Directorate of Higher Education Reviews

Programme Review Report

British University – Bahrain
College of Business and Law
Bachelor of Science (Hons) Business Management
Kingdom of Bahrain

Site Visit Dates: 7–9 November 2022

Extension Visit Dates: 7-8 October 2024

HA126-C3-R126

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Acronyms

APR	Academic Programme Review
BQA	Education & Training Quality Authority
BUB	British University – Bahrain
DHR	Directorate of Higher Education Reviews
FHEQ	Frameworks for Higher Education Qualifications
GA	Graduate Attribute
HEC	Higer Education Council
HEI	Higher Education Institution
ILO	Intended Learning Outcome
IT	Information Technology
JBoS	Joint Board of Studies
MEQ	Module Evaluation Questionnaire
MIS	Management Information System
NQF	National Qualifications Framework
PDAARW	Programme Design, Approval, Amendment, Review and Withdrawal Policy
PILO	Programme Intended Learning Outcome
PMEP	Programme Monitoring and Enhancement Process
QAA	Quality Assurance Agency for Higher Education
QAEO	Quality Assurance and Enhancement Office
QMO	Quality Management Office
SER	Self-Evaluation Report
UoS	University of Salford
VLE	Virtual Learning Environment

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I. Introduction

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

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

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

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

Standard 1: **The Learning Programme**

Standard 2: **Efficiency of the Programme**

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

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

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

Table 1: Criteria for Judgements

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

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

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

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

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II. The Programme's Profile

Institution Name*	British University - Bahrain
College/ Department*	College of Business and Law
Programme/ Qualification Title*	Bachelor of Science (Hons) Business Management
Qualification Approval Number	-
NQF Level	-
Validity Period on NQF	-
Number of Units*	27
NQF Credit	-
Programme Aims*	1. Provide you with insight into the core concepts, theories and methods of business and management to develop understanding of the types and key functions of organizations, their management, and the changing external environment in which they operate. 2. Facilitate links with the industry to develop understanding of the application of core concepts across a range of organisations and industries. 3. Enable you to develop the knowledge, understanding and skills required to develop creative solutions to complex problems and to contribute to innovation and leadership in organizations. 4. Foster diverse knowledge and understanding in business and management, supporting students to become responsible, ethical and socially aware practitioners.
Programme Intended Learning Outcomes*	**A. <u>Knowledge and Understanding</u>** *Years 1 (Level 3/PGCert)* • Demonstrate an awareness of the cultural context of professional practice in the Kingdom of Bahrain including basic Arabic for business purposes, the history of Bahrain and the principles of human rights.

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- Demonstrate a broad-based knowledge of the fundamentals of concepts, principles, techniques and issues which underpin future study at Level 4 in their specialist subject areas.

- Evidence knowledge and understanding of key issues and concerns in generic areas of interest including sustainability, entrepreneurship and globalisation.

- Show understanding of contemporary developments and trends in their specialist subject areas and their application to modern society.

Years 2 (Level 4/PGCert)

- Understand the key functions of organisations including operations, people management, marketing and accounting.

- Demonstrate awareness of the external global business environment and the economic, environmental, legal, political, sociological and technological factors that influence organisations.

- Understand the role and importance of data for contemporary organisations.

- Apply systematic analysis techniques to develop solutions to business problems.

- Apply and evaluate a range of management practices and strategies in a business simulation environment.

Year 3 (Level 5/PGDip)

- Demonstrate knowledge and understanding of the processes, procedures and practices of managing the organisation, including theories, models, frameworks and other decision-making approaches.

- Understand the importance of data and the techniques and tools required to use it effectively in business analysis and decision making.

- Develop understanding of the application and impact of technologies in workplaces ranging from emerging startups and microbusinesses to multinational organisation.

- Develop a detailed understanding of core functions of an organisation and their relationship with the external economic and social environment.

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Year 4 (Level 6/Final Award)

- Critically evaluate social, cultural, economic and environmental issues in organisations and recognise the importance of responsible leadership.

- Apply and evaluate critically tools and methods to develop strategies for a range of organisations.

- Demonstrate critical understanding of innovation theories and the core concepts of entrepreneurship.

- Synthesise knowledge from across the programme and apply this to complex problems in a business research or decision making context.

B. <u>Practical, Professional, Transferable or Subject Specific Skills</u>

Years 1 (Level 3/PGCert)

- Analyse, evaluate and interpret data and information with reference to fundamental concepts and principles that underpin future study at Level 4 and beyond.

- Demonstrate a basic understanding of different approaches to problem solving in a range of disciplines that underpin future study at Level 4 and higher.

- Demonstrate skills in the collation, synthesis and organisation of data and information and its presentation through analysis, argument and use of evidence.

- Be able to identify key issues, themes and developments in specialist subject areas and also in relation to generic areas of interest and concern

- Develop and provide evidence of application of core academic study skills including time management, study methods, research, academic writing and presentation skills.

- Demonstrate English Language competency at IELTS Level 6 or equivalent, IT and research/library skills to aid study at

Years 2 (Level 4/PGCert)

- Communicate effectively, both orally and in writing using a range of appropriate media/ technology.

