



Vatel – Bahrain (College of Hospitality)



21-24 April 2025



Location
Aljasra



Institute Type
Private



Status
Not Listed on NQF



No. of Students
42

Overall Judgment

Compliant with the General Framework Standards

Standards' Judgment

Governance and Management	Human Resources Management	Quality Assurance and Enhancement
Infrastructure, ICT, and Learning Resources	Management of Academic Affairs	Teaching, Learning and Assessment
Research and Postgraduate Studies	Community Engagement	Student Support

Review Summary

Established in 2018 under the Bahrain Tourism and Exhibitions Authority (BTEA), Vatel Bahrain operates as part of the Vatel Group through a binding franchise agreement with Vatel France. Renewed in 2024 for an additional five years, the agreement grants BTEA exclusive rights to deliver Vatel programmes using the franchisor's "know-how" and brand. This arrangement ensures programme equivalency with flexibility for contextualisation, and students are awarded Vatel France certificates, recognised by the European Qualifications Framework (EQF) and aligned to Level 8 of Bahrain's National Qualifications Framework (NQF). The agreement also includes initial and ongoing training for local staff, with senior personnel receiving training in France to help build institutional capacity.

Following the renewal, Vatel Bahrain introduced a new Vision, Mission, and Values in 2024 to reflect its commitment to hospitality and tourism education and alignment

with national priorities. These guiding statements have been communicated internally and externally and are reinforced by the 2024–2027 Strategic Plan, which outlines key themes, strategic goals, and measurable Key Performance Indicators (KPIs). An institutional operational plan supports these goals and is monitored through the SharePoint system and the Senior Management Team (SMT), with plans to develop comprehensive departmental action plans as the institution expands. Although a Risk Management Policy and Procedure is in place, its operationalization remains limited. The current risk register does not adequately address critical risks such as staff turnover or low enrolment and lacks a comprehensive contingency plan to protect students in the event of institutional closure.

While BTEA provides some level of strategic oversight, its wider remit limits its ability to offer sustained institutional governance. Similarly, academic oversight by Vatel France remains limited. Although governance-related policies and procedures, including those for induction and evaluation, have been developed, they are grounded in the institution's current structure and require further enhancement to support a more formalised and effective governance system. The institution recognises this need and intends to establish a Board of Trustees (BoT) to reinforce strategic leadership and academic oversight. Strengthening the governance framework is critical to support the institution's evolving needs and future growth. Furthermore, while Vatel Bahrain has established a clearly defined organizational structure, with the SMT actively engaged in day-to-day operations to ensure effective coordination, and with staff roles well delineated and open communication encouraged, several key positions remain vacant. Additionally, although student involvement is not yet embedded within the formal structure, the institution has plans to establish a student council. Accelerating its formation would help promote inclusive decision-making and formalize the student voice within institutional governance.

Vatel Bahrain has an HR policy that governs recruitment, retention, training, and performance management, and is currently developing an automated system to improve record accuracy and privacy. The institution is committed to staff development, providing training opportunities and evaluating their impact to ensure alignment with institutional goals and individual career paths. However, staffing remains a challenge due to a high reliance on part-time academic staff and frequent turnover. To address this, a recruitment and hiring plan has been developed in line with the strategic plan, but timely implementation is crucial to ensure adequate staffing for both current operations and long-term growth.

The franchise agreement between Vatel Bahrain and Vatel France is supported by a recently introduced Quality Assurance (QA) system designed to ensure ongoing

compliance with the franchisor's requirements and uphold the integrity of the institution's academic offerings. This system, which officially commenced in October 2024, was rolled out alongside the appointment of dedicated QA personnel tasked with embedding quality-focused practices across all core areas of operation. The QA framework includes structured oversight mechanisms and is aligned with a set of clearly defined policies which collectively establish expectations for academic delivery, ethical standards, and the provision of support services for students.

Vatel Bahrain's newly implemented QA system promotes stakeholder engagement through surveys, consultations, and cohort analysis, alongside internal reviews and biennial audits by Vatel France. Although designed to maintain quality and brand standards, the system is still in the early stages, with inconsistent application and limited stakeholder awareness. There is also a lack of clear evidence showing implementation of improvement actions. Nonetheless, the institution benefits from strong collaboration with the franchisor and reports high student employability, reflecting programme relevance. While unable to modify academic programmes through benchmarking, Vatel Bahrain is encouraged to adopt an informational benchmarking framework for non-academic areas like administration, student services, and support systems. This would enable performance comparisons with peer institutions, guide internal decisions, and reinforce continuous improvement without conflicting with franchisor authority.

