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Section One - Overview

1.0 General Remarks
This section of the Quality Assurance Manual (QAM) provides background information about the College, its history, goals, and core beliefs. This information is the foundation for the development of the college's quality systems.

1.1 A Brief History of the College
Ibra College of Technology (ICT) is located in Wilayat of Ibra, Al-Yahmadi. It is one of the seven Technical Colleges that are operated by the Ministry of Manpower (MoMP). The other colleges are located in Ibri, Musannah, Nizwa, Salalah, Shinas, and the Higher College of Technology in Muscat. Until 2013, The six regional colleges offer programmes up to the Advanced Diploma Level. In 2013-2014, ICT started the BTech programme. Students who achieve the criteria to go for the Bachelor’s Programme in other specializations, move to the Higher College of Technology in Muscat.

ICT was established as a Vocational Training Institute in the Academic Year 1982-1983, under the auspices of the Vocational Training Authority. During the period 1993-2001, the college was known as Ibra Technical Industrial College, falling under the Ministry of Social Affairs for Labour and Vocational Training. It offered programmes in Arabic (1993-1995), and the GNVQ Programme from 1995-2001. In 2001, the college was renamed Ibra College of Technology, under the MoMP. It offered the Oman National Diploma (OND) from 2001-2003 and the new programme from 2003-2004 with new curriculum and outcome. Starting this academic year 2014-2015, the college has undergone various changes in its programme in order to suit market requirements.

An Academic committee worked and developed a new Bachelor of Technology (BTech) programme which was first offered in Academic Year 2003-2004. The programme of the Colleges of Technology implemented in September 2003 came after extensive research to ensure the suitability of the programmes in terms of Oman industry needs and global academic standards. It took nearly two years for this program to reach its final shape. During these two years the programs were sent to all the Colleges of Technology in Oman for Approval, and to universities abroad for comments. The program was finally approved by these institutions, the industrial sectors in Oman, local universities and academic and technology experts at a workshop held in March 2003 at the Higher College of Technology (HCT).

The New Program comprises four levels in addition to the Foundation Program. The Foundation Program consists of four levels. A student may have to spend up to four semesters in this program before going to the post foundation levels namely Certificate, Diploma, Advanced Diploma and BTech. These four levels correspond to the first four levels of the postsecondary education described in the Oman Qualification Framework (OQF). In the technical colleges program, students' progress from one level to another depends upon their performance in each level provided they meet progressively demanding criteria. This unique structure ensures that graduates from the Colleges of Technology maintain an element of competitiveness in fulfilling Oman’s demand for qualified and skilled human resources, thus bridging the gap between achievement and aspirations. It also affords students the flexibility to exit the system after completing any level, with a qualification thereby enabling them to successfully enter the job market.

1.2 College Vision
We will be a leading Technological Institution, providing high quality teaching and learning to prepare and empower the Omani professionals of the future so that they can contribute to the national socio-economic development of their country.

1.3 College Mission
To deliver high quality student-centred education that produces competitive graduates who enter the labour market with confidence, strong technological and personal skills, and are prepared for a life of contribution and success.

1.4 College Values
In seeking to achieve its mission, the College will promote the following values:
- Professionalism through hard work, commitment, accountability and transparency.
- Integrity by displaying honesty and fairness.
- Flexibility - A willingness to learn, develop new skills, and take on new responsibilities.
- Teamwork and Tolerance through Transparency, diversity, acceptance, openness to constructive criticism and ethical behaviour.
- Creativity and Innovation - Imagination and Originality.
- Communication - Commitment to the effective exchange of information.

1.5 **Strategic Planning**

1.5.1 ICT operates within the parameters of a Strategic Plan agreed upon by the MoMP (since Semester II, June 2007 onwards).

1.5.2 The Strategic Plan sets out in detail, the College’s goals and objectives, and provides clear guidance to the College in the short and medium-term.

1.5.3 Performance indicators and other evidence, provides senior College staff, the MoMP and all other stakeholders with the means to measure the College’s performance.

1.5.4 Our College is committed to continuously improving quality across the entire range of its activities. Departments are required to produce Operational and Action Plans, derived from the Strategic Plan.

1.5.5 College planning and operations always comply with the latest edition of the *Byllaws of the Colleges of Technology*. For more information, refer to ICT Policy Handbook – 1.4 College Planning Policy.

1.5.6 The 5-Year (2013 - 2018) Strategic Plans for the College are enclosed in Appendix One.

1.5.7 **Strategic Plan (SP) Development Process**

- The Vision, Mission and Values for all the seven colleges were developed by the Quality Assurance Department of the Ministry of Manpower. These were developed using a participatory approach consulting with all the Colleges of Technology.
- A workshop was organised by the QAD to introduce the idea and importance of planning.
- Colleges were approached to contribute their views regarding what the mission, vision, and goals of the Colleges of Technology should be.
- The draft of the plan was sent to the Colleges for their comments.
- Changes were made according to the relevant feedback received.
- The plan contained the vision, mission, values, graduates attributes and goals.
- Finally, vision, mission, values, graduates attributes and goals were approved by H.E. the Undersecretary and introduced for implementation.
- The college conducted a series of sessions involving representatives from each department.
- The sessions started by reviewing the achievement and discussed each sub goal, strategy and the corresponding KPIs.
- A first draft was prepared and sent to all the departments for feedback.
- The HoD/HoC was responsible to distribute the draft SP to all the staff for comments.
- The staff-comments on the draft SP were discussed at the department academic council and forwarded to the QA unit.
- Inputs from the departments were incorporated to finalize the SP.
- The draft was sent to the QD (QAD) for feedback and the suggestions were incorporated to finalize the SP.
- The SP was approved at the College Council.
1.6 Quality Assurance in Higher Education

1.6.1 Quality Assurance indicates “The means of ensuring that, academic standards are defined and achieved in line with equivalent standards nationally and internationally, and that the quality of learning opportunities, research and community involvement are appropriate and fulfil the expectations of the range of stakeholders”\(^1\).

1.6.2 Quality Assurance is “the means by which an institution can guarantee with confidence and certainty, that the standards and quality of its educational provision are being maintained and enhanced”\(^2\).

1.6.3 Higher Education institutions should ensure quality of teaching and learning, through and must:
- Have clear statements of Vision, Mission, Values, Goals and Objectives, and be able to communicate these to different stakeholders.
- Provide excellence in teaching and learning.

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\(^{1}\) The Quality Assurance and Accreditation Handbook for Higher Education in Egypt, NQAAC, 2004

\(^{2}\) Higher Education Funding Council, UK

Quality Assurance Manual ver 7.2
• Establish a strong local and regional reputation among the general public and engage actively with the community.
• Ensure the welfare of all staff, reward hard-work and creative thinking, and offer opportunities for professional development and promotion.
• Encourage Research.
• Manage the institution’s resources efficiently and effectively.
• Operate with a high level of integrity, honesty and commitment to ensure the well-being of all stakeholders.
• Formulate general policies and specific procedures to support the high quality operation of all its activities.
• Operate an annual cycle of self-review and action planning to foster continuous improvement of its performance.
• Be open to external advice and ideas and keep itself informed of new trends and developments in education.

1.6.4 A high quality College must also ensure that the standards of student achievement associated with particular awards (such as Diploma, Advanced Diploma, Bachelor’s), are in line with standards of student achievement in other reputable institutions, nationally and internationally.

1.6.5 Overall, quality is about fitness for purpose. ICT will strive to ensure that all its services and activities are fit for the purposes that they serve.
Section Two - Quality in the College

2.1 Quality Philosophy

2.1.1 Quality is a vital part of the College’s mission.

2.1.2 Effective planning and careful implementation of plans are, of course, essential in the creation of a superior institution, as well as the processes of monitoring and review. However, the commitment of each member of staff to understand the institution’s purpose and future ambitions, to see his or her role in relation to institutional goals and to do his or her job well and with enthusiasm, is equally important.

2.1.3 Quality must be the responsibility of everyone who works in the College.

2.1.4 Specifically, quality is of great importance to the College because:
- there is a need to show that government money is being spent wisely and that high quality outcomes are being achieved;
- both the College's reputation and the professional satisfaction of its staff stems from knowing and being able to demonstrate, that students are learning effectively and achieving high levels of performance in all programmes; and
- The College exists in order to provide the nation with a skilled workforce.

2.1.5 The College is guided by Ministry decree No 14 / 2006 which emphasises:
- Full compliance with the Bylaws of the Colleges of Technology.
- College-level planning being consistent with its overall Strategic Plan (see sections 1.5.1 to 1.5.2).
- Constant monitoring of all departments and centres, to assess progress in the implementation of its Operational and Action Plans.
- Careful monitoring of course and programme delivery across the curriculum, including On-the-Job Training.
- Data collection on college graduates to ascertain the effectiveness of the education and training they have received.
- Rigorous self-assessment across all Colleges, taking their mission, goals and objectives into account.

2.1.6 The College’s stakeholders include, but are not limited to, students, staff, the MoMP, private and public sector employers, parents of students and the wider community. The College will at all times seek formal feedback from these stakeholders and see to it that College activities and services meet their needs.

2.2 Scope and Purpose of the Quality Assurance Manual (QM)

2.2.1 The Quality Assurance Manual gives a detailed account of the quality assurance philosophy of the college, as well as its practical day to day implementation.

The QM:
- Values excellence in the day to day work of the College in all areas of activity;
- Places emphasis on monitoring the quality of service provided to current and prospective students;
- Recognizes the importance of self-evaluation, action planning and constant improvement;
- Recognizes that benchmarking with other institutions is an important tool in the monitoring and improvement of educational quality.

2.2.2 The QM will be updated every two years through changes or additions, approved in the minutes of the College Quality Assurance Committee. Periodically the procedures contained in this manual will be reviewed, expanded upon and perfected so that they fully meet the needs of the College and all its stakeholders.
2.3  **Annual Quality Cycle**

2.3.1  The College's quality enhancement strategy is driven by Annual Quality Cycle in which all areas of activity are reviewed and are subject to a process of action planning and plan implementation. This is illustrated in Figure 2.1.

2.3.2  The College bases its quality cycle on the ADRI Model (*Approach-Deployment-Results-Improvement*) (see Figure 2.1), advocated by the Australian Universities Quality Agency (AUQA) and the Oman Accreditation Board. The College has chosen to base its cycle on ADRI for two reasons. Firstly, it reflects the philosophy of planning, implementation, review and improvement which already exists in the College. Secondly, in adopting an ADRI-based quality cycle, the College positions itself in relation to quality assurance and enhancement developments in the Sultanate as a whole.

2.3.3  The College's *Approach* is set out in the Strategic and Operational Plans of its departments and centres, and shows how this will be put into practice. The College Management Plan is carefully designed by the College Council which is headed by the Dean during June and July of each academic year. Planning is based on a five year management plan.

2.3.4  In the second phase, *Deployment*, College Action Plans are implemented at Department/Centre level. This phase begins in September of each year as the new academic year gets under way.

2.3.5  During the *Results* phase (January to March) the College evaluates the effectiveness of Deployment. The College Action Plan is critically examined through departmental meetings, student feedback and feedback from other stakeholders; to determine whether it has been properly implemented and to what extent recent changes in practices have been beneficial and which, if any, further improvements need to be made. The Quality Assurance Committee monitors this process of evaluation.

2.3.6  The *Improvement* phase takes place during April and May of each year. Drawing on the results of evaluation, each Head of Center / Department produces a standardized annual report for the Dean (Refer to Appendix Two). These reports outline the major events affecting the work done by each Centre/Department during the year under review, and concludes with recommendations for improvement.

2.3.7  The Annual Reports of the Centres / Departments – and particularly their recommendations for improvement – form the basis for a new College Action Plan. This is drawn up by the Dean and Assistant Deans and thus a new cycle begins.

**Figure 2.1  ICT Quality Cycle**
ICT Quality Assurance elements are:

1. The Bylaws of the Colleges of Technology
2. Strategic Plan (SP)
3. Quality Manual (QM) and Sub-Manual (QSM)
4. Self-Assessment
5. Internal Quality Audit

The following figure describes how the elements of the Quality Framework fit together.

**Figure 2.2 Quality Framework**
2.4 Ibra College Of Technology Organisation Management Chart

Minister

Board of Trustees

Undersecretary

Directorate of Finance (MoMp)

D.G. of Technical Education

College Dean

College Council

Quality Assurance Unit (QAU)

Policy Management Committee (PMC)

Quality Manual Committee (QMC)

Centre/Dept. Internal Quality Assurance Committee (C/D IQA)

Disciplinary

Marketing

Health and Safety

Research and Consultancy

Examination

Head of ETC

Head of ELC

Asst. Dean for Admin & Finance

Asst. Dean for Student Affairs

Asst. Dean for Academics Affairs

Head of ETC

Head of Computer Services Section

Head of Educational Services Section

Head of Library Services Section

Head of IT Department

Head of ELC

Head of Section: English Language Programs

Head of Section: Curriculum & Teaching Methods

Head of Business Studies Department

Head of EET Section

Head of E-Business Section

Head of Engineering Department

Head of EE & ECE Sections

Head of ME and AE Section

Head of Administration & Registration Dept.

Head of On-Job-Training Dept.

Head of Counselling & Graduate Follow-Up Dept.

Head of Housing, Student Activities & Graduation Dept.

Investigation Committee

Head of Admission Affairs (Store, Maintenance & Services)

Head of Financial Affairs Dept.

Head of Human Resource Dept.

Commission of Inquiry on Staff

Head of Policy Management Committee (PMC)

Head of Quality Manual Committee (QMC)

Head of Centre/Dept. Internal Quality Assurance Committee (C/D IQA)

Head of Disciplinary Committee

Head of Marketing Committee

Head of Health and Safety Committee

Head of Research and Consultancy Committee

Head of Examination Committee
2.5 College Management and Organization Responsibilities

The responsibilities of the following post-holders are set out in the document - Bylaws of the Colleges of Technology:

- Dean (Article 9)
- Assistant Dean for Academic Affairs (Article 11)
- Assistant Dean for Student Affairs (Article 12)
- Assistant Dean for Administration and Financial Affairs (Article 13)
- Head of the Educational Technology Centre (Article 18)
- Head of the English Language Centre (Article 20)
- Heads of Academic Departments (Article 22)
- Head of Admissions and Registration (Article 26A)
- Head of On-Job Training (Article 26B)
- Head of Guidance, Counselling and Graduate Follow-Up (Article 26C)
- Head of Housing and Student Activities (Article 26D)
- Head of Administrative Affairs (Article 27A)
- Head of Financial Affairs (Article 27B)
- Head of Human Resources (Article 27C)
- Head of Educational Services (Article 19A)
- Head of Computer Services (Article 19B)
- Head of Library (Article 19C)
- Head of Section: English Language Programs (Article 21B)
- Head of Section: Curriculum and Teaching Methods (Article 21A)

Heads of Department will at all times strive to ensure:

- Good communication between themselves and their staff.
- Good communication between themselves and the Dean and Assistant Deans.
- Comprehensive and up-to-date Departmental Policies and Procedures.
- Departmental planning and operations consistent with the College Strategic Plan.

2.6 College Council Membership

- Chairperson: College Dean
- Deputy Chairperson: Assistant Dean for Academic Affairs
- Members:
  - Assistant Dean for Administration and Finance
  - Assistant Dean for Students Affairs
  - Head of Educational Technology Centre
  - Head English of Language Centre
  - Head of Business Studies Department
  - Head of Engineering Department
  - Head of Information Technology Department
  - Three well experienced members from the private sector, to be selected by the Minister for three renewable years.

2.6.1 Responsibilities and Authorities of the College Council

The College Council will meet upon invitation from the Chairperson, at least once a month or whenever deemed necessary. The meeting will be legal if attended by at least 80% of its members. In case of a tied vote, the chairperson will have the casting vote. The Dean is authorized, in case of necessity and after referring to the council, to invite whosoever deemed necessary, to attend the meetings of the council for consultation, without granting him/her the right to vote.

The Chairperson of the Council will appoint one of the members of the council as a coordinator (secretary), to prepare the meetings’ agenda and to follow up on the implementation of the council’s decisions. Bylaws, Article 14.

The main responsibilities of the College Council are set out in the Bylaws, Article 16.

The College council will set up the College Academic Council without the three external members.
The duties and responsibilities of the College Academic Council will be the same as of the College Council. The main responsibilities of the College Council are set out in the Bylaws, Article 16. A detailed description of the roles and responsibilities and procedures of the College Council meeting is provided in the ICT Policy Handbook.

2.6.2 Regulations
The regulations apply to the College Council according to the Bylaws in Article 15 and Ministerial Decree no. 339/2007, Colleges of Technology Bylaws amendment.

2.6.3 Operation Planning
The College, in order to achieve its mission and vision, has identified its goals. Based on the College goals, the Strategic Plan was developed with sub-goals and strategies. The different centres and departments then produced their own Operational Plans for the new Academic year and Action Plans for each semester, based on the College Strategic Plan. These clearly state how each of the centres and departments intend to achieve the strategic goals of the College, with clear indicators, measures and targets. The performances of the centres and departments are analysed through an internal review mechanism to monitor the achievement of targets.

2.6.1.3 Operation Planning Development Review
In order to achieve the Vision and Mission, the college has identified its goals and objectives. Based on its goals and objectives, the Strategic Plan was developed with sub-goals and strategies, after which an Operational Plan was created and developed. An operational plan defines how the department operates to implement actions and monitor plans. The development of the department’s Operational Plan goes through a series of procedures.

Recommendations from the Quality Department as reflected in its Internal Audit Report, improvements from the Assessment Report of the Operational Plan of the previous year, inputs from the Annual Report of the Department Committees and actions based on the feedback from the stakeholders will be taken into consideration to prepare the first draft of the Operational Plan for the New Academic Year.

This will be circulated to the staff for their feedback. Then Draft 2, which is the Revised Operational Plan, will be prepared. This Draft 2 will also be submitted to the QA Office for its feedback. The final version of the Operational Plan after incorporating the feedback of the QA office will be prepared and submitted first to the QA office and subsequently to the College Dean / the Assistant Dean for approval.

The approved Operational Plan will be disseminated to all the stakeholders.
2.6.4 **Planning Management**
All policies and guidelines are documented in the Quality Manual of ICT. The Quality Manual Committee, comprising members from each academic department and centre, reviews and identifies needs for policy formulation and revision. As and when required, recommendations on policy changes are submitted to the College Academic Council for review and approval. For more information, refer to ICT Policy Handbook – 1.4 College Planning Policy.

2.6.5 **Entity and Activity Review System**
Individual centres and departments submit their Annual Reports, which describes the activities according to the pre-designed Operational Plan, for review by the College Council.

The QAD, under the auspices of the MoMP, conducts regular scheduled visits to review the policies, procedures and all other activities of the College. The QAD provides briefings to the College Dean and sends reports of their findings. Findings and recommendations are discussed in the College Academic Council meeting for necessary action.

The College Dean and Asst. Deans visit the departments regularly to monitor its activities.

The ICT Quality Assurance Unit proposes an Internal Quality Audit Committee to systematically...
review its entity and activity review System.

This committee consists of the Dean, Assistant Dean (Academic affairs) and three representatives from the centres and departments. The committee is chaired by the Dean and supervised by the Assistant Dean (Academic Affairs). Following are the roles and responsibilities of the committee:

- To evaluate the use of college resources, to uphold its mission, and to meet its stated objectives.
- To ensure the institution’s ability to, and effectiveness in providing quality education to its students.
- To ensure internally that College processes and procedures comply fully with the Bylaws, the QM and Ministry decrees.
- From time to time identifies a particular department for a ‘spot audit’.
- Periodically reviews the self-assessment report.

**Members:**

Dean  
Assistant Dean (Academic Affairs)  
Head of Department (HoD-Business Studies)  
Head of Section (HoS-OM)  
College Quality Coordinator

Each department has formed an Internal Department Quality Audit Committee (IQAC), its purpose is to regularly review its activities.

### 2.7 College Committees

- The College Council has the authority to approve any recommended College Committees, dependent on the requirements of the college, to stipulate its membership, chair and responsibilities.
- These committees are normally sub-committees of the College Council and should submit their minutes to the Council.
- When no action is required, the College Council may simply note receipt of the minutes without further comment.
- When a sub-committee makes recommendations to the College Council, the chairperson of that sub-committee must draw the Dean’s attention to these recommendations before the Council meeting and they should then be discussed at the Council. They can then be rejected, approved, or approved with specified amendments.
- For Staff-Student Programme Committees refer to section 4.10.

#### 2.7.1 Student Discipline Committee

Once an applicant becomes a bona fide student of the college, he / she must abide by the Code of Conduct set by the College Bylaws (refer to Part Nine of Bylaws of Colleges of Technology). Any violation of this is subject to disciplinary actions through appropriate processes by the following committees appointed by the College Dean and Director General:

**Investigation Committee:**

Chairperson: Assistant Dean for Student Affairs  
Members: Head of Housing, Student Activities and Graduation Department  
Academic Staff

**Disciplinary Committee:**

Chairperson: Assistant Dean for Student Affairs  
Members: Head of Housing, Student Activities and Graduation Department  
Academic Staff who have not participated in the investigation

The roles and responsibilities of these committees are defined in Articles 82 to 91 of the Bylaws of the Colleges of Technology.

For membership and duties of the Student Discipline Committee see Articles 76 to 91 of the Bylaws.
2.7.2 **Examination Committee**

An Examination Committee convened according to Article 68 of the Bylaws and **Administrative Decision No. 10 / 2007** issued: 7 / 5 / 2007 states that:

To improve the quality control of examinations in academic departments and centres in the college, the following decisions have been taken:

All examination papers, whether practical or theoretical, are submitted to the Examination Committee for moderation, one week before the date of the exam to ensure that questions are balanced to the set outcomes.

The following members are assigned the responsibilities of Examination Committee in the academic departments and centres.

**English Language Centre:**
1. Head of Centre
2. Head of Section: Curriculum and Teaching Methods
3. Level 1 Coordinator
4. Level 1 Test writer
5. Level 2 Coordinator
6. Level 2 Test writer
7. Level 3 Coordinator
8. Level 3 Test writer
9. Level 4 Coordinator
10. Level 4 Test writer
11. Post Foundation Coordinator
12. Post foundation Test writer
13. Committee Coordinator

**Engineering Department:**
1. Head of Engineering Department
2. Head of Mechanical and Architecture Section
3. Head of Electrical & Electronics Section
4. One Mechanical Engineering lecturer
5. One Electronics Engineering lecturer
6. One Electrical Engineering lecturer
7. One computer Engineering lecturer
8. One Applied Sciences lecturer
9. Two technicians from the Electrical section
10. Two technicians from the mechanical section

**Business Studies Department:**
1. Head of Business Studies Department
2. Head of Human Resource Management Section
3. Head of Accounting Section
4. One lecturer – HRM
5. One lecturer – Economics
6. One lecturer – Accounting

**Information Technology Department:**
1. Head of Information Technology Department
2. Head of Mathematics Section
3. Head of Information Technology Section
4. Two lecturers Mathematics section
5. One lecturer – Database
6. Two lecturers – Networking
7. One lecturer - Software Engineering

The committee members are revised dependent on the need. Refer to 7.1.3 for the
2.7.3 **Health & Safety Committee**

**Administrative Decision No. 1 / 2011**

In accordance with the Bylaws of Colleges of Technology, issued by Ministerial Decision No. (72/2004) and Ministerial Decision No (41/2009-10) and in the best interest of a good work environment, it has been decided that:

Article No. 1: A College Health and Safety Committee is formed

Article No. 2: The members are as follows:

- Leader: Head of Engineering Department
- Members: Head of Administrative Affairs Department
  - IT lecturer
  - Engineering Lecturer
  - Business Lecturer
  - English Language Lecturer
  - Engineering Technician
  - ETC Technician
  - Clinic staff

Article No. 3: The Terms of Reference for the team is as follows:

- To promote health and safety awareness, compliance and training for college staff and students.
- To identify and report health and safety problems; recommend solutions to those problems;
- To provide health and safety resources to the community at large.
- Coordinate the communication of public health information strategies.
- To conduct regular Fire drills.
- To provide a Safety Manual for all stakeholders.
- To provide Workplace Safety Procedures.

Article No. 4: The committee reports to the Quality Assurance Executive Committee.

Article No. 5: This Decision will be effective from the date of issue.

The Health & Safety Committee will be responsible for the following matters:

- To develop a Health and Safety Plan
- To communicate the approved Health and Safety Plan throughout the College for implementation.
- Review the Health and Safety Plan on a regular basis.

For more information, refer to ICT Policy Handbook – 1.7 Health and Safety Policy.

2.7.4 **Marketing**

**Administrative Decision No.4 / 2011**

In accordance with the Bylaws of Colleges of Technology issued by the Ministerial Decision No. (72/2004), also in accordance with Ministerial Decision No (41/2009-10) and in the best interest of good work it has been decided that:

Article No. 1: A College Marketing Committee is formed.