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	• Analyse, interpret and extrapolate data utilising business models and techniques.
	• Identify and use appropriate technologies to support your learning.
	• Demonstrate effective problem solving and decision making in a business context.
	Year 3 (Level 5/PGDip) • Demonstrate self-awareness through reflective practice, recognise the importance of continuing professional development and apply this in your own development.
	• Plan and manage personal development effectively at an individual level (time, behaviour and motivation) as part of a team (leadership, influencing and project managing) and at an interpersonal level (listening, negotiating, persuading and presenting).
	• Analyse, interpret and extrapolate data utilising business models and techniques to support management and decision making.
	Year 4 (Level 6/Final Award) • Develop a capacity for self-reflection and criticality- including an openness and sensitivity to diversity across people, business and management issues- as part of a reflective and responsive approach to a changing global environment.
	• Develop cognitive skills in critical thinking, analysis and synthesis and apply these to complex issues in a range of business management decision-making contexts.
	• Recognise and develop innovative solutions to entrepreneurial opportunities.
	• Demonstrate leadership, team building, influencing and project management skills.

* Mandatory fields

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III. Judgment Summary

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The Programme's Judgment: Confidence

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Standard/ Indicator	Title	Judgement
Standard 1	**The Learning Programme**	**Satisfied**
Indicator 1.1	The Academic Planning Framework	Partially Addressed
Indicator 1.2	Graduate Attributes & Intended Learning Outcomes	Partially Addressed
Indicator 1.3	The Curriculum Content	Addressed
Indicator 1.4	Teaching and Learning	Addressed
Indicator 1.5	Assessment Arrangements	Addressed
Standard 2	**Efficiency of the Programme**	**Satisfied**
Indicator 2.1	Admitted Students	Addressed
Indicator 2.2	Academic Staff	Addressed
Indicator 2.3	Physical and Material Resources	Addressed
Indicator 2.4	Management Information Systems	Partially Addressed
Indicator 2.5	Student Support	Addressed
Standard 3	**Academic Standards of Students and Graduates**	**Satisfied**
Indicator 3.1	Efficiency of the Assessment	Addressed
Indicator 3.2	Academic Integrity	Addressed
Indicator 3.3	Internal and External Moderation of Assessment	Addressed
Indicator 3.4	Work-based Learning	Not Applicable

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Indicator 3.5	Capstone Project or Thesis/Dissertation Component	Not Applicable
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.

Judgment: *Partially Addressed*

- The College of Business and Law hosts four programmes which are awarded and recognized by University of Salford (UoS), UK. The Programme Monitoring and Enhancement Process (PMEP) of UoS outlines specific procedures and guidance for running the programmes and monitoring related enhancements. To this end, BUB's vision is aligned with UoS vision in relation to ensuring their graduates are ready for the world of work. Through the franchising agreement between both institutions, BUB adheres to UoS relevant policies and procedures to ensure that the programmes are fit for purpose.

- According to the Self-evaluation Report (SER), the College monitors and tracks potential risks through a set of committees and the Joint Board of Studies (JBoS). Considering that BUB is a new and young university, the risk register and monitoring are maintained at the university level, as was confirmed in the interviews conducted during the site visit. The Panel advises that a risk register is developed for each programme with clear mitigation plans.

- As per the evidence provided during the site visit, the Panel noted that the title of the programme is clearly articulated in all the relevant publication material, including the programme specification, certificate and transcript, as well as the website. During the extension visit, the Panel learned that the Bachelor of Science (Hons) Business and Management has been renamed to the Bachelor of Science (Hons) Business Management in June 2023, which. The programme is under the process of being aligned to the BQA-National Qualifications Framework (NQF) as a cross-border qualification at Level 8.

- The Panel was provided with the revised programme aims during the extension visit. Interviews with programme representatives indicated that feedback is received from

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external stakeholders (employers and alumni) in an informal manner. No evidence was presented that clearly highlights how the programme contributes to the achievement of the institutional mission and strategic goals. Therefore, the Panel recommends that the College should develop appropriate mechanisms to ensure that the aims of the programme are regularly revised in consultation with the relevant stakeholders and that the programme contributes to the achievement of the institutional mission and strategic goals.

- As per the franchising agreement, UoS retains overall responsibility for the quality and standards of programmes, while BUB is responsible for the planning, management, and quality assurance of the programme. The Panel notes, however, that the agreement has no clear indication of the responsibilities of both parties in relation to both staff capacity building and research related activities/collaborations. Therefore, the Panel recommends that BUB in association with UoS should clearly define the roles of UoS and BUB in relation to staff capacity building and research activities/collaborations.

- As per the SER and supporting evidence, both institutions provide updated information about the programme to relevant stakeholders. For example, both UoS and BUB websites clearly indicate that BUB programmes are offered in association with UoS.

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*

- According to the SER, the Graduate Attributes (GAs) are defined at the UoS institutional level and mainly focus on the 'readiness of the students for the working world', which is a very generic and broad institutional level GA. To ensure that these GAs are achieved, UoS monitors its graduate employment rates. It is also evident from the module (course) specifications and assessment strategies that there is a focus on real world practices, aiming to prepare students to be work ready upon graduation.

- The programme specifications clearly shows the identified aims and the Intended learning Outcomes (ILOs) for the programme, which are appropriate for the programme type. Evidence provided to the Panel demonstrates links at the general domains level between the Programme Intended Learning Outcomes (PILOs) and modules' ILOs. However, the links/mappings between aims and ILOs at programme and modules' levels are not highlighted. Therefore, the Panel recommends that the College should clearly identify the alignment between the PILOs and programme aims.

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- Interviews with programme representatives revealed that the benchmarking activity of the ILOs was done at the UoS level, and mainly depends on the subject statement benchmarks of the Quality Assurance Agency for Higher Education (QAA).

- Upon a revision of the module specifications, it was noted that overall, the modules' ILOs are appropriate to their level and content. Furthermore, evidence provided to the Panel shows that each module assessment tasks are aligned with the PILOs. However, the Panel noticed that there is no evidence that demonstrates the alignment between the CILOs and the PILOs, which could lead to some PILOs not being well covered in the modules. Therefore, the Panel recommends that the College should map the modules' ILOs to the PILOs to ensure that PILOs are well covered in the programme's modules.