Vatel Bahrain ensures a safe, functional, and compliant learning environment, meeting Higher Education Council (HEC) standards through well-maintained academic and support facilities, including classrooms, study areas, offices, medical services, and security. Health and safety procedures are clearly outlined in institutional handbooks and policies available on the Learning Management System (LMS). The institution maintains a robust, secure, and accessible ICT infrastructure with continuous monitoring, disaster recovery protocols, and strong data privacy safeguards. Staff and students benefit from effective ICT tools that support decision-making and learning, including the feature-rich LMS (Moodle) and Cyberlibris digital resources provided by Vatel France. Data protection measures align with both the franchise agreement and national privacy laws.

The institution's academic planning aligns closely with its mission and strategic goals, supported by clear staff responsibilities and audits conducted by Vatel France. A new mentoring system reflects a commitment to support staff, though its effectiveness remains to be evaluated. Challenges persist in unfilled academic leadership roles and limited senior-level diversity. While academic policies are largely comprehensive and accessible, they require updates to address emerging issues like generative artificial intelligence. Admissions, credit transfers, and appeals

are effectively administered, with transparent programme information provided; however, minimum language entry requirements are inconsistently documented and enforced. A student information system is under development to protect academic records and should be expedited, and certification processes need reinforcement through better record verification and improved security beyond email-based transcript submissions.

Vatel Bahrain's Learning and Teaching Policy sets out a range of instructional approaches and establishes a framework for evaluating teaching effectiveness through tools such as surveys and class observations. Despite operating hosted programmes, the institution applies systematic processes to ensure its syllabi are in line with Vatel France's academic standards. Practical training—which accounts for approximately two-thirds of the undergraduate bachelor programme—is supported by relevant policies and formal agreements with internship providers. However, the absence of a comprehensive handbook for students and hotels, along with a detailed internship syllabus, results in inconsistent learning outcomes. To address this, a unified policy and procedural framework is needed to standardize learning agreements across all practical training providers. While theoretical assessments are guided by a clear Assessment Policy and moderation procedures, and externally reviewed by Vatel France to uphold academic standards, internship evaluations primarily depend on hotel supervisor feedback, limiting transparency and robustness in the assessment process.

Community and stakeholder engagement goals are outlined in Vatel Bahrain's Strategic Plan for 2024-2027, supported by three newly developed policies aimed at strengthening ties with the tourism sector and advancing charitable initiatives. Vatel Bahrain has well-established arrangements and strong links with the hospitality industry which and lay the groundwork for broader outreach, complemented by events marking national and philanthropic occasions. Engagement spans staff, students, and alumni, while professional body relations are managed by Vatel France. Activities are currently archived in departmental folders, with efforts underway to enhance centralized coordination and streamline documentation processes. To foster continuous improvement, it is essential to introduce structured mechanisms for gathering stakeholder feedback on community initiatives.

Vatel Bahrain offers a comprehensive range of academic and non-academic support services that enrich the student experience, including tailored support for students with special needs. Academic support includes detailed programme information, structured induction activities, and academic skills development through the Study Skills Unit, with additional career support provided via events and the planned recruitment of a Student Support Officer. While students can currently seek help

through email and Moodle forums, the lack of a formal academic advising system underscores the need for more personalized academic guidance. Non-academic support encompasses structured counselling services, access to health and wellness resources, and pre- and post-arrival orientation for international students. Students also benefit from cultural and recreational activities such as Sports Day, the Digital November Programme, and international exposure through the Student Exchange Program. Alumni are actively involved through events like Vatel Talks, further contributing to a supportive and enriching learning environment. However, structured counselling services still need to be formally developed to ensure holistic student support.

Overall, the institution's ongoing collaboration with Vatel France continues to provide valuable academic and professional guidance, reinforcing its commitment to international standards. Its strategic direction aligns well with Bahrain's national priorities, supported by strong partnerships with the hospitality sector that enhance core functions, particularly in internships and community engagement. While the quality assurance system provides a solid foundation, further efforts are required to fully implement and integrate its processes, ensuring consistency, transparency, and measurable impact on institutional performance and community involvement. In addition, there is a clear need to strengthen student support services to ensure comprehensive academic and personal development.

Commendations

1. The institution maintains a strong partnership with its franchisor, and its graduates' high employability highlights the relevance and quality of its academic programmes, aligning with the Kingdom of Bahrain's national goal to promote tourism and hospitality.
2. The institution maintains a safe, well-equipped, and regulation-compliant learning environment that effectively supports students' academic and non-academic needs.
3. The institution demonstrates a strong and secure ICT infrastructure that incorporates effective data privacy measures, accessible digital tools, and technology that enhances operational efficiency and enriches the student learning experience.
4. The institution demonstrates a structured approach to learning and teaching through diverse instructional strategies and regular evaluation mechanisms, while ensuring syllabi are aligned with Vatel France's academic standards.
5. The institution has established strong partnerships with the hospitality industry, effectively supporting student internships and laying a solid foundation for future community outreach initiatives.
6. The institution fosters a supportive and enriching learning environment that helps students build essential academic and personal competencies such as critical thinking and emotional intelligence.