Article No. 2: The members are as follows:
Leader: Head of E-Business  
Coordinator: Business Studies Lecturer  
Members: Head of OJT  
Head of the Housing Department  
Head of Section, Library Section  
Engineering Lecturer  
IT Lecturer  
English Language Lecturer  
Technician from the Publishing Centre

Article No. 3: The Terms of Reference of the Team are as follows:

- To develop and implement an Annual Marketing Plan.
- To provide advice and coordinate the planning and development of College events and activities.
- To promote awareness of College programs and services.
- To serve as liaison between the college, industry and the community.
- To coordinate College resources with the external community.
- To send press releases to the local media and campus community.

Article No. 4: The committee reports to the Quality Assurance Executive Committee.

Article No. 5: This Decision will be effective from the date of issue.

2.8 Quality Assurance Unit

The membership of the Quality Assurance Unit will be as mentioned below.

Leader: Head of QAU  
Members: QA Department/Centre Coordinators:

- Business Studies  
- Student Affairs Office  
- Engineering Department  
- Information Technology  
- English Language Centre  
- Educational Technological Centre  
- Administrative Affairs

The duties and operation of the QAU, including those of its Executive Committee, are set out in the same Decree. 2.8 Quality Assurance Unit

The Terms of Reference of the Quality Assurance Unit are as follows:

- To supervise the development of the Strategic Plan.
- To ensure college level planning is consistent with the Strategic Plan.
- To monitor the progress of departments /centres in implementing plans.
- To disseminate a culture of quality and excellence in work this is consistent with Islamic teachings.
- To submit recommendations to the CC on Quality Audit reports.
- To work and coordinate with the Quality Assurance Department (QAD) of the MoMP to achieve standards in quality assurance.
- To organize training on QA activities.
- To collect all relevant documents from departments / centres.
- To review college forms.
- To conduct Internal Quality Audits for all departments/ centres of ICT and submit reports to the College Council.
- To prepare and submit relevant reports to the College Council.
- To prepare comprehensive reports on QA activities and submit to the Directorate of Technical Education with a copy furnished to the QAD (through the Office of the Dean). The unit reports to the
2.8.1 **QM Review and Update Procedure**

The QM Committee is responsible for reviewing and updating the Quality Manual annually. The responsibilities included are as follow:

1. The Manual for Quality Assurance Review outlines instructions, policies and procedures related to the Quality Assurance Review (QAR) activities of ICT, to be carried out by the internal Quality Audit and the QAD of the Ministry of Manpower.

2. The guidelines provided herein are intended to ensure that quality reviews of ICT are carried out in a uniform, comprehensive and transparent manner. Adherence to the policies and procedures also ensures that quality reviews are carried out in an efficient manner with observance of uniform standards across all the QARs.

3. The Manual for Quality Assurance contains the methodology for conducting QARs. It defines audit quality in terms of audit elements and standards and explains how the reviewing teams should assess audit quality using these standards. The manual also defines the composition, functions, and responsibilities of the reviewing team and prescribes standard formats for collection of information and reporting of the outcome of such reviews.

4. The Manual for Quality Assurance provides comprehensive guidance to the quality review officers as they conduct their review transparently through a set of published audit quality elements within a framework of uniform assessment methods and procedures.

5. The Manual for Quality Assurance seeks to promote an understanding amongst the auditors of the standards against which their performance will be measured. It also promotes adoption of these quality standards.

6. Different tools such as SharePoint and manual feedback from the stakeholders can be taken to enhance the quality of service provided by ICT.

2.8.2 **Quality Assurance Manual Committee (QMC)**

The following staff members are hereby appointed as members of the Quality Assurance Manual Committee (QAMC):

- **Leader:** HoS, IT Department
- **Members:**
  - Head of QAU
  - Lecturer, English Language Centre
  - Lecturer, Business Studies Department
  - Lecturer, Information Technology
  - Lecturer, Engineering Department
  - Technician, Educational Technology Centre
  - Technician, Engineering

The Committee will be established according to the Administrative Decree, reporting to the Quality Assurance Unit, with the following tasks:

- To review and update the College Quality Assurance Manual.
- To review and update the Quality Sub-Manual for laboratories and workshops.
- To prepare and submit relevant reports to the QAU.
2.8.3 **Centre / Department Internal Quality Assurance Committee**

The Committee will be established according to the Administrative Decree, reporting to the Quality Assurance Unit (QAU), with the following General Terms of Reference:

- To propose the Policies and Procedures needed for the centre / department to the QAU.
- To oversee the implementation of QA related activities in the centre / department.
- To collect pertinent documents and forward them to the QAU.
- To monitor and implement quality measures and propose improvements.
- To coordinate with the QAU for quality assurance related activities.

Leader: Head of Centre / Department  
Members: Selected Staff from respective centre / department

2.8.4 **Policy Management Committee**  
*Administrative Decision No. 10/2011*

The Committee will be established according to the Administrative Decree, reporting to the Quality Assurance Unit (QAU):

- To draft Policies and Procedures at college level as directed by the QAU
- To review Policies and Procedures
- To draft and review Framework
- To prepare and submit relevant reports to the QAU

Leader: HoS of Business Studies Department  
Members:
  - Head of QAU
  - Lecturer, English Language Centre
  - Lecturer, Information Technology
  - Lecturer, Engineering Department
  - Technician, Engineering
  - Technician, Educational Technology Centre
Section Three - Management and Operation of the College

3.1 Management of the College

3.1.1 Governance
ICT is primarily governed by the MoMP through the Board of Trustees formed by a Ministerial Decision and the Deans’ Council.

3.1.2 Board of Trustees
It is chaired by the Minister of Manpower and comprises the membership of the following:

- The Undersecretary of Technological Education (Deputy Chairman)
- A representative of the Ministry of Higher Education
- A representative of the Ministry of Finance
- A representative of the Ministry of National Economy
- A representative of the Ministry of Commerce and Industry
- A representative of the Oman Chamber of Comm. and Industry
- Four representatives of the Sectoral Committees established by the MoMP
- The Ministry of Manpower's Director General for Planning & Development
- The Director General of Technological Education
- Two Deans from the Colleges of Technology
- The Board’s secretary, as a member and reporter

The Board of Trustees is authorized to seek the assistance of any specialists or experts and invite them to its meetings without granting them the right to vote.

The Board of Trustees will meet at least four times a year, or as deemed necessary upon invitation from the Chairman. Its meetings are legal if attended by at least 80% of its members. The decisions are valid if supported by a majority of votes. In case of a tied vote, the Chairman will have the casting vote. Refer to http://www.ict.edu.om/Rules/folder/English_bylaws.pdf or http://www.ict.edu.om/Rules/folder/Arabic_Bylaws.pdf for duties and responsibilities of the Board of Trustees.

3.1.3 The Deans’ Council
The Deans’ Council is chaired by the Director General for Technological Education and comprises all the Deans of the seven Colleges of Technology as members.

3.1.4 Management
ICT is headed by the College Dean and assisted by the three Assistant Deans for; Academic Affairs, Student Affairs and Administration & Financial Affairs. ICT is managed by the College Board and the College Academic Council.

There are two committees namely; The College Board and College Academic Council, who are tasked with taking care of the managerial affairs of the college.

3.1.5 The College Board
The College Board is chaired by The Dean and comprises the following members:-

- Asst. Dean for Academic Affairs (Deputy Chairman)
- Asst. Dean for Student Affairs
- Asst. Dean for Administration and Finance
- Head of the Educational Technology Centre
- Head of the English Language Centre
- Heads of Academic Departments
- Three representatives from the private sector

3.1.6 **The College Academic Council**

The College Academic Council is chaired by the College Dean and comprises all of the above mentioned members of the College Board, except the three external representatives. The Academic Council meets once per month. The college adheres to the Policies and Procedures as stated in the ICT Policy Handbook, refer to 1.1 College Council Meeting.

3.1.7 **The Department/ Centre Council**

The department/centre councils are chaired by the respective heads of departments/centres. The council comprises of the head of sections along with the head of department/centres. These councils meet at least once per semester or as and when deemed necessary. The college adheres to policies and procedures as stated in ICT Policy handbook, refer to 1.2 Department/Centre Council Meeting Policy.

Departments also conduct regular staff meetings, in which all members of staff are invited. The college adheres to policies and procedures as stated in ICT Policy handbook, refer to 1.3 Staff Meeting Policy.

3.2 **Policy Management System**

ICT has a comprehensive Policy Management System responsible for making, implementing, monitoring, reviewing and revising policies and procedures. The key elements of the ICT Policy Management System are:

- Policies
- Procedures
- Policy Management Framework

The *policies* are relatively general statements of intent that give directions about what must be done.

The *procedures* are more detailed instructions on how particular policies will be carried out in routine practical terms.

The *Policy Management Framework* is the tool for making, implementing and reviewing policies and procedures. The framework defines how the policies and procedures in the college are identified, developed, approved, documented, disseminated, and reviewed.

ICT has a Policy Management Team, at both College and Department level. These teams are responsible for the development and review of the Policies and Procedures. The College team has representatives from each Department/Centre, and is responsible for drafting the final versions of the Policies and Procedures. Department/Centre teams can identify new policies or the need for amending the existing ones, propose and/or draft them and present it to the College Team. The Terms of Reference for the teams are clearly stated. All the policies and the related procedures are documented in an ICT Policy Handbook. See Appendix Three: ICT Policy Handbook.

3.2.1 **Policy and Procedures for Maintenance and Repair of Equipment and Facilities**

Efficient procedures for the maintenance, repair and upgrading of College equipment and facilities are essential to the College’s smooth operation.

Details of all hi-tech equipment, machinery and guarantees/warranties of the College will be kept on file according to the detailed guidance given in the Quality Sub-Manual for Laboratories and Workshops. Also, an Asset Tracking System, maintained by the Educational Technology Centre is used to keep the record electronically. Through this system, tracking of equipment and machinery is fast and convenient. Details of the records kept in the system are:

- Barcode
- Manufacturer and model
- Serial number
- Price when purchased
- Date of purchase
• Contact details for servicing
• Servicing contract
• Location of equipment / machinery in the College
• Staff member responsible for day to day checking

3.2.2 **Policy and Procedures for Specialist Laboratories and Workshops**

The comprehensive set of standard operating procedures is detailed in the Quality Sub-Manual for Laboratories and Workshops, whose overall purpose is to ensure safety, efficiency and uniformity of operations in relation to laboratories, workshops and hi-tech equipment. The college adheres to the Policies and Procedures as stated in ICT Policy Handbook. Refer to 6.2 Repair and Replacement of Equipment and Furniture

3.2.3 **Policy and Procedures for Ancillary Services of the College**

Ancillary services refers to all non-core services, such as restaurants, shops, clinics and College security, which supports the main activities of teaching and learning, but do not contribute directly to them.

The College undertakes to:
• Ensure that all ancillary services are delivered efficiently
• Seek cost-effective solutions wherever possible
• Maintain good record-keeping in relation to ancillary services so that arrangements can always be investigated whenever needed
• Produce Standard Operating Procedures (SOPs) for all technical equipment used in ancillary services. Refer to ICT Policy Handbook – 6.2 Repair and Replacement of Equipment and Furniture.

3.2.4 **Health and Safety Policy**

It is the policy of the College to ensure the health, safety and welfare of its student and staff members as far as this is reasonably possible. The College also accepts its responsibility for visitors on its premises and other sites under its control and to all those who may be affected by its work activities.

The College will take all the necessary steps to ensure that its legal duties (relating to health and safety legislation) are met at all times. Refer to ICT Policy Handbook – 1.7 Health and Safety Policy.

3.2.5 **Policy on Community Engagement**

The College recognises the importance of maintaining close relations with the local and regional community. Community engagement means, amongst other things, that:

• People, both local and regionally feel they know and trust the College
• The College is able to enhance its profile and reputation
• The College becomes a community centre for other activities (sports, debates, cultural and religious events) besides teaching and learning

The College conducts community engagement activities through a variety of means including:

• Involvement of the wider community in its graduation ceremonies
• School visits by staff and students
• Visits to the College by local school staff and students
• College events such as public lectures to which outside guests are invited
• Use of College facilities by outside groups

3.2.6 **Policy on Media Relations**

The College understands the importance of its status and profile of managing its appearance in print and broadcast media and on the Internet. Whenever a noteworthy event occurs at the College or a member of staff or student body performs a newsworthy act, this will be released to the media through a well-drafted press release, approved by the Dean.

Strong contacts will be maintained with both print and broadcast media (Arabic and English language)
and selected journalists or radio/TV crews will be invited to the College whenever the Dean decides that there is something for the College to draw to the attention of the wider public.

3.2.7  **Policy on Inter-Institutional Relations**

The College recognises that it does not exist in isolation and that it is beneficial, to foster and maintain links and contacts with other educational institutions in Oman, across the Gulf region and internationally.

The potential benefits from such links and contacts are:

- Gaining information about the practices of other schools, colleges and universities and, where appropriate, and adapting this to the College’s needs
- Inviting outside speakers to the College
- Building up inter-institutional links leading to sporting and cultural co-operation
- Signing of Memoranda of Understanding (MoU) to formalise co-operation on specific issues such as exchange of staff, exchange of students and co-institutional forums on teaching and learning.

The College will continue to seek formal and informal links with appropriate institutions in the coming years.

In the medium term, the College will reach agreements with a range of institutions on the exchange of data relevant to its performance indicators (such as data on students, staff and learning resources). This will be used for benchmarking purposes as an aid to on-going improvement.

3.2.8  **Policy on Relations with the Private Sector and Government Organizations**

As an institution, aiming to provide its students with the skills which will be relevant to employment, the College places great value on its links with the private sector and with all forms of governmental organizations.

In order to maintain and improve contacts with the private and public sectors and government bodies, such as Ministries, the College will:

- Actively seek to build up personal and professional contacts in private and public sector organisations
- Keep accurate records of official meetings with such organisations
- Invite individuals from such organisations to visit the College
- Maintain private sector representation on the College Board

The College aims to have strong industry and institutional interaction in the following ways:

- Industrial visits by students
- Guest lecturers
- Participate in Open Day and other College events.
- Increase employment opportunities and sponsorship for college graduates.

3.2.9  **Policy and Procedure of Communication**

To ensure an efficient communication system, the College adopts the following methods:

- Meetings (college, departmental and course level)
- Circulars in approved formats and/or letters
- IP Phones for communication between departments
- College Newsletter
- College Website
- Telephone and Facsimile for external communication
- Communication sent through
  - Webmail
  - SMS
- Information dissemination through
3.2.10 Risk Management Policy

The Colleges of Technology recognize that risk in its many forms can affect governance and management, reputation, health and safety, environment and community. They must therefore be committed to identify, manage and minimize risks that may affect the day-to-day operations of the college.

The college adheres to the Policies and Procedures as stated in the ICT Policy Handbook, refer to 1.5 Risk Management Policy.

3.3 Financial Management of the College

The MoMP is responsible for controlling expenditure at all Colleges.

The MoMP allocates funds for the Colleges of Technology, based on a needs analysis, approved development plans and expenditure statistics for the previous year. The funds are allocated to two types of budgets i.e., Capital Budget and Recurring Budget.

The Capital Budget is completely under the control of the MoMP. The funds are allocated to different projects by the Directorate of Administration and Finance in the MoMP.

The approved recurring budget is based on different bands. The allocation of funds from the approved recurring budget is decided by the College Dean, Assistant Dean and Head of Financial Affairs. It is carried out as per the management plan of the college.

The College Council reviews the plans for budget allocations and makes necessary adjustments.

Financial transactions are subject to prior approval by the College Dean and recorded systematically by the Auditor, appointed by the MoMP’s Financial System. All financial transactions are reviewed and audited periodically by the MoMP.

Periodical financial statements are developed and scrutinized by the Asst. Dean for Administration and Finance. The budget goes to the College Council for formal approval once agreed to by the officers mentioned above.

3.4 Quality Management System

A Quality Management System seeks to improve the performance of an organization, by setting and aligning coordinated activities to meet high quality standards.

QMS enables an organization to achieve the goals and objectives set out in its Strategic Plan. It provides consistency and satisfaction in terms of methods, materials, equipment, etc. It also interacts with all activities of the organization, beginning with the identification of stakeholder requirements and ending with their satisfaction at day to day operation. In order to accomplish this, the college needs to frame its own QMS and set all its activities, processes and requirements. For more information refer to ICT Quality Management System version 1. Procedures are clearly stated in 10.2.3.

Quality Management will require people who will control and oversee all college activities and processes. ICT has constituted a Quality Unit to carry out these tasks; directing, delegating and ensuring that the staff are given roles and responsibilities which must be carried out in order to achieve optimum results.

3.5 Resource Management System

The College Resources Management System refers to physical and software resources. Physical resources refers to the equipment used for laboratory and learning purposes, security and office equipment. Acquisition,
monitoring, maintaining and reconciling the allocated resources are the main objectives of this system. The Assistant Dean for Administration and Financial Affairs, with the help of the Heads of the Educational Technology Centre and Engineering Department, is responsible for maintaining and upgrading these resources.

College Resources:

Teaching and Learning Support (Information Technology and Engineering laboratories)
- Computers
- Projectors
- Smart Boards
- CCTV cameras
- Network control (server)
- Door locks with biometrics
- Engineering laboratory equipment
- Chairs for students
- Tables for students

Library / SAC Management
- Security gates in Main Library and SAC
- Smart Stations
- Smart Inventory
- Multimedia (e.g. televisions and media players)
- Computer tables
- Chairs
- Cupboards

Campus Management
- Staff Office and Laboratory Furniture
- Girls and Boys Canteen
- Parking area
- Faculty club
- Staff accommodation
- Staff recreational area
- CCTV Gate System
- Function Halls
- Staff rooms
- Clinic
- Guest accommodation

The College prepares a list of work including cleaning, maintenance and repair. All necessary planning to implement this is carried out during each academic year.
Section Four - Teaching & Learning

4.1 Teaching and Learning Strategy

4.1.1 Pedagogical Framework
The Pedagogical Framework was developed to have specific standards for quality teaching in ICT. It mirrors the teaching philosophy and methods that are used throughout the college. This framework evolved from our teaching and learning experiences, our uses of different teaching methodologies and cumulative feedback from relevant stakeholders. The benefit of having a pedagogical framework is that an ICT graduate will be well rounded and well educated because of the quality teaching and learning he/she experienced at ICT. The college will be well known in this region and throughout the Sultanate of Oman because our teaching philosophy is based on sound teaching principles that mirror our commitment to overall quality standards. In essence, this framework intends to incorporate the whole quality teaching philosophy from the new students to the graduates.

The pedagogical model emphasises high quality content, delivery and service. This model also highlights the significance of realizing the changing needs of learners and the community at large. Therefore an on-going evaluation is needed for continuous adaptation and improvements of our teaching methodologies; this is based on the ADRI framework (Approach, Deployment, Improvement, Results). This framework is in line with the Strategic Plan.

The full content of the Pedagogical Framework can be found in the college website [http://www.ict.edu.om/EN-US/Pages/QA/](http://www.ict.edu.om/EN-US/Pages/QA/).

4.1.2 Graduate Attributes
The College is primarily an institution whose main focus is effective teaching and learning. It aims to produce graduates with the following attributes:

Attribute 1: Are well disciplined and committed to hard work with a high standard of productivity.
Attribute 2: Are able to apply the knowledge and skills to a diverse and competitive work environment.
Attribute 3: Are able to think critically, analyse and solve problems.
Attribute 4: Have a high degree of competence in using information and communication technology.
Attribute 5: Are professionally competent and up-to-date in their field of specialization in a changing global environment.
Attribute 6: Can gather and process knowledge from a variety of sources, and communicate effectively in written and spoken English.
Attribute 7: Can effectively demonstrate and apply good interpersonal skills in team work and leadership roles.
Attribute 8: Are committed to self-development through lifelong learning.
Attribute 9: Are socially responsible citizens aware of contemporary issues in contributing to national development.
Attribute 10: Are able to demonstrate and apply their entrepreneurial skills.

4.2 Course Delivery

4.2.1 Lectures
Lectures are defined as tutor-led, student centered sessions in which students are expected to listen, interact and take notes. Lectures will always be supported by well-written and well-designed hand-outs from lecturers, along with the usage of various Information and Communication Tools (ICT).

The College recognizes the challenge that students face when learning through the medium of a second language, English. It therefore trains its lecturers (through induction and mentoring) to explain complex subjects carefully and incrementally in a simplified manner by relating to the local context. There are also plenty of opportunities for students to ask for further explanation or repetition of anything that has not been fully understood. Lecturers can use different interactive tools, which not only enhances the learning within the classroom, but also outside of it.

Lectures are not simply the stand and deliver experience that might have been seen in the past at traditional universities and colleges. Instead, they incorporate small tasks for students to attempt at
various points in the lecture. These tasks serve several functions: first, they break up a long lecture and help to maintain the students’ concentration and interest; second, they help the lecturer to see to what extent the students have understood what has been taught; and third they offer an opportunity for enjoyment, personal contact and interaction between the lecturer and the students.

Enhancement of the delivery of the lecture should be done continuously with innovation by both the lecturer and the students. Continuous motivation of the students by the lecturer is therefore a necessity.

4.2.2 Seminars

The College uses the term seminar to mean a gathering, smaller than a lecture, in which students have a greater opportunity to ask questions and have discussions with the lecturer.

Seminars can also offer an opportunity for students to work in pairs or small groups, or for student presentations to be made to both the lecturer and classmates.

Seminars allow students to test their understanding of what has been covered in lectures. They have the opportunity to check their understanding with both the lecturer and fellow students.

Modern day usage of Information and Communication Tools (ICT) by the lecturer and students can also lead to using webinar as an effective tool for conducting seminars.

4.2.3 Tutorials

Tutorials are formally timetabled or on demand sessions in which lecturers or course tutors meet with a student or a small group of students in order to discuss or explain some topic that students have difficulty with.

Tutorials are particularly helpful when either a topic recently dealt with has not been fully understood by students, or when an assignment has been set or returned to students.

Tutorials provide a more intimate forum in which students may feel more comfortable and able to ask questions that they may not feel comfortable doing in the regular scheduled classes or seminars. Tutorial classes have to be conducted to enhance problem solving and analytical skills of students and to explain various difficult topics through demonstrations and so on.

All College lectures have scheduled ‘office hours’ for advising students who need to meet with them. In addition, students are informed from their first day at College that they can always gain access to individual tutors, provided that they approach them politely and agree to an appointment.

The use of tutorial sessions should be planned from the beginning of the semester. This would enable the optimal usage of tutorial sessions.

4.2.4 Practical Work

The term practical work covers any supervised tasks undertaken by students in College workshops or laboratories and involves the use of specialist equipment. It does not include On-the-Job Training (OJT), which is dealt in Section 4.5.

General examples of practical work include using equipment in an engineering workshop in order to carry out a task set by a tutor within prescribed levels of tolerance, or conducting a procedure in the laboratory and recording the results in a table or graph.

In all cases, practical work will be carried out with appropriate supervision and technical and/or academic support.

The purpose of practical work is to enhance technical skills that complement and interconnect academic knowledge and is essential to success in employment.

Students also gain greater understanding of practical issues through case studies prepared by
academic staff, using real world situations relevant to commerce and industry in the Gulf region.

Industrial visits are arranged by the College, and guest lectures are given by practising professionals from local and regional commerce and industry.

Role-playing scenarios and business games in which students have the chance to test theoretical knowledge in a safe but challenging environment, are encouraged.

Lecturers design micro research projects which are intended for the students to gain a further understanding of the links between theory and practice.

4.2.5 Student Centred Learning

It will be seen that the range of teaching and learning forums (lectures, seminars, tutorials, practical classes and virtual learning) allows the student many opportunities to acquire knowledge and/or skills and then to check or test whether learning is adequate. However, it is essential that students also become self-reliant. They must not simply expect answers to be provided by tutors or the Internet, without the need for further thought and understanding.

The College provides the student with learning resource centres such as the Main Library and the Self Access Centre. These centres provide a variety of reading materials and access to educational sites. Students also have access to multimedia such as films and educational videos to support their learning. The library and SAC are equipped with computers and the college provides 24 hour Wi-Fi access. In addition to the learning resource centres, the college provides virtual learning resources such as Moodle and, elibrary which provides digital library services.

Lecturers can also initiate novel learning delivery mechanisms with the help of technology to make learning easier and interesting for the students. Teaching-learning methodology must be regularly evaluated and updated.

4.3 The Quality of Teaching

Specialist teaching staff is vital for ensuring the teaching quality of any educational system. ICT ensures that quality specialist teachers are recruited to the College. Courses are allocated to lecturers based on their expertise in their respective fields.

4.3.1 The quality of teaching is a significant factor for the success of all programmes, so as to make the students employable and entrepreneurial in the modern day scenario.

4.3.2 The Ministry scouts for competent, experienced and equipped teaching professionals who can train students to meet the requirements of industry.

4.3.3 A comprehensive and detailed induction program as well as peer mentoring is provided to new staff members so as to acclimatize them with the requirements of the students and the institution. Refer to sections 9.4 and 9.5.

4.3.4 Professional, 360 degree performance appraisals are conducted periodically; in order to provide feedback to the respective staff members, as well as the opportunity for improvement in their lessons. See also section 9.

