction of students on the overall UoB facilities, which showed an overall university level satisfaction of 72% Based on these surveys, the University sets improvement plans to improve its facilities and services. Therefore, the Panel is satisfied that UoB and CoB have adequate facilities and resources that support the needs of relevant stakeholders (faculty, staff, students, etc.).
- Free medical care is provided to all students, staff and guests at UoB. Upon a quick review of the university website, evidence was found indicating that the University has a department dedicated to health and safety. During the Covid-19 period, the University has issued guidelines to ensure the health and safety of its visitors/students/staff and overall, there are guidelines and regulations that guide the health and safety practices.

### **Indicator 2.4: Management Information Systems**

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

#### **Judgment: Addressed**

- According to the SER, UoB employs multiple Management Information Systems (MIS) to ensure effective operations at multiple levels at the University. In relation to programmes

and students, the SIS enables many stakeholders related to the programme/course management and delivery to make informed decisions. Through the SIS, students can also register, evaluate the courses as well as submit an appeal.

- According to the IT Cyber Policies, tracking the utilization of the various information systems is maintained and used to inform decision-making. Interviews with the relevant members from UoB during the virtual visit affirmed that there are specific protocols to ensure effective utilization of IT resources that are regularly monitored and inform decision-making. Additionally, UoB tracks the utilization of available resources (including both digital and physical resources) by various stakeholders including students and faculty. Overall, the Panel appreciates the exerted efforts by UoB to automate many services, which has contributed to improved operations' efficiency and stakeholders' satisfaction.
- UoB, CoB and the B.Sc. in MKT programme follow clear procedures to ensure security of learners' records and accuracy of results. The Panel notes that these are standard procedures for preparing certificates and transcripts. The Deanship of Admission and Registration in association with the IT Department, is responsible for the accuracy of records related to grades, which are all reflected in students' transcripts and awarded certificates. The timeliness of awarding certificates and transcripts was not covered in the SER, but during interviews, the Panel was reassured that this is not an issue in practice. However, the Panel suggests clarifying the timelines in the certificate/transcript preparation procedures.

## **Indicator 2.5: Student Support**

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

### **Judgment: Addressed**

- Students are provided with the required library and technical support by the relevant helpdesk within the IT Department. In addition, students are also provided with career counselling through a specific office that organizes activities including annual Career Fairs, CV write-up, and career planning, job hunting advices, and virtual Career Boot-camps. According to the SER new students are provided with an induction programme at both the university level and the programme level. Students who are transferring from other academic institutions, although have some prior knowledge of how university life is, are also included in the induction programme, to ensure their familiarity with the new university system and regulations.

- The programme adheres to UoB/CoB overall academic advising regulations, which specify an academic advisor for each student, who provides him/her with guidance in all academic related matters. To ensure accessibility and connectivity with students during the pandemic period, a platform was designed to ensure securing prompt responses to students, which was referred to as the 'online academic clinic', by which students could submit all academic inquiries related to a course, academic programme, academic advising, faculty members, and the College. Overall, during the virtual interviews, students and alumni commended their faculty for their role in supporting their academic progress and success.
- The UoB, through the Deanship of Students' Affairs, clearly defines students with special needs and provides them with many facilities and services. Some of the services provided to this category include: exemptions from university tuition fees; offered assistance during the registration period; given extended examinations duration according to university rules; encouraged to represent the university in events for people with special needs; provided dedicated and equipped transportation and many others. UoB also ensures the equal treatment of students irrespective of age, disability, marital status, family circumstances, race, religion, and gender.
- UoB, through its internally developed SIS, provides advisors with a thorough access to students' overall academic progress, which enables the University to identify students at risk of academic failure based on their overall CGPA and progress, and proper actions are taken and recorded. This was all demonstrated during the virtual visit by the relevant UoB members. However, there was no evidence provided indicating the mechanisms used in supporting at-risk students, nor evidence of their effectiveness. In fact, utilization of advising was an area of improvement identified by UoB, as a result of the students' university experience survey. However, as per the evidence, there are only 12 students within the B.Sc. in MKT programme who are identified as being at-risk students. Therefore, the Panel recommends that the College should develop clear mechanisms to ensure that proper guidance and support are provided to at-risk students.
- According to the Quality Manual, UoB uses surveys to collect feedback from stakeholders. The feedback on student support services is usually elicited from the surveys conducted by the Student Services Department. In addition, the Panel noted that the Course Evaluation Reports measure and analyse students' feedback about resources, syllabi and course materials; delivery of content; teaching skills; provided feedback, support, and encouragement to students, and suitability of assessments. Moreover, interviews with students and alumni confirmed that improvements are made to students' services based on students' suggestions and needs.