Recommendations

1. Revise the institutional risk register to incorporate strategic risks and establish a local contingency plan to maintain academic continuity.
2. Expedite BoT establishment and leadership recruitment—prioritizing academic and senior-level diversity—to reinforce institutional capacity, alongside forming a student council to promote inclusive governance and operational efficiency.
3. Fully implement and embed the newly established QA system to ensure consistent, transparent processes with measurable impact, and introduce a benchmarking framework for non-academic areas to inform decisions and drive continuous improvement.



4. Develop and implement a secure student information system to ensure effective management of student records, enhancing admissions and certification processes.
5. Establish a unified internship framework with a detailed handbook and syllabi to standardize learning outcomes, expectations, and assessment practices across all training providers.
6. Develop and implement structured mechanisms for collecting stakeholder feedback on community initiatives to support continuous improvement.
7. Establish a formal academic advising system and fully develop structured counselling services to ensure personalized and holistic student support.

Standard 1 – Governance and Management

Indicator 1 - Vision, Mission and Values

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| 1.1 | The institution has a publicly displayed vision, mission and values that are approved at the governing body level, guide its activities, and well communicated to stakeholders. | |
| 1.2 | The vision and mission are appropriate for the institutional type and programmes on offer; are aligned with the national priorities and strategies of the Kingdom of Bahrain; and reflect the core functions of the institution and its values. | |
| 1.3 | The institution involves internal and external stakeholders in the development of the vision, mission, and values of the institution. | |
| 1.4 | There is a process which ensures, a regular review of the vision and mission that takes into account the national, regional and international context with respect to trends in higher education and programme offerings. | |

Indicator 2 - Strategic and Operational Planning

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| 2.1 | The institution has a strategic plan that was developed through a process of consultation with external and internal stakeholders. | |
| 2.2 | The strategic plan has clear objectives and key performance indicators with specific targets that are consistent with the mission and vision statements and the strategic goals of the institution. | |
| 2.3 | There is an allocated responsibility at senior management level to ensure the implementation, monitoring and review of the strategic plan. | |
| 2.4 | There are annual operational plans from which detailed action plans evolve for all academic and administrative departments in a manner that supports the strategic plan. | |
| 2.5 | There are well-established processes for the annual monitoring and evaluation of the progress made in achieving the targets of operational plans, including data collection and reporting to senior management, with related remedial actions being clearly identified, coordinated, and executed. | |
| 2.6 | There is an appropriate risk management system in place that enables the institution to mitigate and address relevant strategic and operational risks. | |

Indicator 3 - Governance and Management Practices

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| 3.1 | There are clear terms of reference for the governance body (Board of Trustees) and any related sub-committees, in which the roles and responsibilities of the governing body members are clearly defined. | |
| 3.2 | There are implemented policies and procedures for the governing body to oversee the achievement of academic standards and actively support the efforts made to achieve and maintain the academic standards for face-to-face, online and blended education. | |
| 3.3 | The governing body and management have a clear separation of duties, both on paper and in practice, and the members of the governing body are not involved in the day-to-day operations of the institution. | |
| 3.4 | There are implemented procedures for the appointment and induction of members of the governing body, which ensure that they understand their specific responsibilities. | |
| 3.5 | There are implemented mechanisms to evaluate the performance of the governing body members to ensure their efficiency and professional commitment. | |
| 3.6 | Appointment to senior managerial positions is transparent, based on clear and published criteria, and supported by a robust performance management system. | |
| 3.7 | There are formal procedures at the institutional level for scheduling and conducting meetings, and taking meeting minutes of councils, committees, and work teams. | |
| 3.8 | The planning and allocation of resources (including financial resources) are adequate and linked to the operations and core functions of the institution. | |
| 3.9 | There are approved delegations of authority for financial and management decisions that enable the managers of administrative and academic entities (e.g., Deans, Head of Departments, Directors, etc.) to achieve their objectives and maintain high standards. | |
| 3.10 | The financial and accounting systems include processes to prevent and detect fraud, including internal and external financial audits and transparent reporting. | |
| 3.11 | The governing body and management ensure the accuracy and currency of all published materials provided in printed form or electronically via the website or on social media, that inform students and the public about the institution, its services and activities (e.g., mission, vision, values, location, infrastructure, academic provisions, fees' structure, etc.). | |