4.3.5 The College encourages the sharing of best teaching-learning practices through the staff development programs.

4.4 Learning Resources Strategy

4.4.1 The College’s Learning Resources Strategy is strongly based on the belief that an institution whose prime focus is on teaching and learning in the field of technology, can only be successful when learning resources are adequate in number and sufficiently up to date, in order to prepare students for the national and international job markets.
4.4.2 At present, the College reviews the state of its learning resources on an on-going basis and upgrades and replaces learning resources with the permission of the MoMP. This state of affairs is likely to continue.

4.4.3 The College’s Learning Resources Strategy is based on the need to annually increase the quality and number of learning resources available to students, in order to improve learning opportunities and the quality of learning generally.

4.4.4 In practical terms this has the following implications:
- The College seeks to maintain and where possible, increase the computer to student ratio, even as student numbers rise,
- The College seeks to maintain and where possible, increase the ratio of library books, CDs, VCDs and hard copy journals per student,
- The College at all times endeavours to improve workshop and laboratory provisions in line with increases in student numbers, and
- The College endeavours to maintain and upgrade the level of all hi-tech equipment that supports teaching and learning on a yearly basis.

4.4.5 The belief of the College is that it can only truly fulfil its mission when it is able to constantly improve the quality of its learning resources.

4.4.6 The College further believes that educational quality can often be improved without additional spending. The more efficient and imaginative use of existing resources can also contribute to quality teaching. For more information, refer to ICT Policy Handbook – 3.2 Teaching Resources Policy.

4.5 Policy and Procedures for On-the-Job Training

4.5.1 On-the-Job Training (OJT) is: The training given to Diploma and Advanced Diploma final year students, at College approved companies and institutions. The duration of the training is 8-12 weeks. Students are supervised and assessed by an appointed company/institution staff member.

4.5.2 The purpose of OJT is to provide students with the opportunity to develop work skills and put into practice the knowledge gained at college, in an authentic setting. It is also aimed at developing student’s understanding of the pressures and responsibilities associated with the workplace.

4.5.3 All the objectives and procedures for OJT, including the requirements for both employers and students and the means of assessing student performance, are set out in the booklet Colleges of Technology On-Job Training Student Log Book.

Refer to ICT Policy Handbook – 2.3 Student Placement Policy and 3.3 Student Learning Support for more information.

4.6 The Structure of Academic Programmes

The current programs offered at ICT have been developed by a committee of academic and industrial experts appointed by the MoMP. This committee gathered input from the market and industry and spent nearly one and a half years designing the programs.

The General Foundation Program offered at the English Language Centre (ELC) consists of four levels. The General Foundation Programme at ICT aims at developing students’ linguistic proficiency and caters to the needs of the students who aspire to pursue their post foundation studies, by promoting active learning and the use of English through extensive practice in all language skills needed in various academic situations and the labour market.

This program is designed to equip students with the knowledge and skills in English, Study Skills, Information Technology and Mathematics.

The curriculum and text books used in all four levels of the General Foundation Program have been approved by the English Office of the MoMP and distributed to the Colleges of Technology.
The Post Foundation English courses are focused on developing knowledge of the basic concepts and practices of technical writing for students studying in all specializations. It also introduces the student to the use of English in a work environment where they will use all four skills in communication with colleagues, superiors and business associates.

Specialized programs leading to a Bachelor’s Degree are being offered by each academic department. There are four levels namely; 1st year Diploma, 2nd year Diploma, Advanced Diploma and Bachelor’s Degree levels. In each academic department different specializations are available for students to choose from. Refer to http://www.ict.edu.om/Academics & Centres

4.6.1 For general information about the structure of College programmes, Refer to the Bylaws from Article 40 onwards.

4.6.2 The structure of each programme, including a full list of courses, is made available to students in the student handbook, refer 8.3.2.

4.6.3 The academic programmes run by the College includes:
   • General Foundation Programme
   • Specialisations such as Engineering, Business and IT.

4.7 Approval of Courses and Programmes
The approval, monitoring and review of courses and programmes are of vital importance in maintaining and improving academic quality in the College.

4.7.1 Programme approval
At present, academic programmes that run in the College are approved by the MoMP.

4.7.2 Course approval
At present, the courses within academic programmes are approved by the MoMP.

4.7.3 Curriculum Review
Full information on Curriculum Development & Review Framework can be referred in the College Website (http://www.ict.edu.om/EN-US/Pages/QA/).

4.8 Monitoring of Courses and Programmes
4.8.1 The term monitoring refers to on-going scrutiny of the quality of course and programme delivery. It is achieved in all institutions through a variety of formal and informal channels.

4.8.2 In the College, feedback is sought from students and staff towards the end of each semester and at the end of each academic year. This feedback is collected through questionnaires made available to students and staff; manually and/or through e-Learning Perspective (Moodle). Feedback is given anonymously by students.

4.8.3 College questionnaires include both closed and open items. In other words, students give their feedback on a scale of satisfaction as well as their written opinions. Data is collected and submitted to Centre/Department Heads and discussed in Centre/Department staff meetings. Feedback and data collected from staff contributes to the annual report and is submitted to the Dean (refer 2.3.6).

4.8.4 Feedback is collected from the private sector and employers’ comments on graduate quality is collected by academic departments.

4.8.5 To improve the quality of teaching, regular classroom observation is conducted by the Heads of Centre/Department, Heads of Sections and a course/level Coordinators. The Dean and the Assistant Deans may also observe classes to identify the strengths and weaknesses of each Lecturer. Refer to
4.9 Review of Courses and Programmes

A Specialization committee (representing all Colleges) exists in order to review the content and assessment of individual courses and programmes. Proposed changes can be forwarded to the MoMP for comment and/or approval.


4.10 Staff-Student Programme Committees

4.10.1 Each academic programme has a Staff-Student Committee with the following membership:

- Chairperson: Head of Department or Head of the English Language Centre
- One member of the academic staff
- Two student representatives (one male, one female)

4.10.2 Staff-Student Programme Committees meet once per semester, where students are free to raise any issues they have about course and programme delivery, course and programme assessment and learning resources. In this way, these committees play an important role in both the monitoring and review of the College’s programmes and resources.

The committee shall meet after the Midterm Examination and review the performance of students, course delivery, learning resources and others that contribute to the programme. The minutes of the meeting shall be forwarded to the Assistant Dean: Academic Affairs for the review and action.
Section Five - Assessment

5.1 The College’s Responsibilities in Relation to Assessment

5.1.1 The College has a responsibility to ensure that:

- Assessment practices are fair and accurate
- Lecturers mark promptly and, wherever possible, provide detailed feedback to students
- Grades are published on time and advice is given to students on any progress or probation issues
- Any instances of student malpractice in relation to assessment are fairly and fully investigated

5.1.2 The College recognises that its assessment practices and the processes through which it awards grades are extremely important and must always be handled with great care and professionalism.

5.2 Assessment Strategy

Assessment remains essential in Higher Education. They test the student’s ability to think carefully and express themselves clearly under pressure; a situation that is likely to be replicated later in the individual's working life.

5.2.1 The College’s assessment strategy is fully integrated with methods of delivering the curriculum. As has been seen in 4.1 above, the college’s teaching and learning strategy places emphasis on interactive learning, practical tasks and the nurturing of critical thinking and independent study. This emphasis is reflected in the College’s assessment strategy.

5.2.2 The College seeks to use a variety of assessment methods, tailoring these to suit the needs of particular courses. It also seeks to train all academic staff in the principles of assessment design so that they can make effective decisions when assessing students.

5.2.3 The main modes of student assessment used by the College are: final examinations, mid-term examinations, assignments, oral presentations, practical tests, continuous assessment and project work. In addition, the College uses the following assessment methods for some or selected courses:

- Monitoring and evaluation of student attendance
- Monitoring and evaluation of student participation in class
- Case studies, role play to assist student creativity

Assessment methods are stipulated in the course delivery plan and are clearly disseminated to the student by their respective course lecturers.

5.2.4 Carefully designed assignments offer students the opportunity to work on their own, outside of the class, to answer questions or discuss issues of relevance to the course’s learning outcomes. Tasks for assignments are designed in such a way as to maximise the possibility for students to display their individuality and creative thinking skills.

5.2.5 Oral presentations constitute an important assessment method in an environment where students are communicating in a second language. Many students may be more confident in their spoken English than in their written English. Offering them the chance to demonstrate their achievement of course learning outcomes orally, therefore, is wholly positive. Furthermore oral presentations enhance interpersonal skills and allow students to consolidate and extend their computer skills by using overhead projectors and power point.

5.2.6 Practical tests are an essential component of assessment in courses where students learn practical skills such as those in areas such as IT, science and engineering. Knowledge may be tested by other means, but performance is best tested through practical assessment.

5.2.7 Normally assessment for a course consists of several complementary elements. For example, there might be an assignment, an in-class test and an examination for a largely theory-based course, or a practical test and an examination for a more hands-on course. This assessment schedule is accompanied by small quizzes which provide the opportunity to check student progress. See also Bylaws, Article 62.

5.2.8 At all times the College sees the assessment process as having a formative as well as a summative
function. For this reason student work is returned promptly and with clear and full feedback. Furthermore, the tutorial system offers another avenue for students to learn from completed assessments. For more information, refer to ICT Policy Hand Book - 2.4 Assessment Policy.

5.2.9 All College courses have standard course descriptions which stipulate course content, learning outcomes and assessment patterns. The assessment pattern is closely linked to the learning outcomes which need to be achieved. Assessment must offer the student the opportunity to demonstrate that he or she has achieved the prescribed learning outcomes.

5.2.10 Learning outcomes are set out explicitly so as to leave no doubt as to what learning must be achieved and to what level. They also reflect student progression from introductory courses (at level one) to courses whose content requires mature thinking, reflection, analysis and evaluation (at level four).

5.2.11 To achieve the quality of assessment, the final examination question paper shall be framed considering the lesson content/delivery plan of the prescribed outcome for each course. For this purpose, review of question papers shall be carried out in three different stages, namely lesson plan/delivery plan verification at the course coordinator level, outcome verification at the Head of Section level and quality and appropriateness verification at the Examination Committee level.

For more information, refer to the ICT Policy Handbook – 2.4 Assessment Policy.

5.3 Coursework

5.3.1 The College is committed to consistency of academic standards. Therefore:

- The late handing in of coursework is covered by a standard set of procedures; understood and implemented by all staff
- Cases of plagiarism (see Glossary) are also dealt with according to a standard set of procedures

5.3.2 When submitting coursework (such as assignments, homework and projects) students are required to meet the given deadlines.

5.3.3 The weighting of coursework for each course is indicated in course documentation and is made clear to students. It is normally 30%. Refer Article 62 of College Bylaws and Appendix Assessment Pattern.

5.3.4 If the deadline is not met and there are no extenuating circumstances (refer 7.2) the work will only be eligible to receive (as a maximum) a bare pass grade.

5.3.5 All coursework which is handed over to the tutor must have a standard cover sheet on which the student’s name and title of the course is recorded. The student will also sign a standard statement, provided by the College, to indicate that s/he has not committed any act of plagiarism.

5.4 Moderation

The Examination Committee monitors the assessment and valuation process in the academic departments and the ELC. As per article 62 of the College ByLaws, students are allowed to appeal for re-evaluation within three days of their results being formally announced.

All students are provided with feedback after each quiz, test or assignment. After the evaluation, test papers are distributed to students to verify their marks and to understand their mistakes. An open-door policy is followed for any clarification the student may require with respect to the marks she/he received for a particular test. The test papers are collected by the tutors after the students have looked at it. No feedback is given on the Final examination papers, if the students are not satisfied with the result he/she can appeal within 3 days after the publishing of results.
Academic security and invigilation

ICT has set procedures in place for conducting examinations, which is monitored rigorously by the examination committees of the respective Academic Departments and ELC.

A centralized committee headed by a Chief Invigilator, appointed annually by the College Academic Council, implements and supervises invigilation and the general procedure of examinations.

In the case of the ELC, an Examination Coordinator is appointed by the ELC Council and approved by the College Academic Council.

A unified procedure, for the different departments and the ELC, is in place for conducting examinations. Refer to the Examination Committee process chart for procedures.

For more information, refer to ICT Policy Handbook - 2.4 Assessment Policy and 2.5 Examination Policy

5.5 Physical Security of Question Papers

5.5.1 The question papers, answer scripts and other tools used for assessment shall be kept under proper security, for a period of three years. Each department shall have sufficient facilities to assure the security for the abovementioned items.

For more information, refer to ICT Policy Handbook – 2.5 Examination Policy
**Section Six - Academic Standards**

6.1 **Definition of Academic Standards**

The term *academic standards* used in this document means the specification of knowledge and skills required by a student in order to pass a course, complete a programme or to be granted a particular academic award (such as 1st year Diploma, 2nd year Diploma, Advanced Diploma and Bachelor Degree).

The main elements that contribute to the continuance of appropriate academic standards are:

- The stipulation of course and programme content that generally conforms with similar courses and programmes nationally, regionally and internationally
- The explicit specification of appropriate aims and learning outcomes for courses and programmes
- Methods of assigning grades based on assessment criteria that are consistent across the institution
- Forms of cross-checking (such as double-marking and the use of External Examiners) to ensure fairness, consistency and inter-institutional comparability in marking and grading.

In setting and maintaining academic standards for all subject areas in the curriculum, the Colleges will pay particular attention to the definition of 'levels', so that 1st year Diploma, 2nd year Diploma and Advanced Diploma courses and programmes show a definite step up in levels of achievement, from one level to the next, and are linked coherently so that each level of study builds on the previous level.

6.2 **Importance of Academic Standards**

ICT aims to produce graduates who meet the needs of the labour market and are fully capable of entering employment in Oman or elsewhere. If this is to be achieved, employers must be confident that such graduates have achieved a standard of technological understanding and skills that are guaranteed by the certificate they have been awarded.

A wide variation in knowledge and skills by holders of the same College award, will lead employers to doubt the credibility of such awards. They will in future treat College awards such as 1st year Diploma, 2nd year Diploma and Advanced Diploma with scepticism, as untrustworthy indicators of an individual's professional worth.

In addition, if academic standards are not carefully maintained, the wider reputation of Ibra College will suffer. It will not take long for stakeholders and the public at large to revise their opinions and to talk about the College in negative terms.

It is therefore extremely important, both for Ibra College and for the community it serves, that courses and programmes should be designed and delivered according to high standards and that students who are certified as having passed them, should genuinely have achieved the relevant learning outcomes.

6.3 **Responsibility for Academic Standards**

At College level the responsibility for academic standards lies with the Dean. However, the Dean relies heavily on the Assistant Dean for Academic Affairs to ensure that all courses and programmes are properly designed and assessed and that Diplomas and Advanced Diplomas are awarded only to those who have unquestionably met the relevant learning outcomes.

Any proposals for changes in courses, outcomes, programs or curriculum, will be submitted to the College Council by the respective Heads of the Department and Head of Centre; which will be forwarded to the DG of Technological Education for discussion in the Central Specialization Committee. Each department shall have a specialization committee consisting of specialized course lecturers and a Head of Section. The committee shall discuss the proposed changes whenever needed to cater to the latest developments in higher education.

The Specialised Committees at ICT, have a responsibility to ensure that within specific areas of discipline, programmes and courses are well designed, that they meet national and international standards and expectations, and are in line with the needs of the labour market. (Appendix Benchmarking Framework)
6.4 Underpinning Academic Standards

Academic standards in the Colleges of Technology are assured through a coherent set of processes and procedures which cover programme and course design, programme and course review, marking and grading procedures and approval of grades. The recruitment and retention of excellent academic and administrative staff ensures that these processes and procedures run smoothly and are carried out professionally and with accuracy and fairness.

These matters are dealt with elsewhere in the Quality Assurance Manual and in the Bylaws. Specifically:

- Programme and course design
  See QM 4.6 to 4.9 above
- Programme and course review
  See QM 4.7 to 4.9 above
- Marking and grading procedures
  See ByLaws, Article 48 onwards
- Approval of grades
  See Bylaws, Part Seven
- Recruitment of staff
  See QM 9.1 & 9.2

In addition to the above, ICT is committed to putting in place a network of External Examiners with suitable expertise. The roles and responsibilities of the External Examiners will be specified at a later date, but these will be in line with national, regional and international best practices. In general, External Examiners will use their awareness of academic standards in similar institutions in the Gulf and elsewhere, to monitor and report annually on the activities of ICT, and make recommendations for change when necessary.

In order to ensure the quality of assessment, the examination committee reviews adequacy and relevancy of assessment methods; including final examination question papers and answers scripts. The standards applied by the committee shall be benchmarked, at least once in a year, to accommodate best practices at the national, regional and international level.
Section Seven - Assessment & Examination Standards

7.1 Examinations

7.1.1 The roles and responsibilities of invigilators
Invigilators for all examinations are appointed by the Head of Registration and Admissions, according to Article 26A of the Bylaws.

The responsibilities of invigilators are:
- to ensure that examinations are conducted properly, without undue noise or other interruptions;
- to ensure that no cheating of any kind takes place during the examination;
- to ensure that students receive all appropriate support during the examination;
- to ensure that all answer scripts and any other paperwork relating to the examination are properly and securely collected at the end of the exam and handed over to the examination committee.

Refer to ICT Policy Handbook – 2.5 Examinations Policy (items 5.8 and 6.6) for more information.

7.1.2 Examination procedures
The chief Invigilator, for the Post Foundation program, is nominated by the College Council on a rotational basis for each academic year to ensure that the following are adhered to:
- Final examination time table
- Invigilation schedule
- Instructions to Invigilators and Students

A set of regulations for the conduct of examinations will be issued and updated regularly. This will be carried out by Chief Invigilator reporting to the Assistant Dean for Academic Affairs. It will cover:
- The role and responsibilities of invigilators
- A list of invigilators and examinations
- The content and layout of examination halls
- Special procedures for exams that are held in computer laboratories or workshops
- Rules for student behaviour during examinations (including entering and leaving the examination room, cell phones, calculators and other electronic aids)

Refer to ICT Policy Handbook – 2.5 Examinations Policy (section 6) for more information.

7.1.3 Examination Committee
The Examination committee is constituted by the College Dean, and includes Heads of Departments, Heads of Sections and other staff members of the department. Their activities include:
- Review of final Examination question papers with criteria such as outcomes coverage, time allotted, standard test specifications etc.
- After the marking of the answer scripts is completed, moderation is done on a sampling basis.

Refer to the ICT Policy Handbook – 2.5 Examinations Policy (item 5.3) and section 5.4 (Figure 2.4) for more information.

7.1.4 Action by invigilators on discovery of malpractice
When an invigilator reports malpractice of any kind by a student in an examination, he or she will deal with the matter according to Articles 80 and 81 of the Bylaws.

Refer to ICT Policy Handbook – 2.5 Examinations Policy (items 6.6.2.6 and 6.8).

7.1.5 Action by invigilators in the event of illness
When a student in an examination complains of illness, he or she should be escorted from the room by one of the reserve invigilators on duty and taken to the college clinic. He or she will be notified that a doctor’s note will be required in order to sit for a complementary exam, which will be taken at a later date.

The invigilator should report the incident, in writing, to the chief invigilator after the completion of the
exam. Refer to ICT Policy Handbook – 2.5 Examinations Policy (item 6.6.2.7).

7.1.6 **Action by invigilators in the event of an emergency / Emergency Procedures during an Examination**

In the event of an emergency, such as fire, or an unforeseen event, such as power failures, the chief invigilator should terminate the examination and ask all students to leave the exam halls.

The Chief Invigilators will report the emergency or unsatisfactory circumstances to the Dean, who is authorised to take whatever action he/she considers to be appropriate, including a re-sit examination at a later date, or the marking of the partially completed papers from the original, disrupted examination. Refer to ICT Policy Handbook – 2.5 Examinations Policy (item 6.7).

7.2 **Extenuating circumstances**

7.2.1 When a student wishes to claim extenuating circumstances (such as personal illness or a death in the family) before or during an examination or any other assessment, he or she should apply in writing, to the College Academic Council. See By Laws, Article 70. Refer to ICT Policy Handbook – 2.5 Examinations Policy (item 6.9).

7.3 **Result approval meeting**

7.3.1 This meeting will be chaired by the relevant Heads of Departments and Head of the English Language Centre.

7.3.2 The purpose of the Examination Meeting will be to approve all grades for the semester and forward it to the College Council for approval.

7.3.3 Examination Meetings should normally take place at the end of each semester.

7.3.4 The Examination Meeting must produce minutes, noting all cases where:

- The pass rate in a course is unusually high or unusually low
- The spread of grades shows ‘bunching’ (low standard deviation)
- The spread of grades is very wide (very high standard deviation)
- A large number of students perform poorly in a particular course, despite performing well in most other courses

7.3.5 All the above matters should be reported in writing to the College Council.

7.4 **The reporting of results**

7.4.1 It is the responsibility of the of Academic Departments / Center to report all examination results to Registration and Admission Department.

7.4.2 The students are responsible for accessing their results from the MoMP website ([https://www.manpower.gov.om/tcms/faces/login.jsf](https://www.manpower.gov.om/tcms/faces/login.jsf)), college website and notice boards.

Refer to ICT Policy Handbook – 2.5 Examinations Policy (item 6.12 to 6.13).

7.5 **Progression regulations**

Refer to ICT Policy Handbook – 2.7 Student Retention and Progression Policy

The regulations governing the progression of students from one ‘level’ to the next (such as 1st year Diploma to 2nd year Diploma to Advanced Diploma) are available in the Bylaws; Article 41.

7.6 **Regulations governing repeating a course and academic probation**

The regulations governing the repetition of a course and academic probation are available in the Bylaws; Articles 51, 52 and 53.
7.7 Exclusion of a student on academic grounds

The regulations on excluding a student from the College on academic grounds are available in the Bylaws; Article 72.

7.8 Assessment offences

7.8.1 Cheating and plagiarism

Please refer to Article 77 of the Bylaws.

The general term cheating is used to mean an attempt to complete any form of assessment by a means that the College considers to be unfair.

Plagiarism is used by the College to mean the act of claiming that academic work is one’s own, when in fact it is taken directly from other sources (published work or another person’s work) without this fact being acknowledged. (Academic Integrity and Honesty for the college of Technology, Plagiarism Policy, by Quality Assurance Department MoMP, Jan 2011)

Refer to ICT Policy Handbook – 2.2 Plagiarism policy

7.8.2 Steps to be taken

Please refer to the Bylaws, Articles 78, 80, 82, 83 and 84.

7.8.3 Student appeals

Student appeals in regard to examination results are dealt with in the Bylaws; Article 68. Appeals in relation to decisions of the Student Discipline Committee are dealt with according to Article 87 of the Bylaws.

Refer to ICT Policy Handbook – 2.5 Examinations Policy. See Appendix Four for Student Appeal For Final Exam.

Application for Final Examination results Appeal is submitted by the student online (through college web site) after the announcement of results. 3 days are given to submit appeal.

Department Examination Committee will go through the Appeals with respective specialization lecturers on the Examination committee.

Department Examination Committee, after checking, will prepare a report of appealed cases signed by Head of Department and handed over to Head of Registration Department to update the Student Management System (SMS)

Head of Section will update appealed cases results on the College website.

Copy of the appealed result is submitted to the Head of Admission and Registration.

Appeal Process
Section Eight - Student Guidance & Support

8.1 Student Recruitment

8.1.1 New students are enrolled in the General Foundation Program at ICT according to the guidelines set by the MoMP; in conformance with the eligibility criteria set by the Higher Education Admission Council (HEAC). Refer to Article 28, College Bylaws.

The registration is done in coordination with the unified admissions office. There are only two intakes per year, one at the beginning of the first semester and the other at the beginning of the second semester.

A local committee, led by the Assistant Dean, Students’ Affairs has been formed at ICT to carry out the following duties:
- Assist and guide prospective students of the Sharqiya Region to apply to the unified admissions system,
- Receive the necessary documents from students who have been accepted and
- Follow up on student acceptance and,
- Receive names of students who have been accepted and enrolled at ICT.

8.2 Student admissions

8.2.1 Upon receiving the name lists of the accepted students, student files are prepared and student ID cards are issued. Student files have the following documents:
- original grade 12 transcripts
- photocopy of the National Card
- ID photo.

8.2.2 Students are grouped into different levels according to the result of the English Language Placement Test which is conducted during semester 1 and semester 2. Students who score high marks on the placement test are given a chance to sit the Advanced Level Exit Exam as well as tests in both math and IT skills. Once students pass these tests, they can join the Post Foundation Program after they have attended an orientation program. Refer to Article 31 of Bylaws.

8.2.3 Distribution and Specialization Requirements

The College follows the following procedure when student specializations are allocated:
- Advisee data is collected from the advisor and registrar when the student moves from Diploma level 1.
- Organizing specialization selection, induction program every semester. Recording and tabulating the specialization application form.
- Submission of the tabulated results of specialization choice / transfer of students from Diploma 1st Year to Diploma 2nd Year for approval of Head of Department.

8.2.4 Student transfers from other colleges or universities will be dealt with according to the Bylaws, Article 32.

8.2.5 For policy and procedures on admitting students with disabilities and special educational needs see 8.4 and for general admission of students, refer to the ICT Policy Handbook – 4.1 Student Admission and Registration Policy.