## 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.*

#### Judgment: Addressed

- Evidence that a variety of formative and summative assessments are used and uniformly applied across the programmes in the Department and that the assessments meet the academic standards of the programme was provided and confirmed during the interviews. The Panel thus acknowledges that the assessment framework, policies and procedures are consistently applied across all courses. However, upon closer scrutiny of the samples of marked examination scripts and completed pre- and post-moderation forms, the Panel notes that the level of assessment complexity can be improved at the higher-level courses to better reflect higher-order thinking skills as well as the ability of students to create and innovate. Thus, the Panel recommends that the College should enhance the level of assessments' complexity at the higher-level courses.
- The Panel confirmed during interviews that appropriate mechanisms are in place to ensure the alignment of assessments with ILOs. The Panel was provided with samples of the course assessment matrix excel spreadsheet that measures the achievement of the CILOs and PILOs using the assessment scores. The Panel notes the direct and indirect measures used to assess the Programme Indicators. The Panel is of the view that the indirect evaluation reports (surveys) should be completed more comprehensively to provide substantive information for course and programme improvement. Therefore, the Panel recommends that the College should revise the content of the indirect evaluation reports, as well as the surveys used to elicit more information from the relevant stakeholders about the PEOs and the PILOs.
- The Panel finds sufficient evidence on mechanisms followed for monitoring the implementation and improvement of the assessment process. During the interviews, the Panel confirmed the involvement of the Programme Advisory Committee (PAC), Student Advisory Committee (SAC) and quality assurance committees in ensuring consistency, level adequacy and the quality of the assessments by reviewing course portfolios submitted by the faculty.

### **Indicator 3.2: Academic Integrity**

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

#### **Judgment: Addressed**

- The Panel finds that policies and procedures relating to academic integrity, ethics, and research are well-disseminated and known by students and staff. To ensure both faculty and students are familiar with UoB regulations in regard to academic misconduct, the induction programmes provide an overview of these policies. Students are also provided with student guides that provide them with an overview of examination regulations, misconduct, and grievance.
- It was apparent from responses of faculty and students during the interviews that there is no clearly agreed upon practice specifically in relation to plagiarism. For example, while some students indicated that the acceptable percentage of similarity within 'Safe Assign' is 20%; others indicated a range between 20 to 30%. Also, both students and faculty highlighted that students can resubmit their work in case of a high similarity level, but there was no clear number of the re-submissions permitted. Additionally, Safe Assign is sometimes activated for the students to automatically check their similarity level and sometimes not, depending mainly on the instructor. Therefore, the Panel recommends that the College should set a maximum level of similarity percentage and the number of allowed submissions permitted through the plagiarism detection software (Safe Assign or similar).
- The Panel was provided with examples of Misconduct cases. The Panel was assured in the interviews that the cases of academic misconduct are recorded and kept for two years and that appropriate action is taken. The provided evidence includes student cheating cases in examinations, and student disciplinary penalties.