Indicator 1.3: The Curriculum Content

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

Judgment: *Addressed*

- The programme study plans demonstrate appropriate progression year-on-year and course-by-course. Module specifications clearly demonstrate the expected workload in contact hours (lectures, seminars, tutorials, others) as well as guided independent study time. However, upon examining the module specifications, the Panel noted that none of them included pre-requisites or co-requisites since the programme is built on level-by-level progression and does not provide the student with the chance to pick and choose their modules each semester/level. This is consistent with UoS Academic Regulation and was confirmed during interviews with the programme representatives. The revised study plan for 2023 includes modules that act as a capstone for the application of knowledge and skills from across the programme and work-placement opportunities.

- The Panel notes that the modules cover all elements expected in terms of depth and breadth. The modules also have a good balance between theory and practice, which is demonstrated in the ILOs as well as in the assessment and teaching strategies adopted. The references and textbooks used to support the delivery of the programme are also appropriate in terms of their relevance to the content of the modules. According to the SER, the core and indicative readings texts are updated every subsequent year and evidence was provided to support these practices. However, the Panel notes that some of the modules do not refer to updated reference textbooks and some date back to 2003 and 2010. Moreover, the links provided in some modules led to an error page whenever the Panel tried to access them. Furthermore, some modules do not have a reference to any textbook. Therefore, the Panel recommends that the College should review all module

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specifications to ensure that all references are updated and develop a systemic mechanism to ensure this revision is periodically maintained.

- The programme adheres to both the United Kingdom Quality Code and BQA-NQF requirements. The programme consists of compulsory modules related to Bahraini culture and language aspects such as 'History of Bahrain' and 'Arabic for Business Communication', as per the Higer Education Council (HEC) regulations. Besides these compulsory modules, faculty highlighted during the site visit interviews that when teaching, they adopt some localized projects and refer to local examples and cases to reflect the Bahraini Context. The Panel notes, however, that this localization of content is not done in a systemic manner, and it depends on the individual who is delivering the course. Therefore, the Panel advises the College to encourage its staff to integrate more topics related to the local context within the programme modules and the reading lists, where applicable.

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*

- Based on the BUB and UoS strategic plan, both universities adopt a clear teaching and learning philosophy that focuses on providing co-curricular opportunities and deliver teaching that enables graduates who are ready for the real work world, which is clearly embedded in the programme and modules. For example, section 26 of the programme specification emphasizes adopting teaching principles and strategies that enable professional competence, and solving business problems, amongst others, into all teaching and learning practices. The teaching and learning principles are reflected in a variety of teaching and learning methods, including lectures, seminars, tutorials, demonstration, and independent and guided learning. Furthermore, according to the SER, teaching is informed by current research including real world projects, and this was confirmed during the site visit interviews with faculty members, students and alumni.

- The programme is delivered through a face-to-face mode of delivery. According to the programme specification, the use of technology and specifically the Learning Management System (LMS), through Blackboard, is integrated into all modules with access to a range of digital resources. It is also apparent from the module specifications that the programme embraces many methods that expose students to professional practice/application at all levels. For example, in Year 1, students are exposed to practice and application through the 'Multidisciplinary Project' module, which includes 12 hours of external visits, 24 hours of project supervision and 216 hours of guided independent

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study. The module is assessed through multiple mechanisms including group portfolio and presentation. Similarly, in the 'Business Entrepreneurship Simulation Project' module, students are exposed to practice/application of theory. Overall, students are expected to spend on average 800 hours/annually on guided and independent study, which will through the course of four years enhance their ability to be independent and lifelong learners.

- Research capabilities are gradually integrated into the programme and presented as learning outcomes in various modules across the different programme levels. Furthermore, co-curricular activities including guest/industry-partners' speakers, and field visits are well integrated within the programme, as clarified from interviews.

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*

- There is a wide range of policies, procedures and handbooks that outline how the programme is delivered and how assessments are conducted. The franchising agreement between both institutions (UoS and BUB) is conditioned on abiding by UoS policies, procedures and regulations or those that are approved by UoS. To ensure this occurs in practice, a governance structure is adopted that includes boards and committees that monitor and ensure the quality of delivery of all BUB programmes and modules.

- BUB disseminates its policies in multiple ways including having them available in a digital format through Blackboard to relevant BUB members. Additionally, both students and faculty are introduced to these policies during the orientation period, which was confirmed by both students and faculty during the site visit interviews.

- Both summative and formative assessments are used across the programme, with each type serving a specific purpose. While formative assessments are used for developmental purposes, summative assessments are used to indicate learning achievements. To assist students in their learning, BUB/UoS embraces clear policies related to feedback on assessment. Assessment criteria are also shared with students at the start of the module and through Blackboard, which was confirmed through the input of both faculty and students during the site visit interviews.

- BUB and UoS address academic misconduct cases based on a clear process outlined in the Academic Regulations and the Academic Integrity Policy and Academic Misconduct Procedures. The policy and procedures clearly define all forms of academic misconduct

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that could occur and apply to all students at BUB and UoS. The University also adopts clear policies related to academic appeals and student complaints.

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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.

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*

- BUB has a clear Admission Policy, which is published and accessible to potential applicants. The policy follows the regulations laid out by UoS. Principles such as equality, diversity and inclusion are specified in the provided policy. During the site visit interviews, the Panel was informed that staff who are involved in the admission process undergo equality awareness training, and there is a mechanism in place for annual reporting on equality and diversity monitoring. The Panel appreciates the efforts exerted by BUB to train its staff on equality and diversity monitoring when working on the admission process. Statistics provided to the Panel indicate a fair balance in the ratio of female to male students admitted into the programme.