8.3 Student Guidance

8.3.1 Student Induction Policy

ICT will provide the required information to all new students through induction programs.

The program is conducted bilaterally, Arabic by the Student Affairs Department and the English version is presented by the Coordinator of the Program. At the end of the program, bilingual feedback forms are distributed to the students, along with a brochure containing detailed information about the induction program. This information is also available on the college website.
Every semester, the Student Induction program for new entrants to the specialization department is conducted within three weeks of registration. A Student handbook is provided. At the induction program, the following points are emphasized:

- Degree Audit
- Course Structure
- Grading system
- Calculation of GPA and CGPA
- Academic probation
- Specializations offered
- Academic advising

Educational Technology Centre (ETC) is providing a separate induction for laboratory rules and guidelines for all students.

The feedback response forms are analyzed and a final report of the entire program is given to the Assistant Dean for Student Affairs, General Foundation Program Head of Center and to the Heads of Departments for the Post Foundation program.

Refer to ICT Policy Handbook – 4.2 Student Induction Policy for more information

8.3.2 **Student Handbook**

It is the policy of the college to provide a handbook to all students as prepared by the MoMP. A student handbook containing college rules and regulations has been prepared in order to familiarize students with their rights and responsibilities as well as with the college system. A small Arabic version of this handbook has also been prepared and is distributed to new students.

The student handbook contains five chapters:

1. Introduction to the College of Technology
   a. Introduction to the Colleges of Technology
   b. College Goals
   c. Services and facilities in the college
2. Study system in the college
   a. Foundation Program
   b. Specialization Program
3. Examination and assessment systems
   a. Registration procedure
   b. Examination and assessment systems
4. Rules, Regulations and Guidance
   a. General Rules
   b. Disciplinary systems
5. Frequently asked questions.

The Registration and Admissions Department will issue the handbook to students at the beginning of their first semester at college and the specialization department will issue a student handbook during the induction program.

8.3.3 **Academic Advising**

The academic advisor assists his/her advisees to make their college life more comfortable regarding course registration, withdrawal of courses, adding and dropping of new courses etc.

Students are also advised about important terms such as “Probation”, “Transfer”, “Dismissal”, “Withdrawal” and “Postponement”. Refer to articles 51 to 53 of the Bylaws.

The academic advisor also provides the necessary support and counselling to their advisees to select their new specialized field of study, refer to article 25A of the Bylaws.

The policy of Academic advising is stated in the ICT Policy Handbook – 3.1 Academic Advising Policy.
8.3.4 **Student Counselling**

Psychological counselling and academic advice helps students to achieve psychological, social and educational stability in the college. The Head of Counselling and Graduate Follow-Up will be responsible for offering counselling to all registered students as per article 6C of the ByLaws. Trained staff members are available to counsel students at any time.

8.3.5 **Role of the Head of Guidance and Counselling**

Refer to section 2.5.

8.3.6 **Student Counselling and Investigations Procedures**

**Student counselling responsibilities:**
1. Provides general counselling to all registered students.
2. Provides individual counselling sessions to students who need counselling. Such students should be referred by their respective tutors or advisers after a referral form has been completed.
3. Investigates misbehaviour and exam malpractice cases.
4. Informs concerned students and their parents of the disciplinary decisions.
5. Provides individual counselling to students after discipline has been imposed.

**Student investigation procedure**

In cases of students violating the rules and regulations of the college, the following procedure will be followed:
1. Students must immediately be sent to the Investigation Committee, and must not be allowed to attend classes without permission.
2. Should the concerned student not appear before the Investigation Committee within two days of the violation, and without any valid reason, then his/her case shall be immediately referred to the Disciplinary Committee for action.
3. An official complaint form must be filled in with all the necessary details. A complete report on the incident should be attached to that form.
4. The Investigation Committee will investigate the case and then report it to the Disciplinary Committee for further action.
5. Four days from the date of the investigation, the concerned student must report to the Investigation Committee in order to sign the disciplinary decision, otherwise he/she will be held accountable.
6. The concerned student’s parents will be informed immediately after a disciplinary decision has been taken. Therefore, all college students must provide the Student Affairs office with their parents’ or guardians’ latest contact numbers.
7. All students must answer all telephone calls they receive from the college, and they must inform their parents of the college telephone numbers in case the college calls them.

8.3.7 **Career Guidance**

Career guidance is offered by the Career Centre at Ibra College of Technology. It aims at placing ICT graduates in suitable jobs and enriching their career development. The Centre acts as a liaison between ICT graduates and potential employers in the Sultanate.

Through various measures such as; orientation for job seekers, placement activities, training programs, counselling sessions etc. The Career Centre desires to enhance the employability of ICT graduates.

Career guidance includes:
- Campus interview – to organize campus interviews for ICT graduates, in association with potential employers
- Soft Skills Training – to hold training sessions for graduates & prospective graduates
- Graduate Enrichment – to identify the training needs of the graduates, recommend training sessions and administer these training sessions
- Career Counselling & Guidance – to identify the counselling needs and organize appropriate counselling sessions for the graduates and prospective graduates
- Vacancy Notification – to gather advertised job vacancies and notify the graduates
- Candidate Screening & Short listing – to conduct mock interviews, screen and shortlist the ICT
graduates for positions in different companies/organizations

- Graduate Database Management – To maintain, update and manage the employed and unemployed graduates’ database separately.

### 8.3.8 Student Finance

The College takes the necessary steps with the MoMP for the allotment of financial allowances for all enrolled students, according to their region. The MoMP allocates two types of allowances to the students:

- Accommodation allowance
- Transportation allowance

The Student Affairs Department manages student allowances, for enrolled students. Every semester, after the registration process, the Assistant Dean for Student Affairs consolidates the number of eligible students and sends the list to the MoMP for the allotment of allowances.

### 8.3.9 Medical Services

The College provides an on-campus clinic for students and staff. The clinic provides remedies for simple ailments and those who need further treatment are transferred to a Ministry hospital.

### 8.4 Students With Disabilities

8.4.1 The College is committed to offering educational opportunities to all students who meet its entrance requirements, regardless of disability or special educational needs. This is in keeping with the Sultanate’s policy of widening participation in further and higher education.

8.4.2 Procedures for identifying and assisting students with special educational needs in this college are:

- through the registration form
- through the college clinic
- by advisor/group tutor
- by the course teachers

8.4.3 Wherever possible, the College will identify the special learning needs of students during the admission process. For example, students will have the opportunity to declare specific physical or cognitive problems on admission forms, including partial sightedness, hearing deficiencies, mobility problems and so on.

8.4.4 In cases approved by the Dean, examinations may be:

a. Read aloud to the students with hearing problems.

b. Writing assistants will be appointed for students who have severe difficulties with writing. The assistants will write to the student’s dictation and will also amend the draft at his/her discretion if time allows.

c. Conducted in a separate hall so as not to draw any unnecessary attention from other students.

### 8.5 Student Discipline

The disciplinary system applies to all college students. For membership and duties of the Student Discipline Committee, refer to 2.7.2 and articles 76 to 91 of the Bylaws.

### 8.6 Student Complaints / Grievance

8.6.1 For student academic appeals, see article 68 of the Bylaws.

8.6.2 When a student has a complaint about matters such as the structure of a programme or course, the way a course or programme is assessed, or the learning resources for a particular course or programme, they may lodge it formally.

The College offers an open door policy for student grievances; be it academic or non-academic.

All students are free to raise any kind of grievance that they have through a written submission to
Heads of Centers/Departments, the Assistant Deans, or the Dean - according to the importance of the grievance. The College has made suggestion boxes available for students to submit suggestions they may have with regard to academic and extra-curricular activities in the College.

The grievances received are analysed for their legitimacy and appropriate action is taken to address the grievances.

The student has the right to appeal their examination results within 3 days of its publication, by completing the appeal form and submitting it to the HOC/HOD. Refer to article 68 of Bylaws.

ICT conducts meetings, chaired by the Assistant Dean for Student Affairs, with students regarding their grievances. Complaints are analysed and discussed in detail in the College Council and any necessary action is taken.

8.6.3 Complaints about individual lecturers are addressed by the Head of Section.

8.6.4 When a student complaint is not academic in nature, he or she should seek advice from the Head of Guidance, Counselling and Graduate Follow-Up about the most appropriate means to raise the complaint. See Appendix Four for Transfer to Counselling form.

8.6.5 If at any time a student is dissatisfied with the response to a complaint that has been formally raised, he or she may seek an interview with the Dean as a final resort.

Refer to ICT Policy Handbook – 4.3 Student Grievances Policy (section 6).

8.7 Student Feedback

8.7.1 The College recognizes that a formal means of collecting student feedback is essential in continuing a culture of quality.

8.7.2 Consequently, the College will at all times seek to collect feedback from students on all aspects of College life, to collate this data and to see that the collated data is formally discussed and acted on via College committees.

8.7.3 Feedback is collected from students via regular questionnaires by all departments and centres. Such questionnaires are for:

- Student feedback on teaching and advising
- Programme and course materials
- Teaching and learning services
- Student support services

The college has formed different student committees to follow up

- the service in the restaurant
- activities in student societies

Refer to ICT Policy Handbook – 6.3 General Feedback Policy and 1.6 Data collection Policy.

8.8 Graduate Follow-up

8.8.1 The College recognises the importance of its graduates as a source of information and support. Thus:

- The College tracks its graduates in order to have information available on employment rates and the types of employment gained by its graduates.
- Graduates are requested to provide information on the extent to which their college education prepared them for the world of work.
- Graduates are asked to identify skills which were not developed sufficiently by the College.
- Graduates are invited to return to College events, including subsequent graduation ceremonies
- Graduates serve as role models for students in the College and are invited to give presentations or to meet groups of students informally.
8.8.2 In these ways, College graduates have an important contribution to make to the quality of education and training offered by the College. The College maintains a database of alumni.

8.8.3 In maintaining contact with its graduates, the College also keeps contact with their employers. This is important so that:
- The College can get employer feedback on the quality of its graduates
- The College can adjust its course and programmes based on the employer’s feedback
- Continuous improvements can be made to the College processes and procedures
Section Nine - Human Resource Development

9.1 Staff Recruitment

9.1.1 Recruitment of Academic staff

9.1.1.1 Human Resource Planning: The College provides a human resource planning and management system as per the Bylaws of College of Technology (articles 9, 11, 22, 23 and 27) with the able support of a fully-fledged HR department.

9.1.1.2 The College identifies academic staff shortages and reports these to the Ministry, in writing.

9.1.1.3 The MoMP and any agencies with which it enters into contractual arrangements take the responsibility for recruiting new academic staff for the College.

9.1.1.4 Staff are then recruited by the Ministry or its appointed agents through:
- Placing advertisements in appropriate national or international newspapers, or by advertising on web-sites
- Processing application forms and/or curricula vitae
- Conducting panel interviews
- Video Conferencing

9.1.1.5 The College selects Assistant Deans, Heads of Departments and Heads of Sections as per the guidelines set out by the MoMP.

Refer to ICT Policy Handbook – 5.1 Staff Recruitment Policy (item 5).

9.1.2 Recruitment of Administrative Staff

The College contributes to the recruitment process by identifying administrative staff needed and report these in writing to the MoMP. Then the MoMP will send a written request to the Ministry of Civil Service for recruitment.

The Ministry of Civil Service will provide staff based on their available vacancies for MOMP in that academic year.

The Ministry of Civil Service or its appointed agents then recruit staff by
- Placing advertisements in appropriate national newspapers, or by advertising on web-sites
- Processing application forms and/or curricula vitae
- Conducting panel interviews

The MoMP will coordinate with approved agencies for staff which cannot be provided by the Ministry of Civil Service. Then the agencies will enter into contractual arrangements.

9.2 Staff Induction

9.2.1 The induction, mentoring and development of staff are all vital elements in the assurance and enhancement of quality in a College.

9.2.2 The College places great emphasis on the effective induction, mentoring and development of its entire staff. All three processes (as defined in 9.3.2) play a critical role in supporting the quality of the College’s performance.

9.2.3 Staff induction, mentoring and development procedures lead to improved staff morale and job satisfaction. It encourages individuals to effectively utilize their potential for teaching and learning activities, growing in competence and efficiency every year.

9.2.4 A quality organisation is one in which all staff know their roles and responsibilities and carry out it to the best of their ability. Staff induction, mentoring and development play an important role in creating a high quality organisation.
9.2.5 The College will therefore endeavour at all times to follow its procedures for staff induction, mentoring and development, meticulously and with enthusiasm.

9.2.6 The term *induction* is used to mean the process of welcoming and briefing new staff so that they immediately feel at home in the work environment, and begin to operate in their role with effectiveness from an early stage.

The induction of a new staff member will normally include:
- Introduction to the College Dean and Assistant Deans
- A guided tour of the College and its facilities
- Briefing about the duties of the post-holder, college work practices and work priorities
- Briefing on staff rights, staff code of conduct, and dress code
- Briefing from a colleague at a similar level of seniority on day to day operations
- Briefing on the College’s Quality Assurance Manual (QM) and the Bylaws
- Briefing on the College Strategic Plan, College calendar, Operational Plan and Action Plan
- An introduction of new staff during department / centre meeting

9.2.7 The term *mentoring* is used to mean the on-going counselling and guidance provided by a longer-established colleague to a newly-arrived colleague. Mentoring is a widely accepted practice internationally, and is beneficial to both mentor and mentee.

Mentoring for newly appointed staff will be provided for as long as is needed.

9.2.8 A detailed College policy and procedure on Staff Induction is available in ICT Policy Handbook – 5.2 Staff Induction Policy.

9.3 The Development of College Staff

9.3.1 Staff development is the responsibility of the Dean, Assistant Deans, Heads of Centres and Heads of Departments.

9.3.2 General staff development opportunities will be available through
- Workshops, training sessions and seminars in the College involving outside speakers or trainers
- Workshops, training sessions and seminars in the College led by College staff
- College-organised visits to conferences, workshops, training sessions or seminars elsewhere in the Sultanate

9.3.3 Staff development opportunities may be initiated either by the Head of Center / Department (in order to address a weakness noted in staff appraisal) or by the individual staff-members.

9.3.4 Staff development is a key issue addressed in annual College Action Plans. A section in the plan should address the training needs of staff and indicate ways in which these will be met. Progress on the implementation of this part of the plan is investigated by the Quality Assurance Committee.

9.3.5 Provision for administrative staff development will be at a lower per capita rate than that for academic staff development; reflecting the College’s commitment to excellence in teaching and learning. In addition the development of administrative staff can often be achieved in-house.

9.3.6 In order to promote the professional development of staff, the College will maintain links with other institutions and professional associations so as to have access to current professional development based on:
- Needs analysis
- Feedback analysis
- Administrative requirements

9.3.7 The College Administration issues circulars to all the centers / departments for identification of training needs. Individual departments submit the training needs analysis. The training programs, which are
based on the analysis, are conducted.

9.3.8 When a member of the academic staff is nominated to attend a conference or other event (in Oman or abroad), he or she is required to give a presentation to colleagues within one month of their return to the College. If possible, printed materials or other information from the event should be collected and distributed.

9.3.9 The college will seek at all times to encourage its academic staff, and particularly young Omanis, to pursue further studies, such as a Master’s Degree or Doctorate, and to make use of available support from the Ministry.

Refer to ICT Policy Handbook – 5.3 Professional Development Policy for more information,

9.4 Staff Profile

The college consolidates a staff file by collecting the following information:

- Curriculum vitae
- Certificates such as Diploma, Transcript of Records, Certificate of Experience and other certificates of specialization.

The department / centre consolidates the staff data and keeps a record of the following:

- Male – Female ratio
- Nationals – Expatriate ratio
- Sponsors Ratio

The data is compiled and updated periodically. Also, software was developed for the Human Resource Department for updating the staff records electronically.

9.5 Staff Appraisal

9.5.1 The College believes that a rigorous procedure for staff appraisal is a very important component for an effective system of quality assurance and improvement in the College. Staff appraisal should be linked to staff development; when any comparative weakness in a staff member’s performance indicates a staff training need, the college will attempt to address this need to the best of its ability. Staff appraisal should not, therefore, be seen by the individual as threatening, rather it should be seen as a means of assessing how skills can be improved.

9.5.2 A mechanism of 360 degree staff appraisal system is followed for staff performance planning. For Heads of Department and Heads of Section, the appraisal is done by the Assistant Dean, Academic Affairs. Assistant Deans and Heads of Centres are appraised by the College Dean.

The result is compiled by the latter and handed over to the Dean for necessary action.

9.5.3 The appraisal systems for the various categories of staff are different, reflecting the differing characteristics of their roles.

9.5.4 The detailed policy and procedure on staff appraisal is classified into:

a. Staff Appraisal System for Academic Staff.

b. Staff Appraisal System for Administrative Staff.

c. Staff Appraisal System for Support Staff.

For more information, refer to ICT Policy Handbook – 5.6 Staff Appraisal Policy.

9.6 Rewards

To encourage staff and to promote a good learning environment, one staff member is nominated as Staff of the Month, each month, from each department/centre. This will induce a competitive spirit among staff members to achieve excellence in their teaching or working standards.

The decision is made by the Department Council through an evaluation of contributions to the center/
department, research and development initiatives and any special accomplishments. Certificates are given to staff members awarded as Staff of the Month.

9.7 Service Contract
The College Dean, in consultation with the Head of Department / Centre, is responsible for the renewal or termination of service contracts of any staff member based on the staff appraisal and work ethics. This is prepared by Heads of Centres, Heads of Departments and Heads of Sections. Refer to Bylaws of College of Technology - Articles 9, 11 and 22.

9.8 Staff Organization Climate
Staff events are organized in the college in order to create a positive work environment for all staff and to develop camaraderie amongst staff. During these events, awards are handed over to staff members with meritorious performance in their respective fields. Some events include: Teachers’ Day, Sports Day, Cultural Day etc.

9.9 Staff Attendance
The College believes that a rigorous procedure for staff attendance is a very important component for an effective system of quality assurance and improvement in the College. The college has appropriate policies for staff attendance and leave.

For more information, refer to ICT Policy Handbook – 5.4 Staff Attendance Policy

9.10 Staff Grievance
The College believes that a rigorous procedure for staff grievances is a very important component for an effective system of quality assurance and improvement in the College. The college will provide appropriate rules and regulations for staff grievances.

For more information, refer to ICT Policy Handbook – 5.5 Staff Grievances Policy
Section Ten - Quality Audit

10.1 Internal Quality Audits

10.1.1 The College Internal Audit is conducted annually to determine whether the provisions of the College Bylaws, Quality Assurance Manual (QAM), College Strategic Plan, College Policies and Procedures are effectively implemented and maintained in all the Academic and Administrative Departments/Centres and provide necessary report to the Dean.

10.1.2 Senior staff in the College such as the Dean and Assistant Deans will ensure internally that the College processes and procedures comply fully with the Bylaws of the College of Technology, the Quality Assurance Manual (QM) and MoMP decrees. The College Academic Council will be the main forum for discussion of any non-compliance issues.

The Quality Assurance Unit is tasked to facilitate an Internal Quality Audit and submit reports to the College Council (QAU Terms of Reference). While conducting the internal audit process, it is expected to observe integrity, objectivity, confidentiality, and competency.

10.1.3 The Dean in consultation with Assistant Deans will from time to time, identify a particular College department for a ‘spot audit’. This will be carried out without prior notification and will involve a small team of two senior staff members and the Quality Assurance Head, checking that documents and work practices accurately reflect the Bylaws, Quality Assurance Manual, College Strategic Plan and departmental Operational & Action Plans.

10.1.4 The Quality Head will prepare the audit plan (Schedule audit dates & time) and submit to the Dean for approval. The QAU prepares a checklist for the audit and collects feedback from the internal audit auditors. QAU finalizes the check-list for the internal audit. Refer to ICT policy handbook 1.9 College internal audit policy.

10.2 External Quality Audit

10.2.1 The College will make itself available for quality audits by the Ministry Quality Assurance Department (QD) at regular intervals. It will be the responsibility of the Dean and the College Quality Assurance Unit to make sure that the College is properly prepared for such visits.

10.2.2 QD’s audits will cover the following main areas:
  
  - Compliance with the Bylaws, the QM and Ministry Decrees.
  - Progress in implementing the Strategic Plan
  - Progress in self-assessment
  - Implementation of internal quality audits
  - Graduate follow-up and graduate quality
  - Staff appraisal system
  - College Action Plan and department work plans
  - Progress of QAAA recommendations & affirmations implantation

10.2.3 A report, addressed to the Dean, will contain commendations in relation to College activities which are being carried out with particular efficiency and areas for attention citing aspects of the College performance which appear to need further improvement.
### Glossary

<table>
<thead>
<tr>
<th>ACRONYM</th>
<th>WRITTEN IN FULL IN THE QA MANUAL</th>
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<tbody>
<tr>
<td>ADAA</td>
<td>Assistant Dean Academic Affairs</td>
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<td>ADAFA</td>
<td>Assistant Dean for Administrative and Financial Affairs</td>
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<tr>
<td>ADSA</td>
<td>Assistant Dean Student Affairs</td>
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<tr>
<td>CE</td>
<td>Computer Engineering</td>
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<td>EE</td>
<td>Electrical Engineering</td>
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<td>ELC</td>
<td>English Language Centre</td>
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<td>ETC</td>
<td>Educational Technology Centre</td>
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<td>GPA</td>
<td>Grade Point Average</td>
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<td>GSM</td>
<td>Global System for Mobile Communications</td>
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<td>HEAC</td>
<td>Higher Education Admission Council</td>
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<td>HoC</td>
<td>Head of Centre</td>
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<td>HoD</td>
<td>Head of Department</td>
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<td>HoS</td>
<td>Head of Section</td>
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<td>HR</td>
<td>Human Resources</td>
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<td>HRM</td>
<td>Human Resources Management</td>
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<td>ICT</td>
<td>Ibra College of Technology</td>
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<tr>
<td>IQA</td>
<td>Internal Quality Assurance Committee</td>
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<tr>
<td>IQA</td>
<td>Internal quality Audit (should be written in full)</td>
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<td>IT</td>
<td>Information Technology</td>
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<tr>
<td>KPI's</td>
<td>Key Performance Indicators</td>
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<td>MoMP</td>
<td>Ministry of Manpower</td>
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<td>MoU</td>
<td>Memoranda of Understanding</td>
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<td>OAAA</td>
<td>Oman Academic Accreditation Authority</td>
</tr>
<tr>
<td>OJT</td>
<td>On-the-Job Training</td>
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<tr>
<td>PMC</td>
<td>Policy Management Committee</td>
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<td>QA</td>
<td>Quality Assurance</td>
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<td>QAD</td>
<td>Quality Assurance Department</td>
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<td>QAU</td>
<td>Quality Assurance Unit</td>
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<td>QM</td>
<td>Quality Assurance Manual</td>
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<td>QMC</td>
<td>Quality Manual Committee</td>
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<td>QSM</td>
<td>Quality Sub Manual</td>
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<td>SAC</td>
<td>Student Access Centre</td>
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<td>SOPs</td>
<td>Standard Operating Procedures</td>
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<tr>
<td>SP</td>
<td>Strategic Plan</td>
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</table>
Appendix One
ICT Strategic Plan 2013 - 2018
INTRODUCTION:

Strategic Planning is an organization’s process of laying out strategies or directions and the decisions to make the plan a reality.

The Ibra College of Technology (ICT) has carried out the following Strategic Plans since its implementation on 2006:

- Strategic Plan 2006-2008, which has ten areas
- Strategic Plan 2009-2012, which has nine areas and was extended until 2012-2013.

Now, Ibra College of Technology has drafted its third strategic plan. This strategic plan is a 5 year plan which will start in the academic year 2013-2014 and will culminate on 2017-2018. The new strategic plan has eight areas.
COLLEGE VISION

We will be a leading technological institution, providing high quality teaching and learning to prepare and empower the Omani professionals of the future so that they can contribute to national socio-economic development.

COLLEGE MISSION

To deliver high quality student-centred education that produces competitive graduates who enter the labour market with confidence, strong technological and personal skills, and are prepared for a life of contribution and success.
GOALS

1. We will provide excellent governance and administration with transparency and adherence to ethical principles.
2. We will offer students high quality teaching, learning and training opportunities through continuous market analysis and curriculum review process and using recent technology.
3. We will offer quality programs that promote entrepreneurial skills and respond to the changing market needs and developments in technology.
4. We will ensure that graduates develop into responsible citizens by enriching their values and attributes to positively affect the socio economic development.
5. We will develop staff by offering opportunities for professional and personal development, rewarding hard work and innovative thinking.
6. We will encourage opportunities for applied research and consultancy.
7. We will foster mutually beneficial constructive partnerships with various public and private sector organizations, professional bodies and local and international communities that benefit the community at large.
8. We will provide facilities and learning resources that are effectively utilized and well managed to ensure efficient student and staff services.
## GRADUATE ATTRIBUTES

*Graduates of the Colleges of Technology:*

<table>
<thead>
<tr>
<th>Attribute</th>
<th>Description</th>
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<tbody>
<tr>
<td>Attribute 1</td>
<td>Are well disciplined and committed to hard work and a high standard of productivity.</td>
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<tr>
<td>Attribute 2</td>
<td>Are able to apply the knowledge and skills to a diverse and competitive work environment.</td>
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<td>Attribute 3</td>
<td>Are able to think critically, analyse and solve problems.</td>
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<td>Attribute 4</td>
<td>Have a high degree of competence in using information and communication technology.</td>
</tr>
<tr>
<td>Attribute 5</td>
<td>Are professionally competent and up-to-date in their field of specialization in a changing global environment.</td>
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<tr>
<td>Attribute 6</td>
<td>Can gather and process knowledge from a variety of sources, and communicate effectively in written and spoken English.</td>
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<td>Attribute 7</td>
<td>Can effectively demonstrate and apply good interpersonal skills in team work and leadership roles.</td>
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<tr>
<td>Attribute 8</td>
<td>Are committed to self-development through lifelong learning.</td>
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<tr>
<td>Attribute 9</td>
<td>Are socially responsible citizens aware of contemporary issues in contributing to national development.</td>
</tr>
<tr>
<td>Attribute 10</td>
<td>Are able to demonstrate and apply their entrepreneurial skills.</td>
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</tbody>
</table>
COLLEGE VALUES

*We value:*

**Professionalism**

Honesty and fairness.