### **Indicator 3.3: Internal and External Moderation of Assessment**

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

#### **Judgment: Partially Addressed**

- The Panel confirmed in the interviews that the university's Assessment Moderation Policy is consistently implemented in the Department of Management and Marketing. The internal moderators are appointed by the Moderation Committee and approved by the

Head of Department (HoD). During the interviews, it was confirmed that the moderation forms are helpful to the moderators in assessing the fairness of grading and in achieving their tasks. The Panel also confirmed during the interviews that the Moderation Committee compiled an analysis report based on the feedback in the moderation forms and developed an assessment improvement plan which was submitted to the HoD. From the interviews and supporting evidence, the Panel notes the formal and appropriate mechanisms for evaluating the effectiveness of the programme's internal moderation. Furthermore, the Panel suggests that moderators be encouraged to provide more critical feedback rather than just ticking an appropriate option in the moderation forms.

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

### **Indicator 3.4: Work-based Learning**

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

#### **Judgment: Addressed**

- The Panel was provided with evidence on the three credit hours, eight weeks of work-based learning experience course, 'Internship and Graduation Project' (MKT498). Clear policies, procedures and guidelines ensuring an equivalent experience amongst all students are in place. The Panel confirmed during the interviews and from evidence that the roles and responsibilities of all the internship stakeholders are clearly communicated to them.
- The Panel was provided with evidence on the types of assessment for work-based learning. The Panel confirmed during the virtual interviews that the evaluation methods and forms provide feedback on the extent to which the work-based ILOs are achieved. During the interviews, it was confirmed that these assessments are consistently implemented and have appropriate content and level. The Panel finds that the arrangements to evaluate the effectiveness of the work-based learning, the achievement of the PILOs and the improvement of work placements are in place. During the interviews, the Panel confirmed the overall positive external stakeholder perceptions of the students during the work-based learning experience.

### **Indicator 3.5: Capstone Project or Thesis/Dissertation Component**

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

**Judgment: Partially Addressed**

- The provided evidence clearly outlines the process for completing the graduation project as well as the roles and responsibilities of the capstone project supervisors. During the virtual interviews, the Panel learnt that the graduation research project component of MKT498, which was introduced in 2018, is being implemented this year and will contribute to the achievement of the PILOs. The Panel also learnt that one faculty supervisor supervises both components of the work-based learning (training and graduation project) of approximately 40 students; and that a maximum of four faculty members are involved in supervising all students in one academic year. However, based on the complexity of supervision and volume of work in this course, the Panel recommends that the college should revise the structure of combining the internship course and the graduation project, either by separating them into two courses or by increasing the number of credit hours allocated for them. The Panel also recommends that the College should appoint more faculty supervisors to accomplish the tasks of supervising the worked-based learning and the graduation project.
- During the virtual interviews, external stakeholders made a strong recommendation to further develop soft and critical thinking skills, academic writing, and research methodology skills. Hence, the Panel recommends that the College should ensure that its students are adequately prepared in terms academic writing, and research methodology skills for their graduation research project.

**Indicator 3.6: Achievements of the Graduates**

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

**Judgment: Partially Addressed**

- During the virtual interviews, the Panel was assured that the level of students' achievements is appropriate for the B.Sc. in MKT programme and is comparable with similar programmes. Evidence of direct measures used to assess students' achievement was provided, just as evidence of the indirect measures. The AoL report cycle 1 provided evidence of the PILOs that students should achieve in each course. Scrutiny of different types and levels of assessments and examination scripts provided evidence to the Panel that, in general, the level of students' achievements and their ability to create and innovate

are satisfactory and are comparable with other institutions offering similar qualifications in the region.

- The Panel finds that the number of full-time students registered for the period 2017-2018 to 2021-2022 remained relatively stable while the number of graduates increased from 2017 to 2020 by 34 students. In the SER, the year-on-year statistics of admitted and registered students, CGPA scores and length of study show that more than 60% of students have spent between five to six years to graduate in the period from the academic year 2016-2017 and up until the academic year 2020-2021. The Panel didn't receive satisfactory explanations during the interviews and from the extra evidence provided on why the length of study takes that long. Moreover, according to these statistics, the CGPA of more than 43% of students is 2.0 or less in the academic year 2020-2021. While the Panel was provided with evidence that the student progression is tracked, it was confirmed during the interviews that the graduate destination data is collected at the CoB level and not at the departmental level. Thus, the Panel recommends that the College should study the reasons behind the low CGPA of the students as well as the high length of study in the B.Sc. in MKT programme implement effective measures to address these issues. The Panel also recommends that the College should conduct the analysis of the students progression at the cohort level; gather additional information at the programme level about where the graduates are employed and insights into their satisfaction and whether the programme's academic standards are met, to improve programme delivery.
- The Panel was provided with evidence of positive feedback received from external stakeholders. During the virtual interviews, the alumni confirmed their overall satisfaction with their education at CoB. Despite this, the Panel notes their concern about practical courses and the need for additional soft and research methodology skills as discussed earlier under Indicator 3.5.