- The admission to BUB's Business and Management programme follows the defined criteria which are stated in the Admission Policy, the SER and the programme specification. The criteria require a high school cumulative average of at least 75% and a proficiency in English language and Mathematics evidenced in the form of an IELTS score, GCSE grade or an in-house test as appropriate. The Panel was provided with statistics on achievements of a cohort of students who graduated in 2020-2021 as a demonstration of the appropriateness of the entry requirements. The Panel is of the view that the admission requirements are appropriate.

- BUB has a mechanism to allow students to apply for credit transfer and recognition of prior learning. These arrangements are covered in the Admission Policy and detailed in the Accreditation of Prior Learning Policy as well as in the Academic Regulations for Taught Programmes. The Accreditation of Prior Learning Policy also covers the mechanisms for monitoring the process of credit recognition and the progress of successful applicants.

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- Admission to the programme can be at various entry points/levels, depending on individual student's prior achievements. The programme defines different foundation modules according to the entry level; (at Level 3, with a four-year study programme, at Level 4 with a three-year study programme and at Level 5 with a two-year study programme). The basic compulsory foundation modules include Applied Mathematics and Foundations of Business. The Panel notes that in 2018-2019 academic year approximately 47% of the admitted students were admitted *via* the orientation/foundation level. However, in the interviews that were conducted during the site visit, it became clear that the adequacy and appropriateness of the foundation modules is not monitored. As per the progress report and the evidence that were made available to the Panel during the extension visit, the foundation modules are monitored regularly through Module Leader reports and the Annual College & Programmes Monitoring reports, which include remedial actions. A periodic review of the foundation programme was also completed in 2024. In addition, the foundation programme was recently benchmarked and accredited by Ecctis for five years. The Panel is satisfied with the actions taken to monitor the adequacy and appropriateness of the foundation programme.

- The Panel learned from the site visit interviews that the Admissions Policy is revised regularly, but the evidence presented to the Panel relates mainly to the admission procedures. During the extension visit, the Panel was informed that a new committee was established in November 2023 to review the admission requirements. The Panel was provided with a revised Admissions Policy and Process that was implemented in September 2024. This policy has been published both on the SharePoint of Quality Assurance and Enhancement Office (QAEO) and Blackboard. As per the revised policy, BUB offers its own English Language Entry test, which mirrors the IELTS structure being similar in content and structure. However, the Panel was not provided with evidence to demonstrate the equivalence of the test by for example, having a cohort of students write both tests and then comparing their scores. Therefore, the Panel advises BUB to address this issue.

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: *Addressed*

- BUB academic staff recruitment/hiring process, as detailed in the SER, is based on programmes/colleges needs and builds on job specifications that are aligned with the UoS Academic Roles Manual. When appropriate candidates are selected, job offers are placed and go through HEC academic staff approval process. Each newly hired academic staff is

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provided with an induction programme that is structured over the course of approximately two weeks, to cover multiple aspects including some mandatory training related to BUB and UoS regulations and procedures. The interviews with faculty revealed their satisfaction with the recruitment process, and the adequacy of induction programme in preparing newly recruited faculty. However, no information on the procedures for promotion was provided, and the Panel notes from the interviews that individual promotion paths are unclear. During the extension visit, the Panel noted that an academic promotion committee was established to develop the policy. The first part of the promotion policy for staff who follow a career path combining teaching and research was approved and published on the QAEO SharePoint. The second part of the policy for staff who focus on teaching and curriculum leadership is awaiting the approval of the Board of Trustees. Between October 2022 and August 2024, only one academic staff member and two non-academic staff members were promoted.

- At the time of the site visit the Panel was provided with the CVs of eight full-time faculty which indicate that all of them hold a Master's degree as their highest qualification. According to the SER, only two faculty members left the College during the last three academic years, which is perceived by BUB senior management as being satisfactory. The SER also states that BUB monitors staff turnover through UoS's PMEP. During the Virtual Extension Visit, the Panel was provided with a Recruitment Plan that was recently developed to increase the number of faculty members with PhD qualifications. The Panel notes that employment offers have been made and accepted for three full-time faculty appointments with PhD qualifications. The Panel was also informed that a full-time appointment was to be made to fill the vacancy for a Marketing specialisation post.

- UoS and BUB have a professional development policy, which requires an annual review of staff members' achievements, priorities for the subsequent year, support needs and alignment with the college/department/university objectives. In addition to the several more short-term oriented objectives (like completing professional development courses), there is also a more long-term objective focusing on further professional development (like completing a PhD). The Panel discussed the professional development arrangements during the interviews and is satisfied that the procedures in place are appropriate and consistently implemented.

- The research requirements and expectations for academic staff are defined in the Academic Roles Manual. However, there was no evidence provided that indicates how the programme contributes to the achievement of the BUB and UoS strategic objective of 'developing and supporting innovative research focused on addressing global challenges'. Furthermore, the evidence presented to the Panel showed limited engagement with scientific research publication by the academic staff in the last five years. BUB acknowledges in the SER that this is an area of improvement that needs to be tackled. Additionally, the SER indicates that the College takes into consideration workload

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allowances for active researchers, but this was not backed up with evidence or a clear policy during the site visit. Responses to extra evidence requested clearly indicate that BUB, as a young university, is yet to design research incentives or develop a research enhancement plan.