Indicator 4 - Organisational Structure

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| 4.1 | There is an accurate and up-to-date organisational structure that is fit for purpose and accessible to all staff and students. | ● |
| 4.2 | Stakeholders' participation in decision-making, including students, is clear in the organizational structure, where appropriate. | ● |
| 4.3 | There is effective coordination and leadership across the institution, especially among senior management. | ● |
| 4.4 | All staff members know their roles and line of management in the institution and have clear job descriptions. | ● |
| 4.5 | The channels of communication between the governing body, senior management, staff, students and other stakeholders are clear. | ● |
| 4.6 | There is a structure for all active committees along with clearly articulated terms of reference and lines of reporting; and the effectiveness of these committees is regularly reviewed. | ● |
| 4.7 | The institution has well-structured mechanisms to ensure proper circulation of the decisions and recommendations raised by its councils, committees, and work teams. | ● |

Indicator 5 – Partnerships, Memoranda with other Institutions

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| 5.1 | For each programme where another HEI provides the curriculum and/or teaching or operates as a 'parent' institution, there is an active binding agreement between the institution operating in the Kingdom of Bahrain and the other institution, as per HEC regulations, which: | ● |
| (i) | has been entered into after due diligence to ensure the credibility of the other organisation and the programme being offered in the Kingdom of Bahrain. | |
| (ii) | states whether the programme offered in the Kingdom of Bahrain is equivalent and contextualised to a programme of the same name offered in the home country and whether graduates of the Bahrain programme are recognised in the home country. | |
| (iii) | specifies in detail the roles and responsibilities of both partners, including the teaching and assessment commitments and quality assurance arrangements. | |
| (iv) | contains a risk-management strategy to protect students, should there be any dispute or closure situation. | |

- (v) assists the institution in the Kingdom of Bahrain to improve the academic capacities of its own staff.
- 5.2 For each programme where another HEI, locally or internationally, provides some of the curriculum and/or teaching, the programme information provided to current and prospective students states clearly the institution(s) that is offering the degree, the name of the institution(s) that will be on the student's testamur, and which institution's rules and policies apply (i.e., the institution operating in the Kingdom of Bahrain or the other institution). ●
- 5.3 For each programme where another HEI locally or internationally, provides some of the curriculum and/or teaching, the programme information provided to prospective and current students states clearly which course or programme elements will be taught and examined by the other institution. ●
- 5.4 The HEI operating in the Kingdom of Bahrain has established processes and mechanisms that are regularly used to ensure that the partner (or parent) institution meets its obligations and, if needed, to approach the concerned authorities to ensure that the partner/parent institution meets its obligations. ●
- 5.5 Where there is a memorandum of co-operation or understanding, the points of co-operation between the two institutions are clearly set out and there are mechanisms to monitor the implementation of the terms of the memorandum, providing regular feedback, for planning, informed decision making, and continuous improvement, where applicable. ●

Standard 2 – Human Resources Management

Indicator 6 - Human Resources

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| 6.1 | The institution has developed and implemented a human resources management strategy and operational plans that enable it to fulfil its mission and deliver quality higher education provision. | ● |
| 6.2 | There are implemented policies and procedures for staff that include selecting, recruiting, and retaining qualified and experienced academic and non-academic staff. | ● |
| 6.3 | The institution has a published equality and diversity policy, which ensures that all staff are treated fairly. | ● |
| 6.4 | The institution has a clear policy in place regarding the handling of legal issues related to academic and non-academic staff. | ● |
| 6.5 | The institution has a published systematic, transparent, and fair process for investigating, recording and monitoring complaints, and grievances of its academic and non-academic staff. | ● |
| 6.6 | The number of qualified and experienced academic and non-academic staff is sufficient to adequately support the full range of the institution's academic and administrative functions. | ● |
| 6.7 | The institution keeps up-to-date records of the qualifications and experience of its full- and part-time academic and non-academic staff. | ● |
| 6.8 | There are implemented induction processes for all new academic and non-academic staff, whether full- or part-time. | ● |
| 6.9 | There are transparent and fair policies and procedures in place to recognise and reward staff through promotion or financial incentives. | ● |
| 6.10 | Staff satisfaction and exit surveys are regularly conducted and their results are used for quality improvements. | ● |

Indicator 7 - Staff Development

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| 7.1 | There is an effective institution-wide staff performance management plan and processes for annual evaluation and feedback on the performance of individual staff members. | ● |
| 7.2 | There are implemented policies and procedures for staff development and an institution-wide approach to the identification of staff development needs. | ● |