## Standard 4

### Effectiveness of Quality Management and Assurance

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

#### Indicator 4.1: Quality Assurance Management

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

#### **Judgment: Addressed**

- Quality Assurance (QA) processes are defined in the Quality Manual and the Quality Assurance and Enhancement Policy. The Panel acknowledges that there are institutional mechanisms at the university, college and department levels to review the quality assurance policies. Also, there are portals for communicating these policies to all stakeholders (e.g., Quality Assurance and Accreditation Center (QAAC) webpages) and several printed documents in which the policies are published. Academic policies, procedures and regulations, regarding students' admission, progression and assessments, are published on the university website and made known to the different constituencies.
- UoB has a mature and comprehensive QA management system which functions at multiple levels of the Institution. At the college level, the Quality Assurance and Accreditation Office, together with the departmental quality assurance committees, are responsible for all QA matters related to the B.Sc. in MKT programme. The Panel was provided with minutes of the departmental QA committee meetings for the last two years, as well as copies of relevant reports, such as course evaluation reports which evidence that the QA system and related policies and procedures are implemented.
- Based on interviews with the QA staff and faculty involved in the B.Sc. in MKT programme, the Panel found that they have a sound understanding of the QA system and their role within the system. Moreover, the SER indicates that a number of seminars and workshops have been held to explain the QA system and concepts to academic and administrative staff members. The deployment of the QA management system is monitored by the College QA Office Director using the QA operational plan which contains a detailed listing of all activities related to quality in the College, along with targets and status updates. The system is evaluated on an ongoing basis, including by the QAAC, and during the interviews the Panel was informed of planned improvements including the updating of the internal pre- and post-moderation forms, implementation

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

## **Indicator 4.2: Programme Management and Leadership**

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

### **Judgment: Addressed**

- CoB has an appropriate organizational chart, with clear reporting lines that support communication and decision-making across the College. There is a representation of the Department of Management and Marketing at the college and university level decision-making committees. Major decisions are made by the Department Council, which are forwarded to the College Council and finally to the University Council and the responsibility at each level is well defined and monitored. Based on this and on the review of the relevant documentation, the Panel is satisfied that the committees at various levels have well-defined Terms of Reference (ToR).
- The clarity of the different managerial positions and ToR of the committees helps identifying where different academic and administrative responsibilities lie, and who exactly is responsible for the custodianship of the academic standards of the programme at the different levels: department, college, and university. The HoD holds overall responsibility for the management of the programme and basically spearheads assigned responsibilities within the Department through nine different committees which meet on a regular basis. The programme coordinator ensures the smooth running of the teaching and learning activities and manages any emerging mandates. Overall, the Panel is of the view that the current management of the B.Sc. in MKT programme is appropriately demonstrating effective and responsible leadership.