- During the extension visit, the Panel was informed of several actions that were recently taken to promote research at the BUB. An Innovation and Research committee has been established to consider research policies and procedures, the research budget and the committee's structure, terms of reference and membership. Research seminars have also been initiated, and the research activity is incorporated into the new workload model of academics. The model caters to personalised work allocations based on the career aspirations of each academic staff member, allowing some flexibility in the allocation of hours for teaching, research, community engagement, or administrative/leadership roles. In addition, the Panel was provided with BUB's Innovation & Research Policy and Procedures. The Panel notes that the revised staff development and performance review process considers the research-related performance of academics. The Panel also notes that the current Strategic Plan 2023-2028 identifies increasing research staff and PhD holders as a priority and according to this plan, a Research and Innovation Hub will be created.

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*

- The site visit and virtual tour videos as well as documentary evidence submitted to the Panel indicate that there are well-equipped classrooms and laboratories for use by students in the programme. For instance, there are seven computer laboratories with software such as Microsoft Office 365 and Sage, including a specialist Cisco laboratory. The Panel is satisfied that the classrooms and laboratories are appropriate and adequate, given the current number of students in the programme. However, During the interviews, BUB and UoS representatives articulated a clear strategic direction to increase the number of offered programmes and the number of students at BUB. Hence, the Panel advises BUB to increase the size of its existing campus considering the intended growing student intake.

- Each student at BUB has two individual student Information Technology (IT) accounts (one for BUB and one for UoS). BUB students also have access to a physical library on campus and UoS online library. The physical library has two bookable group work rooms,

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six desktop computers for students, as well as study tables, which satisfies the need for adequate individual and group-specific learning activities. The Panel notes with appreciation the availability and accessibility of current electronic databases and e-books that are provided by UoS and BUB.

- The programme's Teaching & Learning Committee and JBoS are responsible for ensuring the adequacy of resources through PMEP. As documented in the programme's Teaching & Learning Committee and JBoS meetings' minutes, there are agenda points and discussions about student and staff feedback on learning resources. For instance, the discussions highlight improvements to the library offerings, such as increasing the opening hours, increased number of power sockets and improved borrowing procedures. Furthermore, the use of the library resources is tracked, and improvement action points are generated.

- The campus is monitored by CCTV cameras and there are appointed and trained fire marshals in case of emergency. Furthermore, several staff members have completed First Aid courses, and a dedicated First Aid room is available. During the campus tour, it became clear that the First Aid room was not adequately equipped. Therefore, the Panel advises BUB to ensure that the First Aid room is properly equipped and consider having a medical team/nurse, especially as the student numbers and faculty grow in the future.

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: *Partially Addressed*

- In the SER, BUB acknowledges its need to improve and develop the Management Information System (MIS). This involves introducing a system to manage and track student engagement and progression and reviewing several software solutions like Starfish and introducing Ellian's CRM Recruit system to manage data about student application and admission. As articulated in the site visit interviews, the data flows back and forth from UoS to BUB to UoS, without there being any way of tracking the information other than manually. During the extension visit, the Panel was informed that BUB has initiated a digitalisation project. Several detailed proposals were received from potential providers, and after some delays, a suitable provider was eventually selected in September 2024. Planning is currently underway to ensure the alignment of the BUB system with that of UoS, and to adhere to regulatory requirements related to the privacy and exchange of information. The student information component of the MIS is expected to be implemented sometime in 2025. In the interim, MS Teams is used to regularly

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exchange information between the UoS and BUB concerning the programme and its students, including their assessment tasks and marks; with access permissions applied to safeguard the privacy of data. The Panel recommends that BUB should expedite and prioitise the implementation of the student information component of the integrated management information system.

- According to the SER, students' records at BUB are protected under the Data Protection Policy of UoS as well as Data Protection Regulations in the Kingdom of Bahrain. The Data Protection Policy follows the principles of the Data Protection Act 2018 and the General Data Protection Regulations of the United Kingdom and Europe, respectively, and BUB staff receive relevant training on this.

- The procedures for ensuring accurate students' records relate mainly to assuring/ratifying all marks/grades by the Assessment Board for taught programmes. The Panel notes that the sample certificates and transcripts show relevant details such as degree titles and security features. Certificates additionally show the degree classification. Overall, the Panel is of the view that certificates and transcripts accurately describe learners' achievements and are issued in a timely manner, as confirmed during alumni interviews.

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*

- There is a range of support services offered to students in the programme covering library and IT support. Students are informed about the support at BUB through the handbooks, induction week, personal tutors and instructors. According to the SER, career guidance services and support are integrated into the core curriculum with supplemental career-related services *via* the UoS Student Hub and extra-curricular activities. The Panel confirmed from the interviews with students and alumni that the career guidance services are appropriate.

- There is a two-days induction workshop for new and returning students at BUB. The induction covers university resources, the Virtual Learning Environment (VLE) and social events. The Panel learned from students and alumni during the interviews that they are satisfied with the induction services.

- The Programme Leader supports students in general programme-related issues, while the Personal Tutor that every BUB student is assigned to, provides them with support related to personal and academic care. The Personal Tutoring Policy describes the main

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responsibilities for the Personal Tutors and students. Academic advising support also includes the Subject Mentor Scheme, e-resources such as the Skills Hub and workshops. Based on positive feedback from students during the site visit interviews, the Panel appreciates the Subject Mentor Scheme, during which senior students provide support to new students.

- Although the detailed personal tutoring (academic advisor) mechanism is highlighted in the Personal Tutoring Policy, the Panel was not provided with evidence of its implementation. During the extension visit, the Panel was provided with an updated version of the Personal Tutoring Policy, which was recently approved and implemented. During the extension visit, interviewed students confirmed receiving one-on-one support from their Personal Tutor.

- The SER states that BUB has arrangements in place to support students with special needs. These arrangements follow the inclusive support statement of UoS. There are adjustments for students with declared disability, special educational and medical needs, including library support and training, personalized learning plan and progress monitoring by Programme Leaders.