- 7.3 The institution supports its staff to gain qualifications/professional certificates as a continuing professional development outcome and provides them with appropriate development opportunities. ●
- 7.4 The effectiveness of staff development opportunities is evaluated by participants and the outcomes of such evaluations are being addressed. ●

Standard 3 - Quality Assurance and Enhancement

Indicator 8 - Quality Assurance System

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| 8.1 | There is a clear quality assurance management system that is rigorously and consistently implemented, monitored and evaluated, with processes and mechanisms to implement improvements across the institution and for which there are clear lines of responsibility and accountability. | |
| 8.2 | All institutional policies, procedures and regulations are clearly articulated, documented, and consistently applied and reviewed for effectiveness and enhancement, and are accessible and effectively communicated to students and staff. | |
| 8.3 | There is a process to regularly monitor compliance with the HEC regulations. | |
| 8.4 | There is an implemented mechanism to disseminate information, which ensures that academic and administrative staff members have an evident understanding of their role in quality assurance and enhancement. | |
| 8.5 | The institution has a mechanism in place to actively and fairly engage students, individually and collectively, in the quality and enhancement of their educational experience. | |
| 8.6 | The institution undertakes regular and systematic monitoring of its core operations and conducts periodic reviews of all key aspects of its performance against clearly specified and appropriate indicators. | |

Indicator 9 – Quality Enhancement

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| 9.1 | There is a clear and well-articulated and documented benchmarking policy, which is consistently implemented. | |
| 9.2 | Benchmarking takes place against other appropriate national, regional or international institutions of a similar profile for all core activities of the institution. | |
| 9.3 | The findings of benchmarking exercises have been used to enhance the activities of the institution, where applicable. | |
| 9.4 | There are clear and documented approaches to eliciting stakeholders' feedback regularly through a variety of implemented mechanisms, including surveys to evaluate the effectiveness of the institution's services. | |



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| 9.5 | There are mechanisms to ensure the utilisation of the received stakeholders' feedback to improve the institution's services and to inform the relevant stakeholders of any actions taken. | ● |
| 9.6 | The institution conducts regular cohort analysis and monitors employability rates to enhance the programmes' relevance to the market needs. | ● |

Standard 4 – Infrastructure, ICT and Learning Resources

Indicator 10 - Infrastructure

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| 10.1 | The institution ensures the compliance of its premises and facilities with the related HEC regulations through continuous reviews. | ● |
| 10.2 | There are registers showing that the provided classrooms, tutorial and study spaces, library, offices, laboratories, amenities, medical facilities and security services are suitably equipped, sufficient and timetabled for the academic and non-academic activities and events. | ● |
| 10.3 | There is a record of all physical infrastructure and equipment showing scheduled cleaning, maintenance, and upgrades. | ● |
| 10.4 | The institution has appropriate arrangements to ensure the security, efficiency, integrity and the availability of appropriate accommodation for conducting the examinations and other assessments. | ● |
| 10.5 | There are formal, appropriate and implemented action plans whenever there is a need to modify or expand the institution's premises, and/or facilities to satisfy the requirements of the academic and administrative operations. | ● |
| 10.6 | There are effective published policies and processes for occupational health and safety that are made available to staff, students and visitors, and comply with the laws and regulations of the Kingdom of Bahrain. | ● |
| 10.7 | Access to the premises is appropriately restricted, secured and convenient for staff and students with special needs. | ● |
| 10.8 | Where applicable, the residential accommodation offered by the institution is clean, safe, supervised and of a standard which is adequate to the needs of students, and there are arrangements in place to ensure regular inspections are conducted. | ● |

Indicator 11 – Information and Communications Technology

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| 11.1 | There is an ICT operational plan - including active disaster recovery plans, and planned maintenance and replacement of ICT resources, which is systematically implemented, monitored and revised, to ensure that systems are fit for purpose, and up-to-date and reliable ICT services are available to all students, staff and other stakeholders. | ● |
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| 11.2 | There are up-to-date registers showing the provision of ICT systems and services, including the availability of sufficient hardware and software for staff and students. | ● |
| 11.3 | The institution uses appropriate management information systems to record and provide reports for the governing body, management and academic staff so that effective and informed decisions can be taken. | ● |
| 11.4 | The institution has formal arrangements to ensure that the ICT systems and services are accessible to staff and students with special needs, where applicable. | ● |
| 11.5 | There are effective arrangements that prevent unauthorised access to, and inappropriate use of, ICT resources, and provide adequate safeguards against copyright infringements of print and digital resources. | ● |
| 11.6 | The institution has appropriate policy and procedures for the use of its website and social media accounts, to effectively engage with its stakeholders and ensure the accuracy of the published information. | ● |