**Integrity**

A willingness to learn, develop new skills, and take on new responsibilities.

**Flexibility**

Transparency, diversity, acceptance, openness to constructive criticism and ethical behaviour.

**Teamwork and tolerance**

Imagination and originality.

**Creativity and innovation**

Commitment to the effective exchange of information.

**Communication**

Goal 1: We will provide excellent governance and administration with transparency and adherence to ethical principles.

<table>
<thead>
<tr>
<th>Sub-Goals</th>
<th>Strategies</th>
<th>Key Performance Indicators (KPIs)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Indicator</td>
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<tr>
<td>1.1 To achieve and sustain the efficient operation of the College Council/Department / Center Councils according to ethical principles.</td>
<td>1.1.1 Discuss and implement the Board of Trustees (BOT) and Deans’ Council decisions</td>
<td>1.1.a. Minutes of meetings</td>
</tr>
<tr>
<td></td>
<td>1.1.2 Develop and implement a systematic approach to succession planning in consultation with the Ministry</td>
<td>1.1.b. Feedback on the operation of the College Council/department / center council</td>
</tr>
<tr>
<td></td>
<td>1.1.3 Ensure that the College Council / the Department/ Center Councils meet regularly</td>
<td>1.1.c. Tasks assigned with responsibility</td>
</tr>
<tr>
<td></td>
<td>1.1.4 Monitor and review the implementation of the decisions</td>
<td></td>
</tr>
<tr>
<td>1.2. To ensure transparency in the conduct of activities related to governance and management</td>
<td>1.2.1 Establish effective dissemination of all relevant information (plans, regulations, etc.) to stakeholders concerned using appropriate modes of communications</td>
<td>1.2.a. Feedback on accessibility, relevance, &amp; timeliness of information</td>
</tr>
<tr>
<td>1.3. To ensure fiscal support for the achievement of strategic and operational objectives</td>
<td>1.3.1 Allocate budget based on operational requirements</td>
<td>1.3.a. Planned allocation of funds for approved college activities and projects</td>
</tr>
<tr>
<td></td>
<td>1.3.2 Work with the Ministry of Manpower and develop long term plans for infrastructure and allied services using the development budget</td>
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<tr>
<td>1.4. To ensure effective implementation of the Risk Management System</td>
<td>1.4.1 Implement appropriate Risk Management mechanism effectively</td>
<td>1.4.a. College Risk Register</td>
</tr>
</tbody>
</table>
1.5. To ensure the effective implementation of the Policy Management System (PMS)

1.5.1 Develop, disseminate, and periodically review policies and procedures

1.5.a. Feedback on PMS implementation
- Satisfaction with PMS
- An average satisfaction rating of 3.5 on a 5-point scale

1.6. To establish an annual cycle of review

1.6.1 Prepare an annual self-assessment report covering all relevant areas of activities

1.6.a. Self-Assessment Report
- Completed Self-Assessment Report
- Frequency of revisions
- Number of internal audits conducted

1.6.b. Updated QAM & QSMs
- Self-Assessment Report completed
- At least once a year
- One (1) internal audit per academic year

1.6.c. Internal Audit schedule
- Completed Self-Assessment Report
- Frequency of revisions
- Number of internal audits conducted
- At least once a year
- One (1) internal audit per academic year

1.7. To provide a healthy and safe working environment

1.7.1 Implement the health and safety policy effectively and efficiently

1.7.a. Feedback on Health and Safety Provision
- Stakeholder Satisfaction rating on health and safety arrangements / provision
- A satisfaction rating of 3.5 on a 5-point scale

1.7.2 Develop, implement and regularly review an overall health and safety plan

1.7.b. Health and Safety plan
- Stakeholder Satisfaction rating on health and safety arrangements / provision
- A satisfaction rating of 3.5 on a 5-point scale

1.7.3 Review health and safety provision.

1.7.4 Conduct health and safety awareness and training programs

1.8. To develop a comprehensive and inclusive approach to Human Resources Management.

1.8.1 Identify staff shortages and inform the ministry for recruitment process

- Percentage of implementation of the Five-year Human Resource Management Plan
- Percentage of recruited staff
- 100% implementation of by 2018

1.8.b. Staff Projection
- Percentage of implementation of the Five-year Human Resource Management Plan
- 90% of the required staff are appointed for the Academic year
- 90% staff

1.8.c. Staff Retention

Annually
- Dean, Asst. Deans, HoDs/ HoCs, Chairperson-PMC
- Dean, Assistant Deans, HoDs/ HoCs, Chairperson-Health & Safety Committee
- Dean, ADAF, ADAA ADSA HoD - HR HoDs/ HoCs, Departments / Centers
- Dean, Assistant Deans, HoDs/ HoCs, Chairperson-PMC
<table>
<thead>
<tr>
<th>Rate</th>
<th>1.8.d. Succession of administrative level vacancies</th>
<th>1.8. e. Feedback on Staff Induction</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Percentage of Staff retention</td>
<td>• Satisfaction rating</td>
</tr>
<tr>
<td></td>
<td>• Percentage of administrative level vacancies that are actually filled with an internal promotion</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• 75% of administrative level vacancies are actually filled with an internal promotion</td>
<td>• A satisfaction rating of 3.5 on a 5-point scale</td>
</tr>
</tbody>
</table>
**Goal 2:** We will offer students high quality teaching, learning and training opportunities through continuous market analysis, curriculum review process and using recent technology.

<table>
<thead>
<tr>
<th>Sub-Goals</th>
<th>Strategies</th>
<th>Key Performance Indicators (KPIs)</th>
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<tbody>
<tr>
<td>2.1 To ensure delivery of high quality teaching and learning.</td>
<td>2.1.1 Provide competent teaching and support staff</td>
<td><strong>Indicator</strong>&lt;br&gt;2.1.a. Student Feedback on teaching&lt;br&gt;2.1.b. MoU with benchmarking partners&lt;br&gt;2.1.c. Identified relevant best practices in student-centered teaching, learning and assessment</td>
</tr>
<tr>
<td>2.1.2 Adopt/Ensure student-centered approach in teaching, learning and assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.1.3 Benchmark with other HEIs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.2 To review and update the curriculum based on recent trends and labour market analysis</td>
<td>2.2.1 Collect feedback from the labour market and alumni on curriculum</td>
<td><strong>Indicator</strong>&lt;br&gt;2.2.a. Changes incorporated in the curriculum based on the feedback</td>
</tr>
<tr>
<td>2.2.2 Analyze the feedback collected and submit reports to the specialization committee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.3 To ensure the provision of a technology based learning environment</td>
<td>2.3.1 Use e-learning resources for the delivery of the courses</td>
<td><strong>Indicator</strong>&lt;br&gt;2.3.a. Report on the utilization of e-learning and other modes</td>
</tr>
<tr>
<td>2.3.2 Encourage the use of social media in teaching and learning,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.4 To provide appropriate training placements for all students</td>
<td>2.4.1 Place all students for training based on specialization</td>
<td><strong>Indicator</strong>&lt;br&gt;2.4.a. Stakeholders’ feedback on OJT</td>
</tr>
<tr>
<td>2.4.2 Evaluate the effectiveness of OJT.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Sub-Goals | Strategies | Key Performance Indicators (KPIs) | **Indicator**<br>2.1.a. Student Feedback on teaching<br>2.1.b. MoU with benchmarking partners<br>2.1.c. Identified relevant best practices in student-centered teaching, learning and assessment | **Measure**<br>- Student satisfaction with teaching & learning<br>- Number of benchmarking activities by Dept./Centre<br>- Implementation of recommended/identified best practices | **Target**<br>- A satisfaction rating of 3.5 on a 5-point scale<br>- At least 2 benchmarking activities by Dept./Centre<br>- 100% implementation of recommended/identified best practices | **Timeframe & Responsibility**<br>Annually<br>ADAA, HoDs/ HoCs |
| 2.1.2 Adopt/Ensure student-centered approach in teaching, learning and assessment | | |
| 2.1.3 Benchmark with other HEIs | | |
| 2.2 To review and update the curriculum based on recent trends and labour market analysis | 2.2.1 Collect feedback from the labour market and alumni on curriculum | **Indicator**<br>2.2.a. Changes incorporated in the curriculum based on the feedback | **Measure**<br>- Percentage of implementation of approved changes | **Target**<br>- 100% implementation of approved changes | **Timeframe & Responsibility**<br>Annually<br>ADAA, HoDs HoC - ELC |
| 2.2.2 Analyze the feedback collected and submit reports to the specialization committee | | |
| 2.3 To ensure the provision of a technology based learning environment | 2.3.1 Use e-learning resources for the delivery of the courses | **Indicator**<br>2.3.a. Report on the utilization of e-learning and other modes | **Measure**<br>- Percentage of utilization of e-learning and other modes | **Target**<br>- 80% utilization of e-learning and other modes | **Timeframe & Responsibility**<br>Annually<br>ADAA, HoDs HoC - ELC |
| 2.3.2 Encourage the use of social media in teaching and learning, | | |
| 2.4 To provide appropriate training placements for all students | 2.4.1 Place all students for training based on specialization | **Indicator**<br>2.4.a. Stakeholders’ feedback on OJT | **Measure**<br>- Satisfaction rating | **Target**<br>- Average satisfaction rating of 3.5 on a 5-point scale | **Timeframe & Responsibility**<br>Annually<br>HoD OJT Academic Departments |
| 2.4.2 Evaluate the effectiveness of OJT. | | |
**Goal 3:** We will offer quality programs that promote entrepreneurial skills and respond to the changing market needs and developments in technology.

<table>
<thead>
<tr>
<th>Sub-Goals</th>
<th>Strategies</th>
<th>Key Performance Indicators (KPIs)</th>
<th>Timeframe &amp; Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Indicator</td>
<td>Measure</td>
</tr>
<tr>
<td>3.1 To foster the culture of Entrepreneurship</td>
<td>3.1.1 Promote entrepreneurial skills and awareness among students</td>
<td>3.1.a. Entrepreneurial activities conducted</td>
<td>• Number of activities conducted</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.1.2 Invite established, successful entrepreneurs to campus to share practical experiences through formal programs</td>
<td>3.1.b. Feedback on Entrepreneurial Skills Awareness and Training Programs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.1.3 Offer suitable self-employment training for prospective graduates</td>
<td></td>
</tr>
</tbody>
</table>
Goal 4: We will ensure that our graduates develop into responsible citizens by enriching their values and attributes to positively affect the socio economic development.

<table>
<thead>
<tr>
<th>Sub-Goals</th>
<th>Strategies</th>
<th>Key Performance Indicators (KPIs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 To ensure that graduates acquire appropriate values, and personal attributes.</td>
<td>4.1.1 Conduct collaborative community based activities</td>
<td>4.1.a. Number of collaborative community based activities</td>
</tr>
<tr>
<td></td>
<td>4.2.1 Offer students training programs/activities to inculcate values and personal attributes for responsible citizenship.</td>
<td>4.1.b. Number of trainings conducted</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Number of collaborative community based activities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Number of trainings conducted</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• % of students participating in the trainings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• At least 3 activities every year</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• At least one training/activity every semester</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 100% students participate in at least one activity per year</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Annually</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ADSA</td>
</tr>
</tbody>
</table>
Goal 5: We will develop staff by offering opportunities for professional and personal development, rewarding hard work and innovative thinking.

<table>
<thead>
<tr>
<th>Sub-Goals</th>
<th>Strategies</th>
<th>Key Performance Indicators (KPIs)</th>
<th>Indicator</th>
<th>Measure</th>
<th>Target</th>
<th>Timeframe &amp; Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1. To provide avenues for professional growth and development for all staff</td>
<td>5.1.1 Facilitate professional and personal development for all staff</td>
<td>5.1.a. Staff satisfaction</td>
<td>Indicator</td>
<td>Measure</td>
<td>Target</td>
<td>Timeframe &amp; Responsibility</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Staff satisfaction level</td>
<td></td>
<td></td>
<td>• At least 3.5 on a 5-point rating scale</td>
<td>Dean, Asst. Deans, HoDs/ HoCs</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>5.2 To implement the staff appraisal system effectively.</strong></td>
<td></td>
<td></td>
<td><strong>5.2.a. Staff feedback on appraisal system</strong></td>
<td>Annually</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 5.2.b. Staff satisfaction level</td>
<td></td>
<td></td>
<td>• At least 3.5 on a 5-point rating scale</td>
<td>Dean, Asst. Deans, HoDs/ HoCs, HoD HR</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>5.3 To Ensure a positive organizational climate</strong></td>
<td></td>
<td></td>
<td><strong>5.3.a. List of Staff with exemplary performance</strong></td>
<td>Annually</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Number of staff rewarded</td>
<td></td>
<td></td>
<td>• 10 staff members rewarded annually</td>
<td>Dean, Asst. Deans, HoDs/ HoCs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Satisfaction rating on the implementation of Policy and Procedure on Staff Grievance</td>
<td></td>
<td></td>
<td>• A satisfaction rate of 3.5 on a 5-point scale</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>5.4 To provide an environment that fosters leadership skills and innovative thinking</strong></td>
<td></td>
<td></td>
<td><strong>5.4.a. Leadership Skills Training Program</strong></td>
<td>Annually</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Satisfaction Rating</td>
<td></td>
<td></td>
<td>• At least 3.5 on a 5-point rating scale</td>
<td>Dean, Asst. Deans, HoDs/ HoCs</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>5.4.b. List of committees and staff members in each department</strong></td>
<td></td>
<td></td>
<td><strong>5.4.b. List of committees and staff members in each department</strong></td>
<td>Annually</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Membership of staff in committees</td>
<td></td>
<td></td>
<td>• Each staff should be a member of at least 1 committee</td>
<td></td>
</tr>
</tbody>
</table>
## Goal 6: We will encourage opportunities for applied research and consultancy

<table>
<thead>
<tr>
<th>Sub-Goals</th>
<th>Strategies</th>
<th>Key Performance Indicators (KPIs)</th>
<th>Timeframe &amp; Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1 To motivate and support research and consultancy.</td>
<td>6.1.1 Develop a research and consultancy policy.</td>
<td>• Establishment of Research and Consultancy Committee</td>
<td>Annually</td>
</tr>
<tr>
<td></td>
<td>6.1.2 Establish a college research consultancy committee</td>
<td>• Number of research publications</td>
<td>Dean, Asst. Deans, HoDs/HoCs</td>
</tr>
<tr>
<td></td>
<td>6.1.3 Organize a research fora/conference</td>
<td>• Number of fora/conferences organized</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Implementation of the Research and Consultancy Policy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6.1.a. Terms of Reference of the Research and Consultancy Committee</td>
<td>• Research and Consultancy Committee well-established by 2016</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6.1.b. Research publications</td>
<td>• Minimum of 10 publications from the college per academic year</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6.1.c. Research fora/conferences</td>
<td>• One research forum every year and one conference every 2 years</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6.1.d. Policy on Research and Consultancy</td>
<td>• 100% implementation of policy</td>
<td></td>
</tr>
</tbody>
</table>
Goal 7: We will foster mutually beneficial constructive partnerships with various public and private sector organizations, professional bodies, local and international communities that benefit the community at large.

<table>
<thead>
<tr>
<th>Sub-Goals</th>
<th>Strategies</th>
<th>Key Performance Indicators (KPIs)</th>
<th>Timeframe &amp; Responsibility</th>
</tr>
</thead>
</table>
| 7.1 To foster and maintain relationship with public, private sector and community at large. | 7.1.1 Develop a community and industry engagement plan and a mechanism to monitor its effectiveness | 7.1. a. Satisfaction of stakeholders  
7.1.b. Events covered by media  
7.1.c. Need-based courses offered | Annually  
Asst. Deans, HoDs/HoCs, HoD-OJT, HoD-administrative Services |
|                                                                           | 7.1.2 Provide college facilities to public/private sector and the community |                                                                                                   |                           |
|                                                                           | 7.1.3 Publish college activities in the media                              |                                                                                                   |                           |
|                                                                           | 7.1.4 Improve its approach to marketing and raise its profile in the local community. |                                                                                                   |                           |
|                                                                           | 7.1.5 Offer courses for public and private sectors and the community at large |                                                                                                   |                           |
| 7.2 To establish relationship with professional bodies and educational providers | 7.2.1 Share resources and services available with other educational providers / professional bodies | 7.2.a Resource/services extended  
7.2.b. Satisfaction on the resources/services shared  
7.2.c. Affiliations with professional bodies and societies | Annually  
ADAA, Academic HoDs/HoCs, HoC-ETC |
|                                                                           | 7.2.2 Associate with professional bodies                                   |                                                                                                   |                           |
### Goal 8: We will provide facilities and learning resources that are effectively utilized and well managed to ensure efficient student and staff services.

<table>
<thead>
<tr>
<th>Sub-Goals</th>
<th>Strategies</th>
<th>Key Performance Indicators (KPIs)</th>
<th>Timeframe &amp; Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.1. To provide appropriate learning support resources and services effectively and efficiently</td>
<td>8.1.1 Develop and implement an academic support services plan which is aligned with the strategic and operational objectives.</td>
<td>8.1.a. Academic support services plan&lt;br&gt;8.1.b. Feedback report on learning support resources and services&lt;br&gt;8.1.c. Percentage of implementation of the Academic Support Services Plan&lt;br&gt;8.1.d. Satisfaction rating by staff &amp; students</td>
<td>Annually ADAA, HoDs/HoCs</td>
</tr>
<tr>
<td>8.1.2 Ensure laboratories and workshops are appropriately equipped and adequate to meet academic requirements</td>
<td>8.1.3 Implement the library management system effectively.</td>
<td>8.1.e. A satisfaction rating of 3.5 on a 5-point scale</td>
<td></td>
</tr>
<tr>
<td>8.1.4. Ensure that all library resources are aligned with the program requirements</td>
<td>8.1.e. Ensure that all student data are readily available for planning purposes</td>
<td>8.1.f. Satisfaction rating of staff and students on SMS</td>
<td></td>
</tr>
<tr>
<td>8.2. To use the existing student management system (SMS) effectively</td>
<td>8.2.1 Ensure that all student data are readily available for planning purposes</td>
<td>8.2.a. Feedback on Student Management System(SMS) and its implementation&lt;br&gt;8.2.b. Satisfaction rating of staff and students on SMS</td>
<td>Annually ADSA, HoD Registration HODs/HOCs</td>
</tr>
<tr>
<td>8.3. To provide student support services effectively and efficiently</td>
<td>8.3.1. Provide comprehensive induction for students</td>
<td>8.3.a. Students Induction Program&lt;br&gt;8.3.b. Students Council&lt;br&gt;8.3.c. Satisfaction rating on student support services&lt;br&gt;8.3.d. Number of meetings with the students&lt;br&gt;8.3.e. At least 1 meeting with students per semester</td>
<td>Annually ADSA, ADAP, HODs/HOCs</td>
</tr>
<tr>
<td>8.3.5 Provide medical and first aid services</td>
<td>8.3.c. Feedback on Advising</td>
<td>• Satisfaction rating on academic advising</td>
<td></td>
</tr>
<tr>
<td>8.3.d. Budget allocation</td>
<td>8.3.e. List of student Awardees</td>
<td>• Percentage of budget allocation to students activities</td>
<td></td>
</tr>
<tr>
<td>8.3.f. Feedback on Student activities</td>
<td>8.3.g. List of student Awardees</td>
<td>• Number of student-awardees</td>
<td></td>
</tr>
<tr>
<td>8.3.6 Set budget for student activities</td>
<td>8.3.h. Feedback on student activities</td>
<td>• Satisfaction rating on student activities</td>
<td></td>
</tr>
</tbody>
</table>

<p>| 8.3.7 Reward outstanding student performance in college activities | 8.3.i. Awardee feedback | • A satisfaction rating of 3.5 on a 5-point scale |
| 8.4 To ensure that appropriate general support services are provided and effectively utilized by staff and students | 8.4.a. Evidence of inspection | • 100% of approved students activities are financially supported |
| 8.4.1 Ensure that all college facilities are assessed regularly for adequacy and appropriateness | 8.4.b. Facilities and services identified for upgrading or replacement | • At least 1 awardee from each student society |
| 8.4.2 Upgrade or replace resources and facilities as required | 8.4.c. Feedback on general support services and facilities | • Satisfaction rating of 3.5 on a 5-point scale |
| 8.4.3 Monitor the utilization of the general support services | 8.4.d. Number of inspections | Annually ADAF HoC - ETC |
| 8.4.e. Number of facilities &amp; resources upgraded or replaced | 8.4.f. Satisfaction rating | • At least one inspection |
| 8.4.g. A satisfaction rating of 4.0 on a 5-point scale | | • 90% of resources and facilities identified are upgraded or replaced |</p>
<table>
<thead>
<tr>
<th>Version</th>
<th>Date</th>
<th>Author/s</th>
<th>Approval</th>
<th>Amendments</th>
<th>Circulated to</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>June2013</td>
<td>QAU</td>
<td>College Council</td>
<td>Version (Authorized)</td>
<td>To all Stakeholders, posted on the website &amp; QAM</td>
</tr>
</tbody>
</table>
Appendix Two
Template for Annual Reports
1. **Department/ Centre Head Message** [for all]

2. **Introduction** [for all]

3. **The ____________ Department/ Centre** (Give a description on the different departments/sections, Governance and management, services provided, staff details, resources available, student details, community and industry engagement, etc.)

   **3.1 Governance and Management**

   **3.1.1 Organizational Structure** [for all]

   **3.1.2 Meetings Conducted** [for all]

<table>
<thead>
<tr>
<th>Table _ : Meetings Conducted</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of meetings planned</td>
</tr>
<tr>
<td>10</td>
</tr>
</tbody>
</table>

   Please provide details for department/centre council and staff meetings.

   **3.1.3 Services Provided** [for all] (mention what are the services offered by the department/center and its available resources. Include major activities done by the department/center)

   - **Academic Support Services**
     - Teaching and Learning Resources – facilities, physical resources, e-learning and software, maintenance and upgrades
     - Student Learning Activities – training
   
   - **General Support Services** (for Maintenance Department only)
     * this portion should include report regarding the villas, faculty club, sports facilities, restaurants, carpark, caravans, including the new facilities, etc.

   * provide details on amenities available in the College. If any evaluation was conducted, provide the results as well.

<table>
<thead>
<tr>
<th>Table _ : Rooms, Halls, Laboratory, and Workshop Utilization</th>
<th>[for Academic Departments]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester</td>
<td>Classroom</td>
</tr>
<tr>
<td>----------</td>
<td>------------</td>
</tr>
<tr>
<td></td>
<td>Available</td>
</tr>
<tr>
<td>Semester I</td>
<td></td>
</tr>
<tr>
<td>Semester II</td>
<td></td>
</tr>
</tbody>
</table>
For calculating the utilization, please refer to article no.58 of the ByLaws of Technology (time 8.00 am to 8.00 pm).