## **Indicator 4.3: Annual and Periodic Review of the Programme**

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

### **Judgment: Partially Addressed**

- The Annual and Periodic Programme Review Policy outlines the procedures to be followed for annual and periodic internal programme evaluations, according to which the programme's annual self-evaluation reports and relevant improvement plans should be submitted to the Dean then to the QAAC. As per the virtual interviews and provided evidence, the annual self-evaluation reports include the feedback gathered from all the relevant internal and external stakeholders, which is also reflected in several comprehensive documents including the AoL and internal moderation analysis reports.
- The Panel notes that the last comprehensive annual self-evaluation report for the B.Sc. MKT programme was produced in 2017-2018. During this period, an informal exemption from the annual internal programme review was granted. This exemption process has now been formalized in the updated Annual and Periodic Programme Review Policy, which states that UoB programmes that have undergone an 'external programmatic review', such as an HEC or BQA review or a review by an external accrediting body, such as the AACSB, are exempted from having to produce an annual self-evaluation report for the year in which such an external review was conducted. The Panel is of the view that the annual reviews of B.Sc. in MKT programme should be regularly implemented, regardless of any programmatic reviews by external agencies. The Panel, therefore, recommends that the College should regularly conduct comprehensive annual reviews of the programme and ensure that the process of follow-up and improvement be systematically implemented and evaluated.
- The Panel was provided with evidence on conducting a periodic review in 2017-2018. In this reviews, multiple sources of feedback, for example, from stakeholders' surveys, course portfolios, course evaluation reports and results, were relied on. The recommendations that resulted from this internal periodic review, in addition to the recommendations raised by the BQA and AACSB were considered by the QA committees and the Department Council and are discussed in the PAC meetings. However, while the Panel acknowledges the process in place for periodically reviewing the B.Sc. in MKT programme, the Panel nevertheless notes that the review/evaluation process of the progress made on the implementation of recommendations is not systematically conducted. The Panel, therefore, recommends that the College should evaluate the effectiveness of reviewing the implementation of periodic reviews' recommendations, and appropriate and systematic mechanisms be introduced based on the evaluation results.

#### **Indicator 4.4: Benchmarking and Surveys**

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

**Judgment: *Partially Addressed***

- The Benchmarking policy of the University provides the framework for undertaking benchmarking studies across different programmes. The Panel was provided with evidence on benchmarking the B.Sc. in MKT programme with eight well-established universities on both the regional and international levels, in addition, the programme also satisfies the AACSB accreditation as it has been accredited by the AACSB in 2016 and re-accredited by the follow-up accreditation visit in 2021. However, benchmarking was limited to the courses of the programme, and not the learning outcomes, delivery mode or other aspects. It was also not clear how the benchmarking institutions were identified, although the Panel was informed during interviews that they were AACSB accredited universities. In addition, the Panel was not provided with sufficient evidence on how the results of the benchmarking are used to improve the programme. Therefore, the Panel recommends that the College should undertake a more comprehensive benchmarking of the B.Sc. in MKT programme, covering different aspects and components of the academic and administrative activities.
- The Panel was provided with the Academic Programme Survey of September 2018, Employer Survey of June 2017 and October 2021, Alumni Survey of June 2017, the Senior Exit Survey and Student evaluation Survey of 2018-2019 as evidence on conducting surveys. The Panel examined this evidence and noticed that these surveys are conducted on the CoB level and are not specific to the B.Sc. in MKT programme. Therefore, it is not clear to the Panel how the B.Sc. in MKT programme, in specific, can benefit from the results of these surveys. The Panel requested evidence on utilizing the results of the analysed surveys in improving the programme but was not provided with any. Based on this, the Panel recommends that the college should adapt the existing institutional surveys, including the Employer Survey and Exit Survey, to collect programme-specific data and implement them to obtain stakeholder feedback to improve the B.Sc. in MKT programme.
- Due to the limitations of the survey instruments described above, the impact of the applied mechanisms for improvements and communicating these to relevant stakeholders are limited too. During interviews with faculty, the Panel learnt that students and other stakeholders such as PAC are informed about improvements made through e-mails and formal meetings.

#### **Indicator 4.5: Relevance to Labour market and Societal Needs**

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

#### **Judgment: Addressed**

- The B.Sc. in MKT programme has a functioning PAC, which comprises employers, business experts and alumni and provides feedback about the programme. The PAC's

constitution, membership, roles and responsibilities, frequency of meetings and reporting are clearly covered in its ToR. From a review of the relevant documentation, the Panel was able to find evidence that the feedback of the PAC is being used to inform decision-making processes in the programme. Hence, the Panel acknowledges that the PAC is an active forum used for informing programme decision-making and appreciates the engagement with external stakeholders through the PAC as a mean of providing useful industry insights to enhance the B.Sc. in MKT programme.