- Support for at-risk students is covered briefly in the Personal Tutoring Policy. During the extension visit, the Panel was provided with the Student Engagement, Participation and Attendance policy which has been recently revised. As per the revised policy, by monitoring first assignment results, attendance, retake of courses and similar information on academic performance, the Student Affairs Department identifies students at risk and notifies the relevant personal tutor. The Panel also notes that an interim Student Affairs platform has been created to identify and monitor 'at risk' students until the new information management system that forms part of the digitalisation project is available. The Panel urges BUB to finalize the student information system so that the identification and management of at-risk students can be automated (see Indicator 2.4 recommendation).

- As per the SER, the Student Council provides feedback on the support services, which forms a basis for assessing and improving the support services. The JBoS minutes of meetings and other evidence presented to the Panel show positive feedback on the learning support services provided to students and improvements to the library opening hours in response to students' feedback. However, the Panel learned from the interviews that there are no regular formal surveys and analysis covering the support services. During the extension visit, the Panel was informed that a survey had been conducted to evaluate student support services. In addition, a schedule for administering surveys has been developed to avoid duplication and survey fatigue. The latest survey results suggest an improvement in the response rates. The Panel was provided with an Improvement Action Plan that has been generated to address matters raised in the surveys. From the

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extension visit interviews and evidence, the Panel is satisfied with the progress in developing appropriate mechanisms to evaluate and enhance student support services.

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Standard 3

Academic Standards of Students and Graduates

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

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Indicator 3.1: Efficiency of the Assessment

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

Judgment: *Addressed*

- The assessment methods are stated in the SER and the Course Approval document. There are detailed assessment procedures in place that are guided by UoS Academic Regulations for Taught Programmes. The assessment methods and tools are mapped to the PILOs and have appropriate level of complexity, which scales up with the level of the module/study, and weighting. Furthermore, the assessment methods and tools are internally reviewed at BUB and moderated at UoS (see Indicator 3.3). The Panel notes with appreciation the variety and relevance of the assessment methods utilised in the programme's modules. These methods include poster presentations, group presentations, examinations, portfolios, essays, individual and group projects, and research reports.

- The policies and procedures in the Academic Regulations for Taught Programmes 2021-2022 and the associated mapping of modules and assessment method/tools to the PILOs provide a mechanism to ensure the achievement of PILOs by students. Also, the assessment tools cover a broad range of graduate attributes. During the site visit interviews, the Panel was informed that the mapping of PILOs took place across programme modules, which were then designed to ensure that the teaching and learning activities and assessment tasks within the programme modules were appropriate and aimed at meeting the PILOs.

- The review (verification) and moderation of assessment as well as the ratification of marks/grades provide a mechanism for monitoring and improving the assessment process. The PMEP serves as an additional mechanism to ensure timely implementations of improvement measures. Furthermore, the monitoring of assessments and related issues are standing items on the agenda of various committees such as the Programme Committee and JBoS which provides an additional layer of oversight. The Panel discussed the underlying procedures with academic staff and external examiners. The Panel is of the view that the existing mechanisms are appropriate.

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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*

- As per the SER, policies and procedures regarding academic integrity at BUB are adopted from the UoS Student Academic Integrity Policy and Academic Misconduct Procedure. These policies and procedures are published in the Academic Handbook which is available online and students are further informed about them during students' induction. Furthermore, regular trainings/workshops as well as academic resources (on UoS Skills for Learning) are offered to students. The Panel finds these policies and procedures appropriate.

- The UoS Student Academic Integrity Policy and Academic Misconduct Procedure explains the types of academic misconduct, related preventative measures and applicable penalties, amongst others. It includes the measures used for deterring and detecting plagiarism and academic misconduct. Written assessments are submitted *via* Turnitin which generates a similarity index/score. As per the SER, academic staff are trained to interpret the Turnitin reports and the Panel was informed during the interviews that academic staff thoroughly examine the Turnitin reports rather than simply applying a threshold similarity score.

- BUB has mechanisms for recording and dealing with plagiarism and academic misconduct. All cases of suspected academic misconduct are formally reported to the Academic Misconduct Officers, who decide whether there are reasonable grounds to take further action. The process is evidence-based and requires the completion of Academic Misconduct Notification Forms as well as investigation and appropriate action. The Panel appreciates the mechanisms that are in place for handling cases of students' misconduct.

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: *Addressed*

- The procedures for internal moderation of assessments at BUB are described in the SER, the BUB Assessment Review and UoS Moderation document as well as the Assessment and Feedback Policy. The process starts with an internal review process at BUB, which

checks the appropriateness of the assessment and marking/grading as well as relevant documentation; moderation then occurs at UoS which mainly confirms the consistency of the marking with the level at UoS. The Panel confirmed the implementation of the existing arrangements during the site visit interviews.

- The internal moderation process provides a mechanism to review and improve the modules and the programme. Whilst the completed internal moderation forms provide some feedback on the assessments, the JBoS serves as a useful avenue to discuss and share feedback on moderation.

- Summative assessments at BUB are required to undergo external moderation. Accordingly, a sample of internally moderated assessments and forms are sent to external moderators to verify the accuracy, consistency and standards of the assessments. The appointment of external moderators is handled by the UoS. The Panel was informed during the interviews that external moderators provide feedback on summative assessments, but these have often covered minor issues. Therefore, the Panel suggests reviewing and enhancing the moderation process.