3.1.4 Expenditure [for Finance only]

<table>
<thead>
<tr>
<th>#</th>
<th>Item Description</th>
<th>Financial Year 2012</th>
<th>Financial Year 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3.1.5 Risk Management [for all]

<table>
<thead>
<tr>
<th>#</th>
<th>Type of Risk</th>
<th>Description</th>
<th>Risk Mitigation Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

3.1.6 Policy Management [for Admin only]

3.1.7 Health and Safety [for HOD Engineering only]

3.1.8 Strategic Plan Review [for all]

3.1.9 Surveys and Feedback [for all if any]
- Feedback on Department/Center Management
- Staff Induction
- Staff Awareness on Roles and Responsibilities
- Availability, accessibility and validity of information on the College website

3.1.10 Benchmarking Activities [for all]

3.2 Staff (Staff distribution, Appraisal, Development Programs, Researches, Study Leave, Induction Programs) [for all]

3.2.1 Staff Distribution

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Number of Staff</th>
<th>Gender</th>
<th>Nationality</th>
<th>Educational Qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Omani</td>
</tr>
<tr>
<td>2011-2012</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010-2011</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lecturer</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office Staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technical Staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3.2.2 Staff to Student Ratio

<table>
<thead>
<tr>
<th>Semester I</th>
<th>Semester II</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>Students</td>
<td>Ratio</td>
</tr>
<tr>
<td>Teachers</td>
<td>Students</td>
<td>Ratio</td>
</tr>
<tr>
<td>Teachers</td>
<td>Students</td>
<td>Ratio</td>
</tr>
</tbody>
</table>

3.2.3 Staff Appraisal and Development Programs

<table>
<thead>
<tr>
<th>No. of Staff Appraised</th>
<th>Identified Areas of Improvement</th>
<th>Staff Development Programs Conducted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>#</th>
<th>Title</th>
<th>Speaker</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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</tbody>
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<table>
<thead>
<tr>
<th>#</th>
<th>Title</th>
<th>Staff</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>#</th>
<th>Title</th>
<th>Staff</th>
<th>Published In/ Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3.3 Student Details [for academic departments/centre and Student Affairs]

- Give details of the total number of students registered for each semester, total graduates for the academic year, graduates employability, number of students in OJT programs, student activities, etc. [for Student Affairs]
- Give details on new student intake, student per specialization, graduate details, student movement (dismissed, withdrawn, postponed, transferred), progression and retention details, OJT details, guest lectures and industrial visits [for Academic Departments]

<table>
<thead>
<tr>
<th>#</th>
<th>Title</th>
<th>Staff</th>
<th>Published In/ Date</th>
</tr>
</thead>
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<table>
<thead>
<tr>
<th>Semester I</th>
<th>Semester II</th>
<th>Summer</th>
<th>Total</th>
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</table>
### Table _1_: Student per Level for ELC

<table>
<thead>
<tr>
<th></th>
<th>Pre-Elementary</th>
<th>Elementary</th>
<th>Intermediate</th>
<th>Advanced</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>Semester I</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester II</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Summer</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

### Table _2_: Student Per Level in the Post Foundation

<table>
<thead>
<tr>
<th>Semester</th>
<th>Diploma I Specialization I</th>
<th>Diploma II Specialization II</th>
<th>Higher Diploma Specialization I</th>
<th>Specialization II</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

### Table _3_: Graduate Details

<table>
<thead>
<tr>
<th>Semester</th>
<th>Diploma I Specialization I</th>
<th>Diploma II Specialization II</th>
<th>Higher Diploma Specialization I</th>
<th>Specialization II</th>
<th>Total</th>
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<tbody>
<tr>
<td></td>
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### Table _4_: Graduates Employability (for Student Affairs)

<table>
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<tr>
<th>Semester</th>
<th>No. of Graduates</th>
<th>Sub-Total</th>
<th>Graduates Employed</th>
<th>Percentage</th>
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<tbody>
<tr>
<td></td>
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### Table _5_: Student Movement

<table>
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<tr>
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<tr>
<td>Transferred to other Colleges</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Transferred from other Colleges</td>
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<td>Dismissed</td>
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<td></td>
<td></td>
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<tr>
<td>Postponed their Studies</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Suspended</td>
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### Table _6_: Progression

<table>
<thead>
<tr>
<th></th>
<th>Diploma I %</th>
<th>Diploma II %</th>
<th>Higher Diploma %</th>
<th>Average %</th>
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<td></td>
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<td></td>
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</tr>
<tr>
<td>Semester II</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>Summer</td>
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<tr>
<td>Table _ : Retention</td>
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</tr>
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<td>--------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester</td>
<td>Diploma I</td>
<td>%</td>
<td>Diploma II</td>
<td>%</td>
</tr>
<tr>
<td>Semester I</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester II</td>
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<tr>
<td>Summer</td>
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<table>
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<tr>
<th>Table _ : OJT Details (student placement)</th>
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</tr>
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<td></td>
</tr>
<tr>
<td>Semester I</td>
</tr>
<tr>
<td>Semester II</td>
</tr>
<tr>
<td>Summer</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Table _ : Guest Lectures</th>
</tr>
</thead>
<tbody>
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<table>
<thead>
<tr>
<th>Table _ : Industrial Visits</th>
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</table>

<table>
<thead>
<tr>
<th>Table _ : Student Activities</th>
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</thead>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Table _ : Students Meeting Details (Student Affairs only)</th>
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</thead>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Table _ : Career Centre Activities (Student Affairs only)</th>
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</table>

<table>
<thead>
<tr>
<th>Table _ : Counselling Activities (Student Affairs only)</th>
</tr>
</thead>
<tbody>
<tr>
<td>#</td>
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<tr>
<td></td>
</tr>
</tbody>
</table>

| Table _ : Student Society Activities (Academic Dept. and Student Affairs only) |
### 3.4 Community and Industry Engagement [for all if any]

Provide details on the following:
- Sharing of resources
- School visits [for ETC/Student Affairs]
- Media coverage [for ETC only]
- In-college events [for ETC/Student Affairs]

<table>
<thead>
<tr>
<th>Table : Community and Industry Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>#</td>
</tr>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

### 4. OAAA Related [for all]

3.1 OAAA requirements related to the unit (Recommendations and Affirmations)

3.2 Planning, implementation, and results

3.3 Feedback collection and actions taken

3.4 Results Analysis (only summary with conclusions- details of planned targets against achieved can be given within the plan)

### 5. Strengths and Achievements of the Department [for all]

### 6. Challenges faced by the Department [for all] (better to separate those which can be addressed within the unit from those which require intervention by the college administration/DGTE)

### 7. Recommendations and Opportunities for Improvement OFIs [for all] (better to separate those which can be addressed within the unit from those which require intervention by the college administration/DGTE)
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<td>5.1 Staff Recruitment Policy</td>
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<td>5.5 Staff Grievances Policy</td>
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1 Governance and Management

1.1 College Council Meeting Policy

<table>
<thead>
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<th>Policy Name</th>
<th>College Council Meeting</th>
</tr>
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<td>Domain</td>
<td>Governance and Management</td>
</tr>
<tr>
<td>Policy Code</td>
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<tr>
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<td></td>
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<tr>
<td>Responsible Executive</td>
<td>College Dean</td>
</tr>
<tr>
<td>Approval Authority</td>
<td>College Council</td>
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</table>

1. Purpose

The purpose of this policy is to ensure that the College Council meetings are effectively conducted and issues pertaining to all areas of the college operations are discussed and addressed appropriately.

2. Scope

The policy will apply to the discussion and decision making of the various academic and administrative issues/activities of the College.

3. Definitions

College Council As per Article 14 of the Bylaws of the Colleges of Technology the college will have a Council comprising the members as mentioned in Roles and Responsibilities.

4. Policy Statement

The college operations will be effectively managed through the college council.

5. Roles and Responsibilities

<table>
<thead>
<tr>
<th>Roles</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 College Dean</td>
<td>• Chairperson of the council</td>
</tr>
<tr>
<td></td>
<td>• Approve the Agenda</td>
</tr>
<tr>
<td></td>
<td>• Approve the minutes of meeting</td>
</tr>
<tr>
<td>5.2 Coordinator to the College Council</td>
<td>• Prepare the minutes of the meeting</td>
</tr>
<tr>
<td></td>
<td>• Follow up on activities and decisions</td>
</tr>
<tr>
<td>5.3 Members of the council:</td>
<td>• Prepare for the meeting</td>
</tr>
<tr>
<td>• Assistant Dean for Academic Affairs</td>
<td></td>
</tr>
<tr>
<td>• Assistant Dean for Admin and Finance</td>
<td></td>
</tr>
<tr>
<td>• Assistant Dean for Students Affairs</td>
<td></td>
</tr>
<tr>
<td>• Head of English Language Centre</td>
<td></td>
</tr>
<tr>
<td>• Head of Education Technology Centre</td>
<td></td>
</tr>
<tr>
<td>• Head of Engineering Department</td>
<td></td>
</tr>
<tr>
<td>• Head of IT Department</td>
<td></td>
</tr>
<tr>
<td>• Head of Business Department</td>
<td></td>
</tr>
<tr>
<td>• Three external members nominated by the Ministry</td>
<td></td>
</tr>
</tbody>
</table>
6. Procedures

As per Article 15 of the Bylaws the College Council will meet upon invitation from the chairperson, at least once a month or whenever deemed necessary. The meeting will be legal if attended by a majority of its members.

The college will follow the below mentioned procedure for all the College Council meetings.

6.1 The College Dean will ask the Asst. Deans, HoC/HoD for any issues that needs to be discussed at the college council.

6.2 The College Dean will finalize the agenda and circulate it along with any related documents to all the members at least three working days prior to the meeting.

6.3 The meeting will be valid if attended by a simple majority of its members. Proxy members can attend meetings but will not have any voting rights.

6.4 The discussions and decisions of the college council meeting will be documented by the coordinator of the council.

6.5 The minutes are drafted and submitted for any corrections to the College Dean within five working days from the completion of the meeting.

6.7 The Minutes of Meeting are then circulated to all the members of the college council within ten working days from the completion of the meeting.

6.8 The approval of the previous meeting minutes will be the first item on the agenda for the subsequent meeting. With the consent of all the members the minutes of meeting is passed.

7. Dissemination

This policy is disseminated to all stakeholders through the QA Manual as well as the College website.

8. Related Documents

- Bylaws of Colleges of Technology
- Amendment to the Bylaws

9. References

Quality Assurance Manual

Document History:

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<th>Review Date</th>
<th>Author</th>
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<td>July’2015</td>
<td>PMC</td>
<td>College Council</td>
<td>1st version</td>
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1.2 Academic Department/Center Council Meeting Policy

<table>
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<th>Domain: Governance and Management</th>
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<td>Policy effective date:</td>
</tr>
<tr>
<td>Responsible Executive: HoC/HoD</td>
<td>Approval Authority: College Council</td>
</tr>
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</table>

1. Purpose

The purpose of this policy is to ensure that the Academic Department/Center council meetings are effectively conducted and issues pertaining to all areas of the Department/Center operations are discussed and addressed appropriately.

2. Scope

The policy will apply to the discussion and decision making of the various academic and administrative issues/activities of the departments/centre.

3. Definitions

Academic Department/Center Council As per Article 23 of the Bylaws of the Colleges of Technology each academic department/centre will have a council chaired by the head of the department, with the membership of all head of sections.

4. Policy Statement

The Department/Center operations will be effectively managed through the Academic departmental councils.

5. Roles and Responsibilities

The following will be the members to the College Council.

<table>
<thead>
<tr>
<th>Roles</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 Head of Department/Center</td>
<td>• Chairperson of the council</td>
</tr>
<tr>
<td></td>
<td>• Approve the Agenda</td>
</tr>
<tr>
<td></td>
<td>• Approve the minutes of the meeting</td>
</tr>
<tr>
<td>5.2 Coordinator to the Department/Center Council</td>
<td>• Prepare the minutes of the meeting</td>
</tr>
<tr>
<td></td>
<td>• Follow up on activities and decisions made.</td>
</tr>
<tr>
<td>5.3 Members to the council:</td>
<td>• Prepare for the meeting</td>
</tr>
<tr>
<td>All Heads of Sections</td>
<td></td>
</tr>
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</table>

6. Procedures

As per Article 23 of the Bylaws the department council will meet upon invitation from the chairperson, at least once a month or as deemed necessary. The meeting will be legal if attended by a majority of its members.
The department/centre will follow the below mentioned procedure for all the Departmental council meetings.

6.1  The head of the academic department or centre will name the person (coordinator) in charge of preparing the council meeting agenda and the minutes.

6.2  The Chairperson will finalize the agenda and circulate it along with any related documents to all the members at least two working days prior to the meeting.

6.3  The meeting will be valid if attended by a simple majority of its members.

6.4  The discussions and decisions of the council meeting will be documented by the coordinator of the council.

6.5  The minutes are drafted and submitted for any corrections to the chairperson within three working days from the completion of the meeting.

6.7  The Minutes of Meeting are then circulated to all the members of the college council within five working days from the completion of the meeting.

6.8  The approval of the previous meeting minutes will be the first item on the agenda for the subsequent meeting. With the consent of all the members, the minutes of meeting is passed.

6.9  In the absence of the HoD/HoC, any of the Head of Section acting on his/her behalf may chair the meeting.

7.  Dissemination

This policy is disseminated to all stakeholders through the QA Manual as well as the College website.

8.  Related Documents

Related documents available on the College website
- Bylaws of Colleges of Technology
- Amendment to the Bylaws
- Format for minutes of meeting

9.  References

- QA Manual

**Document History:**

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<thead>
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<th>Version</th>
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<th>Review Date</th>
<th>Author</th>
<th>Approval</th>
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<td>July’2015</td>
<td>PMC</td>
<td>College Council</td>
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<td>All stakeholders through QAM version 7.0</td>
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</table>
1.3 Staff Meeting Policy

<table>
<thead>
<tr>
<th>Policy Name: Staff Meeting</th>
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<tr>
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</tr>
<tr>
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</tr>
<tr>
<td>Policy effective date:</td>
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<tr>
<td>Responsible Executive: Head of Department/ Centre</td>
</tr>
<tr>
<td>Approval Authority: College Council</td>
</tr>
</tbody>
</table>

1. Purpose

The purpose of this policy is to ensure that the staff meetings are effectively conducted and issues pertaining to the staff of the department/centre are discussed and addressed appropriately.

2. Scope

This policy will apply to discussions and decision making of the various academic and administrative issues of the Department/Center.

3. Policy Statement

ICT will provide a system to conduct all staff meetings effectively.

4. Roles and Responsibilities

<table>
<thead>
<tr>
<th>Roles</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 Head of Department/Centre</td>
<td></td>
</tr>
<tr>
<td>• Chairperson of the meeting</td>
<td></td>
</tr>
<tr>
<td>• Set the Agenda and call for meeting</td>
<td></td>
</tr>
<tr>
<td>• Approve meeting minutes</td>
<td></td>
</tr>
<tr>
<td>4.2 Meeting coordinator</td>
<td></td>
</tr>
<tr>
<td>• Prepare the documents for the meeting</td>
<td></td>
</tr>
<tr>
<td>• Prepare meeting minutes</td>
<td></td>
</tr>
</tbody>
</table>

5. Procedures

The college will follow the mentioned procedure for all the staff meetings. The meetings will be conducted at least twice every month or as deemed necessary.

5.1 Pre Meeting

5.1.1 The HoD/HoC will ask the HoS's for issues that need to be discussed at the staff meeting.
5.1.2 The HoD/HoC will set the agenda for the meeting.
5.1.3 The HoD/HoC will set the date and time for the meeting.

5.2 During Meeting

5.2.1 The meeting will be legal if attended by a majority of its members.
5.2.2 Approval of the previous meeting minutes will be the first agenda.
5.2.3 The Chairman will appoint one of the members of the Council as a coordinator (Secretary).
5.2.4 The discussions and decisions of the meeting will be documented by the secretary.
5.3 Post Meeting

5.3.1 The minutes are drafted and submitted for attestation or confirmation that such a meeting has occurred to the Chairperson within one week from the completion of the meeting.

5.3.2 The Minutes of the Meeting are then circulated to all the members of the department within 2 weeks from the completion of the meeting.

6. Dissemination

This policy is disseminated to all stakeholders through the QA Manual as well as the College website.

7. Related Documents

Related documents available on the College website
- Bylaws of Colleges of Technology
- Attendance Sheet Template
- Agenda Template
- Minutes of Meeting Template

8. References

- Quality Assurance Manual

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<td>Policy Code</td>
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<td>College Dean</td>
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1. Purpose

The purpose of this policy is to ensure that ICT operations will happen based on the plans which will steer the College to continuously progress towards its Mission and Vision.

2. Scope

This policy will apply to all the college plans that will guide ICT towards its strategic goals.

3. Definitions

The following elements make up the planning system.

- College Strategic Plan
- Department Operational Plans
- Department Action Plan
- Annual Reports

4. Policy Statement

ICT will provide a systematic process to base their operations and steer the college towards its Mission and Vision.

5. Roles and Responsibilities

<table>
<thead>
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<th>Roles</th>
<th>Responsibilities</th>
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<tr>
<td>5.1 College Dean</td>
<td>Strategic Plan, Management Plan</td>
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<td>5.2 Assistant Deans</td>
<td>Strategic Plan, Operational Plan</td>
</tr>
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<td>5.3 HoDs/HoCs</td>
<td>Operational Plan, Action Plan, Annual Report</td>
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6. Procedures

The college will follow the procedure in appendix 1 for the preparation of the college plans.

7. Dissemination

This policy is disseminated to all stakeholders through the QA Manual as well as the College website.
8. Related Documents

Related documents available on the College website
- Bylaws, Colleges of Technology

9. References

- Quality Assurance Manual

10. Appendix

- Planning Process Chart

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1.5 Risk Management Policy

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1. **Purpose**

Risk management is a systematic approach to maximize the prospects of ongoing success by identifying, analyzing, evaluating and treating threats. (ISO/IEC Guide 73 2002) Risk management of the Colleges of Technology (CTs) is designed to understand, prioritize and develop action plans for avoiding potential risks and their consequences that may affect the efficiency of the college operations.

2. **Scope**

Staff in the college has a role to play in the identification and analysis of risk through the risk management processes which are incorporated within the operational and activity plans of centers and departments. The college is responsible to do the following:

2.1 Setting out a risk management policy to support the objectives such as:
- avoid or minimize loss,
- identify opportunities and threats, and
- manage risks.

2.2 Training the staff to provide a rational basis in deciding what to do with regard to any identified risks.

3. **Policy Statement**

The Colleges of Technology recognize that risk in its many forms can affect governance and management, reputation, health and safety, environment and community. They must therefore be committed to identify, manage and minimize risks that may affect the day-to-day college operations.

4. **Roles and Responsibilities**

This committee is responsible for ensuring that risk management is applied to all college activities.

Membership
- Chairman : Dean
- Members : Assistant Deans for Academic Affairs, Administration and Finance, and Student Affairs
- Heads of Centers and Heads of Departments (HoDs and HoCs)
- College Risk Officer (CRO)
1 Governance and Management

<table>
<thead>
<tr>
<th>Roles</th>
<th>Responsibilities</th>
</tr>
</thead>
</table>
| 4.1 College Dean - Chairperson | • Oversees the functions of the CRO  
• Reviews the identified risks along with the corresponding contingency plans submitted by CRO.  
• Approves the contingency plan for identified risks.  
• Ensures proper implementation of the risk management system in the college. |
| 4.2 Assistant Deans - members (ADAA, ADSA, ADAF) | • Promote risk awareness among staff through discussion and training  
• Ensure that procedures are followed in identifying, assessing and managing risks according to policy  
• Inform the CRO which risk requires immediate attention  
• Submit risk register to CRO |
| 4.3 HoDs/HoCs - members | • Oversees the risk management activities of the centers and departments  
• Reviews the risk register submitted by centers and departments  
• Evaluates and prioritizes treatment of risks  
• Prepares contingency plans for identified high risk cases  
• Reports to the chairperson of the committee the identified risks along with the corresponding contingency plans and the actions taken by the units concerned. |
| 4.4 College Risk Officer (CRO) - members | • Oversees the functions of the CRO  
• Reviews the identified risks along with the corresponding contingency plans submitted by CRO.  
• Approves the contingency plan for identified risks.  
• Ensures proper implementation of the risk management system in the college. |

5. Procedures
   - Step (1) Risk Identification
   - Step (2) Risk Analysis
   - Step (3) Risk Evaluation
   - Step (4) Risk Treatment
   - Step (5) Risk Monitoring

6. Dissemination
   This policy is disseminated to all stakeholders through the QA Manual as well as the College website.

7. Related Documents
   Related documents available on the College website and/or Department/Centre  
   - Risk Management System and Plan  
   - Bylaws of Colleges of Technology  
   - Quality Assurance Manual (QAM)  
   - Quality Sub-Manuals (QSMs)

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1.6 Data Collection Policy

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1. Purpose

This document details the manner in which ICT addresses data collection and management. It is one of a number of ways of evaluating the effectiveness of various activities that leads to achievement of vision and mission of the college.

2. Scope

This document covers:

- Data collection and management policy that includes how the data is obtained, stored, evaluated and disseminated for various decision making purposes throughout the college.
- Duties, authority and responsibility for data collection, evaluation, management, security, dissemination and data quality.

3. Definitions

| Administrative Data | Data that explains the activity, entity and includes data contained from HR, Finance, Student details, staff information and Information systems. |
| Custodian           | A senior position within the College responsible for the collection and dissemination of data in an information system. |
| Data                | Facts, numbers, letters and symbols collected by various means and processed to produce information. |

4. Policy Statement

Ibra College of Technology (ICT) is committed to monitor and improve the quality of teaching, student learning and information technology services through a systematic, consistent and continuous feedback and appraisal policy based on data collected and analyzed from the various stakeholders. All activities are evaluated to appraise its effectiveness and scope for improvement.
5. Roles and Responsibilities

<table>
<thead>
<tr>
<th>Position</th>
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<tbody>
<tr>
<td>Internal Quality Assurance Department</td>
<td>• To provide guidelines and set standards for collection and management of data.</td>
</tr>
<tr>
<td>Data Management Committee</td>
<td>• To provide guidelines on technical aspects relating to collection and management of data.</td>
</tr>
<tr>
<td>Data Users</td>
<td>• To collect the data at regular intervals, according to the guidelines set by the Internal Quality Assurance Department and Data Management Committee.</td>
</tr>
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</table>

6. Procedures

6.1 General Guidelines

6.1.1 The College owns all the data assets produced by an individual or department/centre.

6.1.2 Development and compliance with data management plans and procedures should be implemented at college, department/centre, and other institutional units. These should include:
- The allocation of appropriate roles and responsibilities
- Documentation of the data collection and analysis task (memos, related policies, and other)
- Arrangements for access and reuse
- Storage and backup procedures of materials related to the data collection and analysis

6.1.3 The HoD/HoC in various departments act as the Data Custodian, with the following responsibilities:
- Plan for various data collection to support entity and activity review system.
- Ensuring the quality of data collection methods, analysis and reporting.
- Data Analysis and Reporting.

The Data Custodian may assign the responsibility for data collection and analysis to other staff members, but will be responsible for the overall data collection, management and security.

6.1.4 Unauthorized access or use of data is not allowed. All requests for data use should be submitted in the specified format and submitted to the Head of the Centre/Department responsible for the data.

6.1.5 The use of data for other purposes than activity and entity review system

The use of data for purposes other than review of entity and activity, requires permission from the Data Custodian. In this case, the concerned authorities should ensure the confidentiality, integrity and accuracy of the source data.

6.2 Procedures

6.2.1 The data collection process should follow guidelines from the Internal Quality Assurance Department.
6.2.2 The methods used for data collection and sampling should be approved by the Internal Quality Assurance Department.

6.2.3 The data should be collected and analyzed within the prescribed time limit.

6.2.4 A team appointed by the Internal Quality Assurance Department will be responsible for the data collection. In case of data collected from students, the data collection should be completed in 5 working days. In case of data collected from the staff, the data collection should be completed in 2 working days. In case the data collected from external stakeholders the data collection should be completed in one month.

6.2.5 The data should be analyzed by a team appointed by the Internal Quality Assurance Department. The results of data analysis are submitted to the concerned decision making unit.

7. Dissemination

This policy is disseminated to all stakeholders through the QA Manual as well as the College website.

8. Related Documents

Related documents available on the College website and Department/Centre
- Quality Assurance Manual
- Strategic Plan
- Attendance Sheet Template
- Agenda Template
- Minutes of Meeting Template

9. References

- Quality Assurance Manual
- Strategic Plan

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1.7 Health and Safety Policy

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1. Purpose

The Colleges of Technology are concerned about the health and safety of staff, students and visitors on the campus. One of the responsibilities of the college is to provide a safe working and learning environment. The Health and Safety Committee (HSC) is created to ensure proper implementation of the health and safety policies and other requirements implemented in the centers and departments.

2. Scope

- Setting out an institutional policy for the Colleges of Technology to ensure safety and protection of staff, students and visitors inside the college premises.
- Creating awareness of safety procedures in Quality Sub Manual (QSM) to staff and students.
- Ensuring that health and safety is everyone’s responsibility and its effective implementation requires the involvement and commitment of all stakeholders.
- Reporting the health and safety matters to the Health and Safety Committee through proper channels for further action.

**Types of Hazards**

Regardless of the type or kind of hazard, they are all risks and should therefore be minimized, if not totally eliminated, at all costs. Hazards include, but not limited to, the following:

- Fire, smoke, natural calamities, toxic gas release or explosions are examples of the various hazards which may happen during work in a class.

3. Policy Statement

In order to provide a healthy and safe working and learning environment for staff, students and visitors, the colleges are committed to do the following:

- Manage and maintain a work environment where risks to health and safety are minimal
- Promote awareness and protection against hazards at the workplace
- Protect staff, students, and visitors from any dangers in case of emergency or crisis
- Ensure the orderly and complete evacuation whenever an emergency or crises arises
- Familiarize the staff and students of the correct procedures to follow in case of events such as fire, smoke, natural calamities and accidents
• Provide appropriate training to staff according to their duties and responsibilities.