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

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

1. The exerted efforts by the University to automate many services, which has contributed to improved operations' efficiency and stakeholders' satisfaction.
2. The external accreditation of the College *via* the Association to Advance Collegiate Schools of Business and its initiative to secure accreditations *via* the European Foundation for Management Development's Quality Improvement System and the Association of MBAs.
3. The engagement with external stakeholders through the Programme Advisory Committee as a means of providing useful industry insights to enhance the B.Sc. in MKT programme.

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

1. Develop specific graduate attributes at the programme level and ensure their alignment with the programme intended learning outcomes.
2. Benchmark the intended learning outcomes and ensure that the course intended learning outcomes are measurable and written in an outcomes-based structure, following proper grammar and proper mapping with the programme intended learning outcomes.
3. Review and update the curriculum to include new courses in line with recent developments in the field.
4. Introduce a college-wide formal mechanism to regularly ensure the currency of course textbooks and references and the use of recent research findings and current professional practice in course materials and teaching.
5. Revisit the teaching methods used to deliver the courses to ensure the use of a wide range of suitable teaching methods that are aligned with the university teaching philosophy.

6. Revise the admission requirements in light of student performance and feedback from relevant stakeholders, in addition to national and international benchmark regularly.
7. Set clear research targets in its department/college operational plans that enable faculty to engage in research and community engagement activities, aiming to achieve the Strategy of the University.
8. Revise the faculty workload structure, to ensure appropriate balance between teaching responsibilities, community services and research.
9. Work in accordance to a faculty hiring plan to ensure recruiting highly qualified faculty members who adequately match the specific needs of the marketing programme.
10. Abide by the university regulations regarding the use of faculty appraisal outcomes in identifying faculty development needs and evaluate the sufficiency and adequacy of the training provided.
11. Develop clear mechanisms to ensure that proper guidance and support are provided to at-risk students.
12. Enhance the level of assessments' complexity at the higher-level courses.
13. Revise the content of the indirect evaluation reports, as well as the surveys used to elicit more information from the relevant stakeholders about the programme educational objectives and the intended learning outcomes.
14. Set a maximum level of similarity percentage and the number of allowed submissions permitted through the plagiarism detection software (Safe Assign or similar).
15. Expedite the implementation of the external moderation and follow appropriate mechanisms to evaluate its effectiveness.
16. Revise the structure of combining the internship course and the graduation project, either by separating them into two courses or by increasing the number of credit hours allocated for them.
17. Appoint more faculty supervisors to accomplish the tasks of supervising the worked-based learning and the graduation project.
18. Ensure that its students are adequately prepared in terms academic writing, and research methodology skills for their graduation research project.
19. Study the reasons behind the low CGPA of the students as well as the high length of study in the B.Sc. in MKT programme and implement effective measures to address these issues.

20. Conduct the analysis of the students' progression at the cohort level; gather additional information at the programme level about where the graduates are employed and insights into their satisfaction and whether the programme's academic standards are met, to improve programme delivery.
21. Conduct comprehensive annual reviews of the programme and ensure that the process of follow-up and improvement be systematically implemented and evaluated regularly.
22. Evaluate the effectiveness of reviewing the implementation of periodic reviews' recommendations, and appropriate and systematic mechanisms be introduced based on the evaluation results.
23. Undertake a more comprehensive benchmarking of the B.Sc. in MKT programme, covering different aspects and components of the academic and administrative activities.
24. Adapt the existing institutional surveys, including the Employer Survey and Exit Survey, to collect programme-specific data and implement them to obtain stakeholder feedback to improve the B.Sc. in MKT programme.
25. Conduct a regular and comprehensive formal study to scope the labour market and ensure that the B.Sc. in MKT programme remains relevant and up to date.