Indicator 12 - Learning Resources

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| 12.1 | There are appropriate and effective policies and procedures for managing the utilisation of learning resources and dealing with the misuse cases of these resources. | ● |
| 12.2 | There are implemented policies and procedures to ensure that there are effective and adequate physical and electronic library and learning resources for students and staff, including access to the learning management system, databases, books and journals. | ● |
| 12.3 | The institution has a comprehensive and well-managed learning management system, which is appropriate, sufficient to accommodate all users, and ensures the safety and integrity of personal data. | ● |
| 12.4 | There is a system to ensure that students and academic staff are inducted and well-supported in the use of the learning management system, library and learning resources. | ● |

Standard 5 – Management of Academic Affairs

Indicator 13 – Academic Management and Integrity

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| 13.1 | There is academic planning derived and linked to the institution's mission and strategic goals, which clearly reflects among other aspects: a philosophy of teaching and learning; the type programmes on offer as well as the services provided to students; and the mechanisms to evaluate the achievement of strategic goals. | ● |
| 13.2 | The institution has appropriate arrangements that include provision for academic leadership at programme and individual course level, and clearly identify academic staff responsibilities, as in teaching, research, scholarly activity, consultancy, community engagement and academic administration, to ensure a balance amongst these various responsibilities in line with the related HEC regulations and international norms. | ● |
| 13.3 | The institution has appropriate arrangements to ensure the balance between the number of senior academic staff with relevant experience and high academic ranks and junior academic staff who have just started their academic career as well as demonstrating diversification among their background and qualifications. | ● |
| 13.4 | The institution employs an appropriate and effective mentoring system that provides guidance and continuous support for junior academic staff. | ● |
| 13.5 | The institution has clear and published ethical and legal regulations, policies and procedures related to academic affairs and practices, which are implemented, regularly reviewed and accessible to academic staff and students. | ● |
| 13.6 | There are effective arrangements in place to acknowledge intellectual property rights and to prevent, detect and deal with plagiarism, in addition to other forms of academic misconduct (e.g., cheating, forging of results, and commissioning others to do the work). | ● |
| 13.7 | The institution has a set of comprehensive policies, regulations and procedures in place for staff and student conduct that deal with any unacceptable behaviour and discrimination. | ● |
| 13.8 | The institution has a clear and published policy on required student attendance and punctuality, and effective procedures and systems to monitor and enforce it. | ● |
| 13.9 | The institution has a published, systematic, transparent, and fair process for investigating, recording and monitoring complaints and grievances of its students. | ● |

Indicator 14 – Design and Approval of New Academic Programme

- 14.1 The institution has effective policies and procedures for the proposal, design and approval of new programmes, which take into consideration the mission of the institution, national priorities, employability skills, local, regional and international market demand including employability rates and the required infrastructure, learning and human resources to deliver the proposed programme. ●
- 14.2 The institution has formal and effective arrangements to ensure the involvement of internal and external stakeholders in the processes for the design and approval of new programmes and to demonstrate the compliance of newly developed programmes with the requirements of the NQF and HEC regulations. ●
- 14.3 The institution has formal and appropriate arrangements for benefiting from external expertise, regional and international reference points, in the design/development processes of new programmes. ●
- 14.4 Newly developed programmes have clearly articulated objectives/aims, learning outcomes, admission requirements, progression routes and career paths for prospective students. ●

Indicator 15 – Academic Programme Reviews

- 15.1 There are effective policies and procedures for the review of existing/running programmes that ensure the involvement of all internal and external stakeholders, including students. ●
- 15.2 There are implemented policies and procedures for annual reviews of academic programmes, which include analysis of year-on-year results relevant to student satisfaction, achievement levels, completion rates and progression to further study or employment, etc., that inform the improvement of programme quality and enhance the delivery of programmes. ●
- 15.3 There are implemented policies and procedures for periodic and external reviews to ensure that programmes and their curricula are up to date; reflect current research and trends in the discipline (fitness of purpose); and are relevant to the labour market and societal needs. ●
- 15.4 There is a clear mechanism to ensure that the results of the annual, periodic and external programme review reports and related action plans are being used by senior management for decision making and, where appropriate, being shared with all stakeholders including students. ●