4. Roles and Responsibilities

**HEALTH AND SAFETY COMMITTEE**
This committee is responsible for ensuring that all centers and departments are complying with policies and procedures, and requirements set in the Quality Assurance Manual (QAM), Quality Sub Manual (QSM), and Regulation of Occupational Safety and Health for establishments governed by labour law (OSH) (Ministerial decision 286/2008)

**Membership**
Chairman : Assistant Dean for Administration and Finance (ADAF)
Members : Health and Safety officers of centers and departments (HSO), who will represent the respective centers and departments Cs & Ds.

<table>
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<tr>
<td>4.1 Chairperson</td>
<td>• Oversees the activities of the committees.</td>
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<tr>
<td></td>
<td>• Ensures proper implementation of health and safety system in the college.</td>
</tr>
<tr>
<td></td>
<td>• Reviews the implementation of health and safety policies and recommend changes.</td>
</tr>
<tr>
<td></td>
<td>• Reviews feedback reports received from HSO and takes necessary action.</td>
</tr>
<tr>
<td></td>
<td>• Addresses health and safety issues requiring immediate attention.</td>
</tr>
<tr>
<td>4.2 Health and Safety Officers</td>
<td>• Raise awareness of good health, safety and welfare practices among staff and students in the college through training, seminars and workshops.</td>
</tr>
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<td></td>
<td>• Identify the hazardous area and safety needs of their unit and suggest improvements.</td>
</tr>
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<td></td>
<td>• Ensure that the general operating guidelines for labs and workshops are strictly followed.</td>
</tr>
<tr>
<td></td>
<td>• Check the facilities and safety requirements such as first aid kits, emergency exit marking, fire fighting system, assembly points, etc.</td>
</tr>
<tr>
<td></td>
<td>• Facilitate the annual evacuation and fire drill activity.</td>
</tr>
<tr>
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<td>• Report to the chairman about health and safety needs of the unit and activities in the college.</td>
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</table>
5. Procedures

5.1 General Procedure:
- Conduct awareness programs for staff and students on health and safety policies and procedures.
- Ensure that safety and procedures are followed by staff and student.

5.2 Evacuation Procedure:
- Instruct and direct students to evacuate the building immediately through the nearest building exit when notified of an emergency.
- Proceed to the assembly point.
- Proceed to the alternative assembly point decided upon by the college authority if the designated assembly point is blocked.
- Report the unaccounted or missing persons to the health & safety officers immediately.
- Remain at the designated assembly point until the all-clear signal has been given by the designated health and safety officers.

5.3 Procedure in the event of fire:
- Raise the alarm immediately if fire is confirmed or discovered.
- Break the glass of the nearest fire extinguisher.
- Inform Civil Defence on 999.
  - Shutdown emergency switches, operation of all machines, equipment and other electrical devices.
  - Turn off gas supplies and gas cylinders.
- Go immediately to the assembly point.
- Proceed to the alternative assembly point decided upon by the college authority if the designated assembly point is blocked.
- Remain at the designated assembly point until the all-clear signal has been given by the designated health and safety officer.

5.4 Procedure in the event of accident during work or class/lab: (QSM, page)
- Provide appropriate first aid treatment.
- Seek help from the nearest staff member, for serious cases.
- Take the person to the college clinic for further treatment.
- Report the incident immediately to the Head of Unit.
- Inform the family of the injured person.
- Ensure that the injured person is well assisted.

5.5 Electrical Hazards Procedure: (QSM, page ??)

**Minor Situation**
- Report any electrical problems such as faulty wiring, electric shock, flickering lights, busted electrical fixtures (switches, lights, lamps etc) to the College Maintenance Department immediately.
- Call extension number .......... or ............ for requests requiring urgent action.
  - During weekends, holidays and after working hours, the staff may call ............... for immediate assistance.
1 Governance and Management

- Fill in a maintenance form which is available in the portal for action by the maintenance department.
- Report the case to the health and safety officer for further action.

**Serious and Immediate Situation**

- Instruct and direct students to evacuate the building immediately through the nearest building exit when notified of an emergency.
- Proceed to the assembly point.
- Proceed to the alternative assembly point decided upon by the college authority if the designated assembly point is blocked.
- Report the unaccounted for or missing persons to the health & safety officers immediately.
- Remain at the designated assembly point until the all-clear signal has been given by the designated health and safety officers.

6. **Dissemination**

This policy is disseminated to all stakeholders through the QA Manual as well as the College website.

7. **Related Documents**

Related documents available on the College website and Department/Centre

- Bylaws of Colleges of Technology
- Quality Assurance Manual (QAM)
- Quality Sub-Manuals (QSMs)

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1.8 Policy on the Use of College Car during Official Business Leave

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Introduction:

Facilities Management is the responsibility of the Administrative Affairs Department. The College has a limited number of vehicles which are made available to faculty, staff, and student activities. Use of ICT's College vehicles is limited only to official college business which may include academic class trips/projects/needs, community service transportation, authorized administrative trips, authorized student groups and intercollegiate athletics trips as approved by the administration. Personal use of college vehicles for shopping, or other personal use is prohibited. Due to the limited number of vehicles, the College is unable to accommodate every request. Academic trips, such as field and research trips, shall always be given first priority for the use of vehicles.

1. Purpose

The purpose of this policy is to communicate and ensure the proper utilization of college vehicles and to meet the official transportation needs of the college. This policy emphasizes the use of college vehicles for official college business / activities only and not personal use.

2. Scope

This policy will apply to department/centers in the college who may use the college car for their official college transportation needs.

3. Policy Statement

ICT will provide a system in the college for vehicle requests for the department/center transportation needs.

4. Roles and Responsibilities

<table>
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<tbody>
<tr>
<td>ADAF</td>
<td>Custodian of the system</td>
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</table>
5. Procedures

All staff working in the various departments and centers of the college should adhere to the following procedures:

1. General

1.1 All staff should know that the use of college car is for official college business / activities purposes only and not for itineraries other than the approved and official itinerary.

1.2 If a vehicle is found to have been used for personal reasons, the driver shall be subjected to disciplinary action.

1.3 Vehicle maintenance and safety inspections are the responsibility of Facilities Management.

2. For the Requesting Staff:

2.1 Any staff who needs a college vehicle for an official business leave needs to fill out a form (Form 01-10- Requests for the Use of College Car during Official Business Leave) which is available in the college website.

2.2 Get the request (along with a copy of the letter detailing the work assignment of the concerned staff) approved and submit to the HoD (Admin) for necessary allocation at least 2 days in advance.

2.3 All academic trips must be sponsored by a department/center and authorized and approved by the HoD/HoC.

2.4 The staff who requested the car and the other participants should be punctual and follow the time written on the request. A grace period of 30 minutes is given. After the grace period, the trip is cancelled. If a participant fails to come within the grace period, he/she will be left and the trip will go as planned.

2.5 The department requesting a car should write the mobile number of the concerned staff at the top of the form so that the transportation section can contact him/her.
2.6 Only individuals affiliated with the College (i.e. faculty, staff, students, invited guests, or approved outside conference attendees) are to be transported in college vehicles.

2.7 The department / center or staff using the college car has no right to object when another staff will be riding in the same car when they are going to the same destination and there is still room for the passenger.

3. **For the Staff in-charge:**

3.1 The staff in-charge collects the approved form (on a daily basis) from the HoD (Admin) and allocates a vehicle with a driver for the trip.

3.2 The staff in charge will coordinate with the department/center who requested for the use of college car regarding the status of the vehicle and driver.

4. **For the Driver:**

4.1 Drivers should not allow other passengers to drive / operate the vehicle.

4.2 The driver will be handed a wallet containing the keys and a Wright Express fuel card.

4.3 The driver must sign on the vehicle use log before leaving.

4.4 Drivers are personally responsible for traffic and parking violations.

4.5 Drivers shall comply with all local laws and regulations.

6. **Dissemination**

This policy will be disseminated to all staff through the Policy Handbook and the College website.

7. **Related Documents**

Bylaws, Colleges of Technology

8. **References**

QA Manual

Appendix (tables, lists, figures, and forms)

FE-Form-01-10\Use of Vehicle during Official Business Leave \Area 8:Facilities\Facilities and Equipment
### Document History:

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1.9 Internal Audit Policy

Policy Name: Internal Audit
Domain: Governance and Management
Policy Code: GM1.9
Policy effective date: Semester 1 2015-16
Responsible Executive: Assistant Deans, Academic HoDs/ HoCs
Approval Authority: College Council

1. Purpose

Internal Quality Audit is independently conducted to review and appraise the implementation of the College policies and procedures in all its operations. These review and appraisal provide the College Administration with practical recommendations for improvement.

This program aims to determine that documents and work practices accurately reflect the By-Laws, Quality Assurance Manual, College Strategic Plan, Department/Center Operational Plan and Action Plans (QAM, 2013). Specifically, it aims to

- determine the adherence to ADRI cycle towards achieving the 8 strategic goals;
- determine compliance with OAAA and Ministry of Manpower standards; and
- search for practical recommendations to improve the College operations.

2. Scope

- This audit process includes the following:
  
a) Developing and implementing a consistent internal audit plan.
  b) Communicating the results of audits and reviews on time.

- This audit process focuses only on the College operation and its compliance with the Oman Academic Accrediting Authority (OAAA) and the Ministry of Manpower (MoMP) Standards. Results are based on meetings with key personnel, interview with concerned staff, and the availability of supporting documents /evidences.

- Internal audit will be conducted based on the college bylaws, Quality Assurance Manual, long term and short term plans, approved national standards, standards provided by the Oman Academic Accreditation Authority (OAAA)

- This policy provides members of College QA Unit and department/Center QA Committee with guidance, tools and information in a more detailed and specified procedure(s) for the purposes of:
  
o Planning and conducting the college internal audit activity
  o Planning and Conducting internal audit within the department (Self-Assessment exercise)
  o Reporting on internal auditing assurance activities.

- This policy is applicable to all the Departments and center.

3. Definitions

Internal Audit (IQA) is an objective examination of evidence for the purpose of providing an independent assessment on the activities and operations of the each department/center.
4. **Policy Statement**

   The College Internal Audit is conducted annually to determine whether the provisions of the College Bylaws, Quality Assurance Manual (QAM), College Strategic Plan, College Policies and Procedures are effectively implemented and maintained in all the Academic and Administrative Departments/Centers and provide necessary report to Dean.

5. **Roles and Responsibilities**

   The Quality Assurance Unit is tasked to facilitate Internal Quality Audit and submit reports to the College Council (QAU Terms of Reference) while conducting the internal audit process, it is expected to observe integrity, objectivity, confidentiality, and competency.

   Specifically, the following performs roles and responsibilities in the internal audit process:

<table>
<thead>
<tr>
<th>Roles</th>
<th>Responsibilities</th>
</tr>
</thead>
</table>
   | 5.1 Dean | • Approving the schedule of internal audit  
   |       | • Approval auditors  
   |       | • Discuss the audit report in the CAC |
   | 5.2 QAU | • Prepare plan for internal audit  
   |       | • Prepare team auditors  
   |       | • Prepare their checklist  
   |       | • Generate necessary reports |
   | 5.3 Auditors | • Conduct audit  
   |       | • Prepare and submit report with evidence |

6. **Procedures**

   All dept. /center working in the college should adhere to the following procedures

   a. The Quality Head will prepare the audit plan (Schedule audit dates & Time) and submit to Dean for approval
   b. The Quality unit prepare audit team (internal quality auditors) and submit to Dean for approval
   c. The QA head will distribute the approved audit plan to the concern dept./Center and internal quality auditors
   d. The QAU prepare checklist for the audit and collect feedback from the internal audit auditors
   e. QAU finalize the check list for internal audit
   f. The auditors carry out the audit, check documents, collect the necessary evidences and record all findings.
   g. Team auditors will then submit their reports and/or audit observations to QAU within 7 working days.
   h. QAU will compile all the team audit reports and submit to Dean within 15 working days of receiving the audit report from team auditors.
   i. The Dean will discuss the reports in the CAC and provide a copy to the concerned dept./center
   j. QAU will conduct a follow up audit to verify the effectiveness of preventive and/or corrective actions by the dept. /center if necessary.

7. **Dissemination**

   This policy which will be reviewed every two years will be disseminated to all staff through the QAM and the College website.
8. Related Documents

Bylaws, Colleges of Technology
QAM

9. References

QA Manual
Internal Audit Policy Higher College of Technology Muscat

Document History

<table>
<thead>
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<th>Version</th>
<th>Effective Date</th>
<th>Review Date</th>
<th>Author</th>
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<th>Amendments</th>
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<td>1</td>
<td>Sep. 2015</td>
<td>Every two years</td>
<td>QAU</td>
<td>College Academic council meeting Council 18-10-2015</td>
<td>This is the first version</td>
<td>All staff members, QA Manual &amp; posted on the website</td>
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</table>
2. Students Learning by Coursework

2.1 Program/ Curriculum Review Policy

<table>
<thead>
<tr>
<th>Policy Name</th>
<th>Program/ Curriculum Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domain</td>
<td>Students Learning by Coursework</td>
</tr>
<tr>
<td>Policy Code</td>
<td>SL2.1</td>
</tr>
<tr>
<td>Policy effective date</td>
<td></td>
</tr>
<tr>
<td>Responsible Executive</td>
<td>Asst. Dean Academic Affairs for Post Foundation</td>
</tr>
<tr>
<td></td>
<td>HoC ELC for Foundation Program</td>
</tr>
<tr>
<td>Approval Authority</td>
<td>College Council</td>
</tr>
</tbody>
</table>

1. Purpose

The purpose of this policy is to,
- Review the existing Program/ Curriculum in line with the current labor market needs
- Ensure that Program/ Curriculum offered to the students is in accordance with the vision of quality education fostered by Ibra College of Technology (ICT).
- Provide an efficient system to continuously improve the curriculum offered by ICT.

2. Scope

This policy will apply to all Program/ Curriculum offered at Ibra College of Technology.

3. Definitions

Program Review
- Review of the program in order to propose
  - a new program or specialization
  - amendments to the program outcomes of the current programs
  - new course/(s) to the current program
  - removal of existing course/(s) from the current program

Course Review
- Review of the current courses in order to propose restructuring and/or updating of
  - course outcomes
  - credit hours
  - theory/practical ratio
  - passing grade/marks
  - course code/course name

4. Policy Statement

ICT will continuously review and evaluate its Program/ Curriculum in order to provide quality education to its students in line with the current Industry needs.
5. Roles and Responsibilities

<table>
<thead>
<tr>
<th>Position</th>
<th>Responsibility</th>
</tr>
</thead>
</table>
| 5.1 Academic Department/Centre Curriculum Review Committee | • Prepare Review Plan.  
• Facilitate the review activity.  
• Prepare the Review report. |
| 5.2 Head of Academic Department/ Centre       | • Monitoring Department/Centre Review activity.  
• Approving the Department/Centre Review Plan.  
• Approving the Department/Centre Review Report.  
• Forwarding report to the Specialization committee. |
| 5.3 Assistant Dean Academic Affairs           | • Monitoring the review process of post foundation  
Academic Departments. |
| 5.4 Head of ELC                               | • Monitoring the review process of Foundation  
Program. |

6. Procedures

6.1 Systematic Curriculum Review

It includes review of Program and/or courses offered at ICT. Curriculum Review is done by the respective Academic Department/Centre offering the Program or Courses to be reviewed. The different steps are:

6.1.1 Curriculum Review Process is initiated. (Refer to section 6.2 for more details)
6.1.2 Curriculum Review committee will prepare the action plan for review.
6.1.3 The necessary data required for the review is collected. (Refer to section 6.4 for more details)
6.1.4 Program and/or Courses are reviewed. (Refer to section 6.3 for more details)
6.1.5 Curriculum Review Committee will prepare the Review Report which will be approved by the Department Council.
6.1.6 The approved report will be forwarded to the respective specialization committee of Ministry of Manpower for further action.

6.2 Initiate the Curriculum Review process.

6.2.1 Feedback on programs and courses offered by ICT will be collected from the stakeholders once per Academic year.
6.2.2 This feedback will be analyzed by the Department Curriculum Review Committee and, if deemed necessary, will initiate the process of curriculum review.
6.2.3 Curriculum review can also be initiated by a staff member or a team. He/She/They will prepare a proposal and present it to the Department Council for approval.
6.2.4 The curriculum review is also initiated when the respective Specialization committee of the Ministry of Manpower asks for Department/Centre participation in their review process.

6.3 Review of the Program/ Curriculum.

It includes review of the Program and/or Courses.

6.3.1 Program Review
The stages in Program Review are as mentioned below.

Stage I: Program Structure:
The structure of the current Program is evaluated in order to enhance and
update it or to introduce a new program. The Program structure involves framing/updating of the following:

a) Program Goals
b) Program Objectives
c) Program Outcomes

Program outcomes will take into consideration

a) The Graduate Attributes
b) Current Industry/Market needs

Stage II: Selection/Updating of courses for the program:
Based on the Program Outcome, the courses will be added or deleted. The following attributes of the courses will be framed:

a) Course Code, Course Name and Course Description
b) Course Credit hours and Course Contact hours
c) Theory/Practical ratio
d) Passing Grade/Marks

The outcome of this stage is the updated Degree Audit for the Program.

Stage III: Course structure:
In this stage, the following will be framed/updated for each course:

a) Course Pre-requisite
b) Course Goals
c) Course Objectives
d) Course Outcomes

6.3.2 Course Review

Courses are reviewed to revise all or some of the following course attributes:

Courses Outcomes: It includes adding, removing, or updating the course outcomes.
Credit Hours: Changes to credit hours will also result in changes to the Contact Hours and the Degree Audit.
Theory/Practical ratio: This will also result in changes to the Degree Audit.
Changes to Course Code and/or Course name: Sometimes the Course Code and/or Course name will be changed without changing the course contents. This will also result in changes to the Degree audit.

6.4 Data Collection

The data needed as input for the review can be collected in various ways like:

• Student and staff feedback,
• Industry Feedback,
• Benchmarking with and other reputed Colleges/Institutes in and outside the Sultanate of Oman,
• Professional experiences of Staff
• Members Workshop for Sharing of Best Practices, Curriculum Review etc.

7. Dissemination

This policy is disseminated to all Academic Department/Centre through the QA Manual as well as the College website.
## Document History:

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<th>Version</th>
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<th>Review Date</th>
<th>Author</th>
<th>Approval</th>
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<th>Circulated to</th>
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<td>Nov’ 2007</td>
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<td>QA Unit</td>
<td>College Council</td>
<td>1st Version</td>
<td>Circulated to all stakeholders through QAM Version 6.1</td>
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<td>2</td>
<td>July’2013</td>
<td>July’2015</td>
<td>PMC</td>
<td>College Council</td>
<td>Reviewed</td>
<td>Asst. Deans, HoCs-ETC, ELC HoDs-Academic Departments</td>
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</table>
2.2 Plagiarism Policy

<table>
<thead>
<tr>
<th>Policy Name</th>
<th>Plagiarism Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domain</td>
<td>Students Learning by Coursework</td>
</tr>
<tr>
<td>Policy Code</td>
<td>SL2.2</td>
</tr>
<tr>
<td>Policy effective date</td>
<td></td>
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<tr>
<td>Responsible Executive</td>
<td></td>
</tr>
<tr>
<td>Approval Authority</td>
<td>QAD</td>
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</table>

1. Purpose

Academic honesty and integrity are highly valued by the Colleges of Technology in line with the “college academic integrity code” (Article 77.2, Part Nine of the College Bylaws) and the principle of “respect for intellectual property” (Art. 75.7, Part Eight of the College Bylaws). Accordingly, the CTs should ensure that all staff and students are aware of all aspects of plagiarism and its implications.

2. Scope

- Setting out an institutional policy for the Colleges of Technology in order to keep up with the highest standards of academic integrity and honesty.
- Encouraging staff and students to present original, high-quality academic outputs.
- Ensuring that plagiarism is avoided in all forms.
- Complying with the OAC Policy on Plagiarism

Types of Plagiarism

Plagiarism occurs when other’s work such as print material, images, audio-visual creations, computer programs, electronic materials, etc. are used without appropriate acknowledgement.

- Plagiarism includes, but is not limited to, the following:
  - Copying full or part (paragraphs, sentences or significant part of a sentence) of other’s work directly without appropriate acknowledgement
  - Copying from other’s work with an end reference to the original source but without putting the copied text between quotation marks
  - Paraphrasing, summarizing or rearranging words, phrases or ideas of other's work
  - Copy-Paste of statements from multiple sources(electronic or print material)
  - Presenting a work, done in collaboration with others, as independent work
  - Using one’s own work presented previously

3. Policy Statement

The Colleges of Technology are committed to keeping up with high standards of academic honesty and integrity among its staff and students by dealing pro-actively with cases of all forms of plagiarism. Staff and students will be encouraged to use proper citations and acknowledgements to the work of others in respect of the principle of intellectual property.

4. Roles and Responsibilities

Plagiarism Committee

This Committee is responsible for taking care of all matters related to plagiarism.

Membership
Chairman: Assistant Dean for Academic Affairs
Members: HODs/HOCs
: 1 or 2 Subject Experts
Roles and Responsibilities

- Conducting awareness programs and issuing guidelines on plagiarism for the college community.
- Receiving referrals or complaints for cases of plagiarism.
- Investigating cases of plagiarism referred or complaints received.
- Recommending appropriate actions depending on the degree of seriousness of the case. (*suggestions)

*Sanctions for Student Plagiarism*

⇒ First offense  
   Warning and repeat the work

⇒ Second offense  
   Zero mark and suspension for one semester

⇒ Third offense  
   Dismissal from the college

Students are given the chance to lodge their appeal against the sanctions to the Dean or College Council.

*Sanctions for Staff Plagiarism*

⇒ First offense  
   Written warning and revise the work

⇒ Second offense  
   Suspension for one semester

⇒ Third offense  
   Dismissal from the college

Staff are given the chance to lodge their appeal against the sanctions to the Dean or College Council.

- Forwarding decisions agreed upon to the Dean/College Council for taking action.
- Documenting cases and reports of plagiarism.
- Reviewing the Plagiarism Policy regularly and recommending changes, if needed.
- Submitting periodic reports to the Dean/College Council regarding cases of plagiarism heard and their dispositions.

5. Procedures

5.1 Dealing with Student Plagiarism (by staff)

- Conduct awareness programs for all students on plagiarism and its consequences.
- Disseminate the policy to all students.
- Train staff on the use of the plagiarism detection software.
- Require students to sign a declaration for all submissions (assignment, projects, research papers, presentations, etc.) using the Student Declaration Form.
- Check student work for cases of plagiarism using the plagiarism software.
- Inform the student in writing using the Plagiarism Notice Form, in case plagiarism is detected.
• Report the case to the Plagiarism Committee through proper channel for further actions.
• Implement the action approved by the College.

5.2 Dealing with Staff Plagiarism (by Department Council)

• Conduct awareness programs for all staff on standards of academic honesty and integrity of the college and the importance of becoming role models to students.
• Disseminate the policy to all staff.
• Require the staff to conduct a test of their own academic work (e.g., Course Handouts, Seminar Papers, Powerpoint Presentations, Projects, etc.) for plagiarism using software.
• Require the staff to submit a signed declaration using the Staff Declaration Form and test report along with the original work to the Department Council (DC).
• Verify the originality of work submitted.
• Identify cases of plagiarism, if any.
• Inform the staff in writing using the Plagiarism Notice Form, in case plagiarism is detected.
• Report the case to the Plagiarism Committee through proper channel for further actions.
• Implement the action approved by the College.

5.3 Alternatives

While implementing the policy, the Colleges may find it difficult to detect plagiarism for large numbers of submissions (assignments, reports, projects, etc.) the following alternatives are proposed:

• Instead of requiring students to sign the Student Declaration Form for each academic submission, the college may opt to require a similar declaration from each student for each course at the beginning of every semester.
• The software testing plagiarism may be made available to students for testing their academic work generating plagiarism report (similar to the procedure for staff).
  
  Note: The software should be capable of archiving all submissions, providing comparison with web resources and previous submissions, and generating reports/alerts automatically.
• In case the software is not available; the college may decide to implement the policy on major academic work of students in selected levels, preferably the diploma, higher diploma and bachelor levels.

6. Dissemination

This policy is disseminated to all stakeholders through the QA Manual as well as the College website.

7. Related Documents

• Bylaws
• Strategic Plan
• Quality Assurance Manual
• OAC Plagiarism Policy
• Staff Code of Conduct
• Student Handbook
8. References


9. Appendix

- A.2 Student Declaration Form
- A.3 Staff Declaration Form
- A.4 Student Plagiarism Notice Form
- A.5 Staff Plagiarism Notice Form

Document History:

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2.3 Student Placement Policy

<table>
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<th>Policy Name</th>
<th>On the Job Training</th>
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<tr>
<td>Domain</td>
<td>Students Learning by Coursework</td>
</tr>
<tr>
<td>Policy Code</td>
<td>SL2.3</td>
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<tr>
<td>Responsible Executive</td>
<td>HOD of OJT</td>
</tr>
<tr>
<td>Approval Authority</td>
<td>College Council</td>
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</tbody>
</table>

1. Purpose

OJT aims at giving chance for the students to get acquainted with the real work place environment, to relate their knowledge with practical skills and acquire occupational competencies that will fit them to industrial/commercial activities.