- The Panel notes from the minutes of the Teaching and Learning Committee, dated 15 February 2022, that moderation is discussed as a part of stakeholders' feedback. The discussions identified areas for improvement (standardization of marking, for instance). Furthermore, the Panel notes that UoS oversees the internal and external moderation, as clarified in the site visit interviews. The Panel was also informed during interviews that external moderators attend assessment board meetings and submit annual reports which are reviewed by UoS.

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: *Not Applicable*

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: *Not Applicable*

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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: *Addressed*

- The Panel has reviewed a sample of students assessed work to verify the level of student's achievement. The sample shows that the level of student's work meets the academic standards of the programme. The Panel noticed that some of the assessment tasks required students to be creative, such as preparing a Business Plan Report or a 'Brand Me' presentation.

- The Panel notes that 24 out of 25 students, being the first intake onto the programmes of the College in 2018-2019, successfully graduated, with one withdrawing to study elsewhere. The Panel further notes that 19 of them are employed, one is self-employed, one is pursuing further studies, and three are unemployed. The Panel was informed in the site visit interviews with employers that the few graduates that they had employed were performing well. Graduates who were interviewed also reported that they were satisfied with their BUB experience. During the extension visit, the Panel was informed that alumni and employers surveys were drafted and will be administered in 2024 to ensure that academic standards are met.

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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.

Judgment: *Addressed*

- BUB follows the same policies and procedures as those at UoS. The Academic Regulations for Taught Programmes document of the UoS provides several procedures covering different topics related to awarding of qualifications, the admission of students and their registration and enrolment, assessment of modules, classification of marks, assessment boards, external examiners and academic appeals. UoS policies and procedures are included in the Academic Handbook of the UoS, which can be accessed *via* the website. Policies and procedures are also uploaded to Blackboard for staff to access and are made available to students as needed. The Panel is satisfied that there is a proper dissemination of policies and procedures.

- According to the agreement between BUB and the UoS, BUB is expected to comply with the UoS quality management standards and supply the documents that are required to demonstrate this. The Panel was informed during the site visit interviews that meetings are taking place between the UoS Quality Management Office (QMO) and the BUB Quality Assurance Representative, where the UoS reports all updates and changes to the Academic Regulations and Handbook to BUB along with any updates to the Modules/ Assessment. The Panel was also informed that the Quality Assurance Representative at BUB liaises regularly with UoS to ensure the consistent implementation of policies and procedures at BUB and continuous monitoring, as outlined in the PMEP.

- The sample job description of an academic post describes the purpose of the role and sets an expectation for academics to understand quality assurance in their role. This requirement is also used as a selection criterion. The staff induction training includes a session on the UoS Academic Regulations, with regular online staff development sessions addressing various aspects of teaching and learning practice. The Panel was informed in the site visit interviews that annual training takes place at the start of the academic year and is mandatory for all faculty to attend.

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- During the extension visit, the Panel notes that a QAEO was recently established and managed by a newly appointed Director assisted by a Quality Analyst. In addition, the governance arrangements and supporting committees have been revised. A new Quality Enhancement Committee has also been established. Furthermore, BUB representation on UoS structures has been increased. In addition to BUB representation on the JBoS, BUB is currently represented on the UoS Quality and Standards Committee (QSC) by the QAEO Director. BUB also has a student representative on the JBoS. Documents and reports related to the QSC's work are made available to BUB staff on Sharepoint to promote transparency and cultivate a culture of quality assurance. Furthermore, all quality-related processes are being collated into a single Quality Handbook, and a register of BUB policies is being compiled. From the extension visit interviews and evidence, the Panel is satisfied with the progress in monitoring, evaluating, and improving the quality assurance management system and arrangements.

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*

- As illustrated in the Governance Organogram, at the university level, the College reports to the Student Staff Liaison and Programme Committees, which in turn, report to the BUB Academic Board through the Teaching & Learning Committee. The BUB Academic Board in turn reports to the JBoS. The organizational chart of the College identifies two academics who report to the College Dean, in addition to a Central Link Tutor who acts as a liaison with the UoS. In interviews, the Panel was informed that this role consists of planning related to the scheduling and content of examinations.

- The SER clarifies that the overall responsibility and custodianship of the programme rest with UoS, the awarding institution of the programme. JoBS facilitates the joint management of the programme, whilst the Academic Board is responsible for the academic standards and students' learning experience. Programme Leaders are entrusted with the day-to-day management of the programme, whilst module leaders are responsible for the coordination of the delivery of the programme modules.

- The terms of reference of the Programme Committee include monitoring and reviewing changes to the operation of the programme, monitoring the physical and staffing resources, gathering feedback from students and staff, and developing action plans for approval by the Academic Board and JoBS. The Teaching and Learning Committee monitors students' results, levels of satisfaction, and feedback from various stakeholders; ensures that teaching resources are available and relevant; and supports and develops

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teaching practice through programmes and peer reviews. The Panel is of the view that the terms of reference of various programme structures are clear.

- As the programme runs in partnership with the UoS, its management rests with both BUB and UoS, although the latter has the ultimate responsibility of the programme. The Panel notes from the interviews that the existing structures could hinder contextualization of local needs, given that the programme leadership role is still developing. During the extension review visit, the Panel was informed of various initiatives to contextualise the offering at the BUB, including making major amendments to the programme.

- Students at BUB have access to various resources at UoS, including electronic library resources, and can transfer from BUB to UoS. Furthermore, the quality of teaching and assessment is assured through extensive mechanisms such as formal approval of courses, verification and moderation of assessments as well as the ultimate oversight by UoS. The Panel finds the mechanisms in place to ensure an equivalent educational experience in terms of quality are appropriate.