Indicator 16 – Admissions and Certification

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| 16.1 | The institution has up-to-date, clear, and accurate information about its academic programmes, admission criteria, which are published and available to prospective students and other stakeholders. | |
| 16.2 | The institution regularly reviews admission criteria taking into account stakeholders' feedback and using information on students' outcomes, to ensure that the criteria are appropriately providing equal opportunities for prospective students and are aligned with local, regional and international academic norms for the discipline. | |
| 16.3 | The language(s) of teaching and learning in the programme is clearly stated and the admission criteria include minimum language entry requirements that must be met. | |
| 16.4 | The institution has clearly stated regulations about the transfer of credits from one programme to another or from another institution, that are fairly implemented for all relevant prospective students. | |
| 16.5 | There is a policy and procedure in place to support access and recognition of prior learning, which accords with the NQF requirements, and there is an up-to-date register which is kept for all recognition of prior learning assessment and admission activities/records, where applicable, and where legislation permits. | |
| 16.6 | The institution has a procedure in place to ensure that all application enquiries are responded to in a timely and appropriate manner. | |
| 16.7 | The institution has formal arrangements that enable prospective students to appeal against access and enrolled students against transfer decisions. | |
| 16.8 | The institution has a published policy that is administered effectively regarding the collection of and refund of student fees. | |
| 16.9 | The institution has appropriate arrangements to ensure that foundation studies, including access courses and bridging courses, enable students to meet the admission criteria. | |
| 16.10 | The institution provides students with the opportunity to exit a programme at a given level and transfer to another programme, while specifying the details and the level of the other available programmes to transfer to and award given (if any) at the time of exit (where applicable). | |
| 16.11 | There is an effective system for the management of students' information and academic records that includes processes for accurately entering and verifying data on enrolments and grades, backup of records, and processes to preserve the integrity and confidentiality of records and protect against unauthorised access or improper use. | |



- 16.12 There are effective mechanisms in place to ensure and maintain the safety and integrity of the process of certificate issuance. ●
- 16.13 The institution makes students records, transcripts and certificates available to its students in a timely manner. ●

Standard 6 – Teaching, Learning and Assessment

Indicator 17 - Management of Teaching and Learning

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| 17.1 | There are institutional/college teaching and learning policies and procedures, which include a range of appropriate teaching strategies, instructional methods (including e-learning) and learning resources that are consistently implemented, monitored and reviewed for effectiveness to achieve the learning outcomes. | |
| 17.2 | The institution has an appropriate mechanism to ensure that all academic staff are consistently updating their course syllabi, which include mode of delivery, semester weekly schedule, instructional methods, and assessment types and dates, and which are made available to students on a regular basis. | |
| 17.3 | Where practicums, work-based learning or internships, or capstone or graduation project are in place, there are implemented policies and procedures with regard to learning agreements if applicable, assessment strategies, and the roles and responsibilities of the various stakeholders. | |
| 17.4 | There is a system to track and regularly monitor the student's learning experiences and progress, with mechanisms for improvement. | |
| 17.5 | The institution has a consistently implemented, effective system to monitor the quality of all modes of teaching and learning (including e-learning), leading to continuous improvement. | |

Indicator 18 – Graduate Attributes and Learning Outcomes

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| 18.1 | There are implemented effective mechanisms to ensure that graduate attributes at the institutional level and learning outcomes for all programmes and courses are clearly formulated and publicly available. | |
| 18.2 | The institution identifies the employability skills as per the recent trends in the labour market and ensure these skills are embedded in the graduate attributes and the learning outcomes. | |
| 18.3 | Benchmarks and external reference points are used to determine and verify the equivalence of learning outcomes with occupational standards, where appropriate, and with other similar programmes locally, regionally or internationally. | |
| 18.4 | There are implemented mechanisms to ensure that graduate attributes and learning outcomes are achieved across all programmes. | |
| 18.5 | The institution regularly tracks graduate destination and uses this information to inform the development of appropriate programme and course learning outcomes and ensure academic standards are attained. | |

Indicator 19 - Assessment and Moderation

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| 19.1 | There are effective assessment policies and procedures that contribute to the design of appropriate formative and summative assessments in terms of their level of complexity, validity, alignment with course and programme learning outcomes, rigour, and fairness and transparency of marking and timely feedback. | ● |
| 19.2 | The assessment policies and procedures are published and systematically implemented across the institution. | ● |
| 19.3 | There are effective policies and procedures that govern the pre and post internal and external moderation of assessment and clearly state the roles and responsibilities of the moderators and the mechanism for their appointment. | ● |
| 19.4 | There is a clear and transparent grade appeal process that is communicated to students and consistently implemented across the institution in a timely manner. | ● |
| 19.5 | The institution has effective policies and procedures for the security and retention of assessment documents and records and back-up mechanisms. | ● |