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: *Addressed*

- BUB has various mechanisms in place to evaluate the programme on a semester basis. The specific procedures and responsibilities (policy statement) are clearly stated in the PMEP. These cover the responsibilities of the Programme Leaders and relevant teams who regularly monitor and log action plans. Emphasis is placed on the timely gathering and review of data on various aspects of the programme, such as admissions, assessment outcomes, moderation and external examiner reports, and relevant committees' outcomes and regulatory consideration, amongst others.

- During the extension visit interviews, the Panel was informed that BUB has expanded its JBoS trimester-based reports to be more comprehensive, incorporating student feedback and a review of student performance. These reports are also integrated into the annual college-level reporting, supporting the annual programme reviews and identifying issues to be included in the quality improvement plan. From the extension visit interviews and evidence, the Panel is satisfied with the revised annual review processes.

- Provisions for the periodic review of the programme are made in the PMEP document and the Programme Design, Approval, Amendment, Review and Withdrawal (PDAARW) Policy. Periodic programme reviews may necessitate a need for reapproval of the

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programme for a maximum of six years as per the PDAARW Policy. The Panel was informed during the site visit interviews that the periodic review takes place every five years, and this is yet to take place in 2023.

- While the periodic reviews of the programmes at the BUB were scheduled for 2026/27, the Panel learned during the extension visit that it was possible for amendments to programmes to be proposed before scheduled so that programmes could respond to changing requirements. A Programme Module Amendment Form has been introduced to formalise this process for proposing programme changes. The Panel notes that a rolling schedule for all reviews has been compiled to ensure that BUB can contribute to the periodic reviews conducted by UoS. The inclusion of a business simulation in the Business Management programme was given as an example of a substantial programme revision, which will require a change in assessment tasks. Based on the extension visit and evidence, the Panel is satisfied that progress is being made to ensure that BUB is involved in comprehensive periodic programme reviews.

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 UoS programmes are benchmarked against professional and regulatory standards to ensure the consistency of their quality with the United Kingdom Framework for Higher Education Qualifications (FHEQ). As per the SER, the JBoS serves as a mechanism to benchmark the academic quality and standards, and the equivalence of student experience of BUB with that of the UoS, and action plans are developed as a result of these deliberations. The Panel suggests conducting formal benchmarking to determine and verify the comparability of academic standards with other similar programmes in Bahrain or the Gulf region

- During the site visit, the Panel noted there are no formal benchmark procedures at the level of BUB, although such data would be important to assess and enhance its performance. During the extension visit, the Panel was informed that a formal Benchmarking Policy has been recently developed and approved, covering the institutional and programme levels. The Panel recommends that BUB should expedite the implementation of the Benchmarking Policy.

- During the site visit, the Panel noted that feedback from students is collected *via* the Module Evaluation Questionnaires (MEQs), which are discussed in the meetings of JBoS

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and programme committee meetings. There were no formal mechanisms in place to obtain feedback from external stakeholders. During the extension visit, the Panel was provided with a survey process document, which includes a schedule for administering newly developed alumni and employer surveys. The Panel was informed that the alumni surveys were distributed, and the collected data will be used to update the employer database. The employer survey is due to be administered in August 2024. The Panel recommends that BUB should ensure that the surveys are regularly conducted, and the decisions taken based on the collected comments and data are communicated to the relevant stakeholders.

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: *Partially Addressed*

- As per the SER, UoS constitutes and consults its own Advisory Boards to inform decisions on the programmes. During the extension visit interviews, the Panel learned that BUB has established an advisory role in all BUB College Councils, by appointing external experts in these councils. The evidence provided shows that three external members have been appointed to the Council of the College of Business and Law. It also shows that four College Council meetings are scheduled per year, with two of them externally orientated and the other two internally focused.

- A labour market study was conducted in Bahrain by an international company contracted by BUB prior to the launch of the business programmes in 2018. During the extension visit, BUB reported that another company was recently contracted by BUB to conduct a feasibility/ market study in Bahrain. The company is expected to finalize its report in October 2024. The Panel recommends that BUB should monitor and review the effectiveness of the mechanisms used to scope the needs of Bahrain labour market.

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V. Conclusion

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

There is Confidence in the Bachelor of Science (Hons) Business Management of College of Business and Law offered by the British University – Bahrain.

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

1. The efforts exerted by BUB to train its staff on equality and adversity monitoring when working on the admission process.

2. The availability and accessibility of current electronic databases and e-books that are provided by UoS and BUB.

3. The students support *via* the Subject Mentor Scheme, during which senior students provide support to new students.

4. The variety and relevance of the assessment methods utilised in the programme's modules.

5. The mechanisms that are in place for handling cases of students' misconduct.

In terms of improvement, the Panel recommends that the British University – Bahrain and/or the College of Business and Law should:

1. Develop an appropriate mechanism to ensure that the aims of the programme are regularly revised in consultation with the relevant stakeholders and that the programme contributes to the achievement of the institutional mission and strategic goals.

2. Clearly define the roles of both BUB and UoS in relation to staff capacity building and research activities/collaboration their relationship.

3. Clearly identify the alignment between both the programme aims and programme intended learning outcomes.

4. Map the modules' intended learning outcomes to the programme intended learning outcomes to ensure that programme intended learning outcomes are well covered in the programme's modules.

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5. Review all module specifications to ensure that all references are updated and develop a systemic mechanism to ensure that this revision is periodically maintained.

6. Expedite and prioitise the implementation of the student information component of the integrated management information system.

7. Expedite the implementation of the Benchmarking Policy.

8. Ensure that the surveys are regularly conducted, and the decisions taken based on the collected comments and data are communicated to the relevant stakeholders.

9. Monitor and review the effectiveness of the mechanisms used to scope the needs of Bahrain labour market.

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