Standard 7 – Research and Postgraduate Studies

Indicator 20 – Research Management and Support

- 20.1 The institution has clear research strategy which is aligned with the national priorities and encourages innovation and collaborative research. ●
- 20.2 The institution has implemented an operational research plan appropriate for its type and mission, which includes key performance indicators and targets, and is regularly monitored and reviewed for improvement to support the institutions' strategic goals. ●
- 20.3 In accordance with HEC regulations, the proportion of the institution's budget allocated for the support of research is monitored and is sufficient to support the institution's strategic goals. ●
- 20.4 There are effective policies related to research ethics' issues, which are well-disseminated and consistently implemented. ●
- 20.5 There are fair, transparent and implemented research policies for the awarding of research grants, conference participation, academic promotion, or other incentives to support academic staff in developing their research output. ●
- 20.6 There is an implemented systematic approach to ensure that research and scholarly activities have a positive impact on teaching and student learning and are relevant to academic and professional fields. ●
- 20.7 The institution has an appropriate mechanism to communicate its operational research plan to all relevant stakeholders. ●
- 20.8 The institution has formal arrangements in place for its research output to be documented and published via printed and/or electronic forms (catalogues, journals, website, social media accounts, etc.). ●

Indicator - 21 Postgraduate Studies (where applicable)

- 21.1 There is a mechanism in place to ensure that the learning outcomes of the research component(s) are aligned with the programme outcomes and are assessed properly in line with the NQF requirements. ●
- 21.2 The institution has implemented policies and procedures, which are aligned with HEC regulations, for the effective supervision and support of research students. ●
- 21.3 There is regular monitoring and review of research students' progress and satisfaction in their programmes of study. ●
- 21.4 There is a rigorously implemented mechanism involving well-experienced and qualified research supervisors, and internal and external examiners, for the assessment of the research component(s), to ensure that these are at an appropriate level and comparable to international standards. ●

Standard 8 – Community Engagement

Indicator 22 - Community Engagement

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| 22.1 | The institution has a clearly articulated community engagement statement, policies, and operational plan, which are aligned to its mission and strategic goals and are consistently implemented. | ● |
| 22.2 | The institution has appropriate arrangements for strengthening its links with the business community and ensuring its positive contribution to its core functions. | ● |
| 22.3 | The institution has appropriate arrangements in place for involving relevant external stakeholders, including alumni, professional bodies, and university partnerships, in community engagement activities. | ● |
| 22.4 | The institution encourages and supports staff and students to engage in community and professional activities in line with its community engagement operational plan. | ● |
| 22.5 | The institution has a database of community engagement activities that is used for planning purposes. | ● |
| 22.6 | The institution has a mechanism in place for collecting feedback on community activities from relevant stakeholders and uses it for improvement of future community engagement activities. | ● |

Standard 9 – Student Support Services

Indicator 23 - Student Academic Support

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| 23.1 | Prospective students are properly briefed on the nature and requirements of the programme(s) in which they are interested and provided with advice on choosing their programme of study. | |
| 23.2 | The institution has effective procedures for ensuring that all students are properly inducted on the various academic support systems and services available to them. | |
| 23.3 | Reasonable accommodations are made for students with special needs, including academic support, where appropriate and for different modes of learning, and these are regularly monitored and reviewed. | |
| 23.4 | Students have access to career information, advice and guidance, including progression to further study and any professional body exemptions that may be available. | |
| 23.5 | The institution has appropriate arrangements for enabling all students to have fair access to academic staff outside regular teaching and learning sessions. | |
| 23.6 | There are effective procedures to allocate for every student an academic advisor, who regularly follows up on and discusses the student's progress and provides them with guidance and advice in a timely manner. | |
| 23.7 | The institution has an effective mechanism to identify and support students at risk of academic failure. | |
| 23.8 | There is an effective learning environment that promotes the concept of lifelong learning and ensures equal opportunities for all students. | |

Indicator 24 - Student Non-Academic Support

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| 24.1 | The institution has appropriate arrangements for providing all students with information on scholarships, financial advice and support and access to transportation services, where applicable. | |
| 24.2 | There are appropriate arrangements in place to ensure that international students receive guidance and appropriate advice before and after their arrival in the Kingdom of Bahrain. This advice relates to travelling to and living in the Kingdom of Bahrain, information about the local culture, religious considerations, etc. | |



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| 24.3 | The institution has appropriate formal arrangements for the selection, monitoring, and evaluation of its student recruitment agents, where applicable. | ● |
| 24.4 | The institution has appropriate arrangements for providing all students with emergency contact numbers for support outside official working hours. | ● |
| 24.5 | There is a range of effective student support services related to counselling, health, and welfare. | ● |
| 24.6 | The institution provides students with opportunities, whether face-to face or virtual, to engage in wider social, recreational, community and cultural pursuits aimed to promote their development as individuals. | ● |
| 24.7 | The institution proactively engages with its alumni and encourages their interaction with current students to provide support, mentoring and career advice. | ● |