Students also will obtain Technical skills, Communication Skills & Interpersonal Skills

2. Scope:

This policy applies to all the staff involved in the OJT placement of the students at Ibra College of Technology.

3. Definitions

- **Training Schedule**: The time frame of the training program in which student has to start and finish their OJT program within 8-12 weeks and it is calculated as 300 hours.

- **Student log book**: The record book for the students in which they have to enter their everyday activity what they are doing in the OJT program.

- **Head of OJT**: The person in charge of OJT in the college

- **OJT Coordinator**: The person in charge of OJT in the Department, who helps the students and the Assessors in rectifying their problems and advise them to utilize the resources properly in required manner.

- **Assessor**: The person appointed to monitor the training activities of the students and who guides the student to finish their OJT program successfully.

- **OJT Supervisor**: The person, who helps on the performance of the trainee, and periodically guide/advice the trainee for improving skills and capability.

- **Feedback form**: The questionnaire about the OJT Program from the student's view what they think about and how much they are
satisfied about the program after the successful completion of their OJT program.

4. Policy Statement

Ibra College of Technology is committed to offer qualified On-the-Job Training (OJT) for eligible students in suitable organizations enable them achieve specific level of competencies in their specializations.

5. Roles and Responsibilities

<table>
<thead>
<tr>
<th>Roles</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 Head of OJT</td>
<td>• Make schedule of OJT for each semester and communicate to the Coordinators</td>
</tr>
<tr>
<td></td>
<td>• Coordinate the projections and sort the list of organizations</td>
</tr>
<tr>
<td></td>
<td>• Issue training request letters to the organizations</td>
</tr>
<tr>
<td></td>
<td>• Assist coordinators to place the trainees</td>
</tr>
<tr>
<td></td>
<td>• Establish new relations with organizations</td>
</tr>
<tr>
<td></td>
<td>• Organise orientation program for students, coordinators and assessors</td>
</tr>
<tr>
<td></td>
<td>• Hold regular department meetings</td>
</tr>
<tr>
<td></td>
<td>• Manage files and data and provide them to the higher authorities</td>
</tr>
<tr>
<td></td>
<td>• Deal with student cases (disciplinary or otherwise)</td>
</tr>
<tr>
<td></td>
<td>• Issue certificates to the trainees</td>
</tr>
<tr>
<td></td>
<td>• Issue letter of appreciations to all organisations at the end of each academic year</td>
</tr>
<tr>
<td></td>
<td>• Prepare training materials</td>
</tr>
<tr>
<td></td>
<td>• Prepare combined transpiration schedule of assessment</td>
</tr>
<tr>
<td></td>
<td>• Represent the college in the department in charge of OJT in the Ministry</td>
</tr>
<tr>
<td>5.2 OJT Coordinator</td>
<td>• Initiate to obtain the OJT projection from the advisors</td>
</tr>
<tr>
<td></td>
<td>• Sort and prepare the list of OJT students</td>
</tr>
<tr>
<td></td>
<td>• Prepare letters to the companies</td>
</tr>
<tr>
<td></td>
<td>• Follow up with the companies and confirm the placements</td>
</tr>
<tr>
<td></td>
<td>• Organise orientation for the students</td>
</tr>
<tr>
<td></td>
<td>• Distribute the log books to the students and assessment records to the assessors</td>
</tr>
<tr>
<td></td>
<td>• Organise orientation program for the assessors and technicians</td>
</tr>
<tr>
<td></td>
<td>• Notify the details of organisations with contact details to the assessors.</td>
</tr>
<tr>
<td></td>
<td>• Monitor the assessment</td>
</tr>
<tr>
<td></td>
<td>• Collect the log books and industrial feedback from the assessors</td>
</tr>
<tr>
<td></td>
<td>• Prepare certificates of training for the students.</td>
</tr>
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</table>
## 2 Students Learning by Coursework

<table>
<thead>
<tr>
<th>5.3</th>
<th>College Assessor</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Briefing the OJT Supervisor about the OJT Scheme, explaining the different requirements as laid out in the OJT Logbook and discussing the Training Schedule with the OJT Supervisor.</td>
<td></td>
</tr>
<tr>
<td>• Preparation of the ‘Training Schedule’ for each student for the 8 weeks of OJT with a minimum of 300 hours of training in consultation with the OJT supervisor.</td>
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</tr>
<tr>
<td>• Briefing the student/s about all the general aspects of OJT and the specific nature of work at the selected place.</td>
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<tr>
<td>• Visiting and evaluating the student/s at the OJT places (companies/concerns) once in every fortnight (first week of training is essential).</td>
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</tr>
<tr>
<td>• Discussion with the student/s and the OJT supervisor about the nature and progress of training.</td>
<td></td>
</tr>
<tr>
<td>• Review of the ‘Training Schedule’ in consultation with the OJT supervisor.</td>
<td></td>
</tr>
<tr>
<td>• Assessing continuously and grading (once in every four weeks) the student/s work along with the entries in the log book and attendance sheet.</td>
<td></td>
</tr>
<tr>
<td>• Maintenance of all the records related to industrial visit and forwarding suggestions if any to the HoD.</td>
<td></td>
</tr>
<tr>
<td>• Assessing/Grading the student/s work, final project report</td>
<td></td>
</tr>
<tr>
<td>• Conducting a presentation by himself or a panel, for each student.</td>
<td></td>
</tr>
<tr>
<td>• Collection of all the assessment records from the OJT supervisor like grading sheets (two), report, log book, attendance sheet, feedback forms (questionnaire) etc.,</td>
<td></td>
</tr>
<tr>
<td>• Submission of the final report and suggestions to the Department Coordinator</td>
<td></td>
</tr>
<tr>
<td>• Maintenance of all the records related to the OJT of the allotted students.</td>
<td></td>
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<table>
<thead>
<tr>
<th>5.4</th>
<th>OJT Supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Make and training schedule provide to the trainee</td>
<td></td>
</tr>
<tr>
<td>• Orientation of the trainee</td>
<td></td>
</tr>
<tr>
<td>• Ensure punctuality maintain attendance of trainees</td>
<td></td>
</tr>
<tr>
<td>• Maintains the log of daily activity of trainees.</td>
<td></td>
</tr>
<tr>
<td>• Notify the assessor in case of any attendance/ discipline problems of the trainee.</td>
<td></td>
</tr>
<tr>
<td>• Assign tasks to the trainee in accordance with the training schedule.</td>
<td></td>
</tr>
<tr>
<td>• Monitor performance of the trainee, and guide them for improvements.</td>
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</tr>
<tr>
<td>• Discuss the performance of the trainee when the College Assessor visits during his periodic assessment.</td>
<td></td>
</tr>
<tr>
<td>• Assess continuously and grade the student/s work.</td>
<td></td>
</tr>
<tr>
<td>• Writing a pen-picture or feedback of the student/s.</td>
<td></td>
</tr>
<tr>
<td>• Hand over all documents to the OJT to the College Assessor</td>
<td></td>
</tr>
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</table>
**6. Procedures**

- Head of OJT Issues memo to the department coordinators to obtain the projection of OJT for the next semester.
- Department OJT Coordinator issues students undertaking forms to the eligible trainees through the academic advisors for the next semester and takes special undertaking from the students who are eligible for higher studies, but opt for training due to personal reasons.
- Head of OJT sends the request letter or making visits to the organizations to place the students according to their choice, specialization and place of residence.
- Coordinator and Head of OJT organize orientation program for the eligible students on the registration time.
- Students obtain the logbook from the coordinator and start the training in the organizations as per the schedule.
- Coordinator prepares the transportation schedule for the department OJT Assessor visits.
- OJT Assessor makes visit to the trainees to help them do the training effectively
- The Assessor evaluates the training of the students at the end of the first and last months. He obtains Logbook and report and from students and assessment books from the organizations.
- The assessor prepares presentation schedule for the students and he evaluates the training and submits the final assessment to the Dept., Coordinator.
- Coordinator receives the final evaluation from the assessor and prepares the certificate to the students. Then he takes steps to send them for EPT.
- Coordinator submits the record of graduates, absentees and other OJT related data to the OJT HOD for necessary actions.
- OJT HOD submits the OJT data to the higher authorities.

**7. Dissemination**

This policy is disseminated to all stakeholders through the QA Manual as well as the College website.

**8. Related Documents**

- Registration Forms
- Log Book
- Communication Chart
- Table (Track Sheet Table)

**9. References**

- Bylaws of Technology

**Document History:**

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Communication Chart:

- COLLEGE DEAN
  - ASST. DEAN
    - Student Affairs
      - Department HOD
      - HOD-OJT
      - HOS
      - Department Registrar
      - OJT-Coordinator
      - Department Advisors
    - Students
  - Assessors
  - Industrial Supervisor
  - Advisors
2.4 Assessment Policy

<table>
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<tr>
<td>Domain</td>
<td>Students Learning by Coursework</td>
</tr>
<tr>
<td>Policy Code</td>
<td>SL2.4</td>
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<td>Policy effective date</td>
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1. Purpose

The purpose of this policy is to ensure:
- Appropriate assessment practices for all Academic Departments and Centre.
- The assessment requirements and practices are clearly communicated to the students.
- That it is inclusive and equitable.
- The assessment aligned with the learning outcomes and graduate attributes.
- That timely feedback is provided to students.

2. Scope

This Policy will apply to:
- The Assessment practices of the courses offered by the Academic Departments and Centre Students
- Academic staff with responsibility for designing, administering and making decisions relating to assessment by or on behalf of the College.

3. Definitions

Assessment of student learning is the process of evaluating the extent to which learners have developed their knowledge, understanding and abilities. This assessment is done in two ways at ICT. That is Formative and Summative.

Formative assessment is evaluation of student learning that aids understanding and development of knowledge, skills and abilities. It is the coursework undertaken for developmental purposes. Progress tests, phase tests, assignments, essays or presentations may be required of students in order for staff to provide them with feedback. This comprises 50% of the final grade awarded to the students at the end of each semester.

Summative assessment is the process of evaluating (and grading) the learning of students against the set standard at a point in time. The Level Exit exams (final exams) contribute 50% of the final grades awarded at the end of each semester. There is only one final exam at the end of each semester which tests the expected learning outcomes and at least 70% of the units/course material covered during the semester.

Summative assessment is prepared by the Center/Department and is standardized in terms of learning outcomes and content coverage, marks, duration of the exam.
and date of conducting the exam. This means all the students in a program of study answer the same exam at the same time for same duration, same marks and the same content and learning outcomes.

Assessment Task
Assessment tasks are the single components of an assessment schedule and should be of different types to address Students’ differing learning styles. Within any one assessment task, there may be several aspects of assessment.

Lecturers-in-Charge/Tutor/CB teacher
Lecturer responsible for maintaining the students’ continuous assessment results, students’ work, attendance & also teaching an important section of the course material.

Delivery plan
A Delivery plan is an official document that represents the formal understanding between the Departments/Center and the students in relation to the skill/courses to be covered in that study period. It is based on the Ministry of Manpower approved learning outcomes and course material and prepared by the Level/Course Coordinator.

Marking
Marking is the process of assigning an assessment score or grade and/or comments to a piece of work produced, performed or submitted by a student according to criteria for that assessment task.

Feedback
Before they begin their final examinations, students are entitled to timely and constructive feedback related to achievement of learning outcomes on all assessment tasks completed during the semester, with the exception of items submitted within the last two weeks of semester. Timely feedback is within three weeks of submission or at least 48 hours before a related assessment is due for submission.

4. Policy Statement
ICT will provide appropriate and fair assessment practices and timely feedback for the courses offered.

5. Roles and Responsibilities

<table>
<thead>
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<th>Responsibilities</th>
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<tr>
<td>5.1 HoDs/ HoC/ HoS</td>
<td>• Ensure that the assessment for entry and exit at GFP are essentially the same. i.e. designed to determine whether or not the student meets the learning outcome standards (Foundation Program)</td>
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<td>• Ensure that all the new intake students are given the entry test to determine the learning outcomes standards (Foundation Program)</td>
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<td>• Set up criteria for the preparation of examinations, to ensure that the learning objectives including outcomes for the development of graduate attributes are met;</td>
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<tr>
<td></td>
<td>• Ensure that the Level exit assessment at all levels determines whether a student has met the</td>
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Roles | Responsibilities
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required learning outcomes including outcomes for the development of graduate attributes.  
- Guide the Level/Course Coordinators in the development of Delivery plans (assessment schedule) for the Academic year.  
- Ensure that a broad range of assessment practices are used during the program, in order to provide students with feedback on their progress which will assist their learning.  
- Provide training to lecturers in giving constructive feedback on students’ work in a timely manner that assists them to monitor their progress towards the achievement of specified learning outcomes and to improve the quality of their work;  
- Ensure that assessment is inclusive and equitable for all students and is valid and reliable;  
- Ensure that the Departments/Centre adopts appropriate internal quality controls for its assessment processes. There must be a reliable marking system. These must include, centralised marking of the final examination, double marking of answer scripts, internal moderation by faculty of answer scripts of marked work prior to the issuance of results, and a transparent appeals process for students.  
- Ensure that students and staff act in accordance with the Bylaws, the Assessment Policy and Procedures; Examination Policy and Procedures.  
- Ensure that assessment involves reasonable workloads for both staff and students in accordance with the credit points allocated to a unit and the nature of the course. The weighting of each individual Assessment Practice in a unit is also according to the proportion of marks allocated to that task;  
- Ensure that the staff and students are aware of the pass – fail criteria of the college at Foundation and Post foundation Levels.  
- Ensure that assessment processes are conforming to the highest ethical and moral standards; and  
- Establish and develop a question(exam)bank;  
- Publish the results.  
- Monitor the transparent appealing system.

<p>| 5.2 | Examination Committee | The Centres/College Examination Committee has a major role to play with assessing the validity of the Assessment Practices |</p>
<table>
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<tr>
<th>Roles</th>
<th>Responsibilities</th>
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| **5.3 Head of college/centre Examination Committee** | - Ensure that the Delivery plans have included the assessment schedule of various Assessment Practices and assessment requirements for the Semester.  
- Finalise and approve the appropriate assessment practices, against the learning outcomes, course material (content), graduate attributes and to verify the marking criteria. (rubric/scoring key/answer key)  
- Take decisions on the performance of students that are borderline between grades; Evidence to substantiate recommendations regarding grades may be requested from Lecturers-in-Charge/Tutors/CB teachers;  
- Take decisions on the malpractice reports.(Please refer to Examination Policy)  
- Monitor the appropriateness of allocation of final result grades in accordance with the Bylaws.  
- Monitor the effectiveness of assessment practices in courses offered by the Departments/Centre using, amongst other means, statistics on grade distribution;  
- After publishing the results, monitor the transparent appeal process of students. |
| **5.4 Examination Coordinator (college/centre)** | - Prepares(with the help of Level/course Coordinators), review and finalise the various Assessment Practices to ensure that they reflect appropriate assessment practices, against the learning outcomes, course material (content), graduate attributes and to verify the marking criteria. (rubric/scoring key/answer key) (Please refer to the procedure of writing exams given in Appendix A)  
- Print the tests & exams.  
- Keep safe custody of test and exam papers before the exam.  
- Supervise the conducting of tests and exams.  
- Submit malpractice reports to the HoD/HoC on time.  
- Taking measures for the physical security of the test and exam papers at all times.  
- Conduct Moderation before marking for the final examination(Please refer to the Marking and Moderation Procedure in appendix A)  
- Give clear instructions to the Table Heads on their responsibilities. |
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|       | • Distribute/allocate the bundles to the respective Table Heads for marking.  
|       | • Keep ready the initial marks sheet, moderation forms, and all such forms required to maintain records of marking on time and distribute them to the table heads.  
|       | • Monitor the marking procedure and attend to any problems or issues immediately.  
|       | • Be available at all times during the schedules marking sessions to clarify any discrepancies that may arise while marking and resolve any such problems during the marking sessions.  
|       | • Provide the markers with the required stationary for marking the papers.  
|       | • Review of the performance of students on borderline.  
|       | • Advise the Heads of Department/Centre who sanctions the final result grades prior to submission of results to the Students' Academic Affairs for publishing.  
|       | • Review student's appeals and assist the HoD/HoC on finalising the results of the appeals on time.  
|       | • Make recommendations to the Heads of Departments/Centre regarding Assessment Policy, Procedures. |
| 5.5   | Members College/Centre's Examination Committee  
|       | • Review and format the exams before finalizing the exams.  
|       | • Moderate the exams before marking.  
|       | • Advise the Heads of Department/Centre who sanctions the final result grades prior to submission through the Examination Coordinator.  
|       | • Assist the Examination Coordinator in completion of students Appeal Process. |
| 5.6   | Table Heads  
|       | • Attend the meeting called by the Examination Coordinator for Moderation before marking.  
|       | • Separate answer script bundles if needed according to the marking groups  
|       | • Arrange the table and markers appropriately, according to instructions received  
|       | • Give clear instructions and information to markers.  
|       | • Adjudicate on decisions about awarding marks. |
### Roles and Responsibilities

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<th>Responsibilities</th>
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|       | • Make sure that marking rules are followed. (Please refer to the Marking and Moderation Procedure from Appendix A)  
|       | • Begin and end the marking sessions on time.  
|       | • Suggest review of performance of students on borderline.  
|       | • Report cases of cheating, problem papers to the Examination Coordinator.  
|       | • Keep Examination Coordinator fully informed about any issues, queries, difficulties which may arise.  
|       | • Ensure that all the bundles with their content are kept in safe custody (with the Examination Coordinator) every day after the marking sessions.  
|       | • Ensure that the marking room is tidy before leaving.  
|       | • Collect feedback from the markers on the marking procedure. |

| 5.7 Markers | • Strictly follow the marking procedure (Please refer to the Marking and Moderation Procedure from Appendix A) |

### 6. Procedures

#### 6.1 Assessment Strategies:

- The Department/Centre's assessment strategy is fully integrated with the methods of delivering the curriculum.
- Centre/Departments use a variety of Assessment Practices that are tailor made to suit the needs of the particular skill/course of study and students’ different learning styles, appropriate to the discipline and explicitly reflect the learning outcomes for the course of study, including graduate attributes and marking criteria. Assessment Practices (Please refer to the Appendix A: Assessment Practices) should be designed to minimise the risk of plagiarism.

#### 6.2 Assessment Practices:

The Assessment Practices used by the centre are listed in the Appendix A. (Please refer to Assessment Practices given in appendix A.)

- **6.2.1 Group Work:** Assignments/Project & presentation is group work of students. Group and/or collaborative work should account for no more than 30 percent of the total assessment in a skill/course. (Please refer to GFP/PF Assessment Outline) The Assessment Practice should allow for the recognition of individual contribution. Students should notify the Lecturer-in-Charge in a timely manner and provide substanti-
ating documentation of any problems in relation to group work. Students should not be penalised or disadvantaged by the actions of other group members over whom they have no control.

6.2.2 **Oral Examination:** All the students in the Foundation Level Program will have an oral examination once during the mid-semester and once two weeks before the close of semester. (Please refer to the Appendix A: the Oral examination Procedures)

6.2.3 **Progress Tests/Phase Tests/ Mid Term Examination:** All the skills/courses taught in the Centre/Department will be tested during the semester according to the Assessment Schedule in the form of short tests which are required in order for staff to provide them with feedback. This comprises a part of Continuous Assessment weighting. (Please refer to the GFP and PF Scheme of Marks)

6.2.4 **Final Examination:** All the skills/courses taught in the Centre/Department have standard course/skill descriptions which stipulate learning outcomes, course content and assessment pattern which is called the Syllabus. The Delivery plans are prepared based on this syllabus. The Level Exit/Final exams are standardized in terms of questions, duration, number of marks, and date of conducting exam by the Department/centre and they are prepared in each Department/Centre by the exam writers based on criteria and procedures and conducted during the time stipulated in the delivery plan. (Please refer to: Examination Policy and Procedures; college bylaws article no: 61)
The students who through illness or other exceptional cause beyond their control are unable to attend an examination may submit an application to sit a complementary examination with Student affairs Department. (Please refer to 6.9.3 & 6.9.4 of this Policy)

**Marking and Moderation Procedures:**

The Level Exit/Final Examination will be marked and moderated as shown below: (For clear understanding of the procedure please refer to the Marking and Moderation Procedures in Appendix A)

- Preparation of Marking Schedule will be based on the time and teachers available to mark. Any additional time (over time) taken by the markers in order to meet the deadline will be compensated by adding internal credit hours to the markers which could be availed in parts decided by the HoC., during the last working week of the semester.
- Grouping: All the markers will be divided into smaller groups as per the requirement of each Department/Centre for centralized marking of the answer scripts.
- Place: The marking will take place in assigned rooms according decisions made by the examination coordinator.
- Table Heads & Assistant Table Heads: Each room will have a Table Head and one assistant or any other staff appointed by the Examination Coordinator to monitor the marking.
- Moderation before marking: The Examination Committee members will meet along with the Course/Level Coordinators and Table Heads immediately after the exam and moderate the exam papers (10 exam papers per level/ skill/course) to verify the answer key/rubric of marking/scoring key. Any ambiguity, unclear, these will be based on the students feedback received from the proctors) most wrongly answered questions will be moderated and finalized.
Briefing: The Table Heads will disseminate this information in the marking room to all the teachers before beginning the marking sessions. This session will be referred to as “briefing”.

While briefing the team members if any discrepancies with the answer key/scoring key/rubric will be reported to the examination Coordinator immediately and resolved before beginning the marking. The marking will begin after the seating arrangement is completed.

Seating arrangement: The marking rooms will be arranged in a way that is comfortable for the markers to mark and handle the papers. 3-4 tables and comfortable chairs around it would be an ideal seating arrangement. This could change based on the availability of resources.

Workload will be equally distributed according to the average time taken by the markers to mark a bundle of answer scripts.

First marking: The first marking will begin after the table head allocates the bundles to the markers. Marking will be done based on the finalized rubric/scoring key/answer key.

Second marking: On completion of first marking, the table heads will allocate the first marked bundles to the second marker. The second marking will begin based on the rubric/scoring key/answer key.

Comparing the marks awarded: After completion of marking the second marker will compare his/her marks with the first markers marks. If no errors/or differences in the marking the second marker will enter the marks in the mirror on the cover page against each question number. Total the marks and write the total in the given space on the mirror. However, if difference in the marks are found check the response of the student inside the answer sheet corresponding to the mistake and correct the mistake after the discussion with the first marker or Table Head and then total the marks.

Checking: The table head will check the second marked answer scripts if all the marks have been entered on the mirror and for the name and signature of the second marker. Moderation after marking: On completion of checking the Table Head will randomly choose 10% answer scripts from each bundle and third mark these answer scripts. If 10% and above papers are marked wrongly the table head will re-check at least 2 more answer scripts of the same bundle. If inconsistency found in marking the answer scripts, the bundle should be given for 3rd checking to the second marker.

6.2.5 Complementary Examination: The Complementary examination will be prepared as per the directions given in the Procedure to write exams and will be administered to those students whose applications requesting Complementary exam is approved by the authorised personnel. (Please refer to section 6.7.3 of this Policy & Examination Policy)

6.2.6 Practical Examination: Practical tests are an essential component of assessment in courses where students learn practical skills such as IT, science and engineering. (Please refer to the Procedure of preparing, conducting & marking practical examination)

6.2.7 Public Speaking: Oral presentations constitute an important method where students are operating in a second language. Public Speaking enhances
the students self-confidence and builds his personality. (Please refer to the procedure of preparing, conducting and marking public Speaking Examination)

6.3 Assessment Grades:

The final result of the students in all the courses throughout the college will be graded based on the directives received from the Ministry of Manpower and Bylaws. (Please refer to the Grading scale given in Appendix A, also refer to college bylaws article 48)

6.4 Assessment schedule:

The learning outcomes in a course for a semester should be assessed through a variety of tasks so students have a number of opportunities to demonstrate their learning. (see Appendix A: Assessment Schedule). A recommended continuous assessment schedule for any one course would include two or three Assessment Practices, none of which is worth more than 25 % percent of the total marks and a summative Assessment Practice which is worth not more than 50% of the total marks.(see Appendix A: GFP Assessment Outline and PF Assessment outline)

In all the levels of Foundation study and Post Foundation Study Program, the students need to be provided with feedback on their progress early in the skill/course offering. This may be provided by feedback on an Assessment Practice, but may also be the feedback on a draft or portion of an Assessment Practice or a self-Assessment Practice where feedback is provided.

6.5 Delivery Plans (skill/ course outline):

Teaching and Assessment Practices in the skill/course must be conducted as specified in the Delivery plans provided to students by all the lecturers assigned the teaching tasks.

The assessment schedule may not normally be changed after distribution to students, except under exceptional circumstances as approved by the Head of Departments/ Centre. A written revised schedule should then be made available to students either in class, via the noticeboard or by mail.

Based on the Ministry of Manpower approved requirements, the Delivery Plans provided to students contains relevant information as per the College QA Department approved Delivery Plan template.

6.6 Minimum essential requirements in a skill/ course:

6.6.1 Attendance requirements (Please refer to the Bylaws article No: 69)

The specific attendance requirements for a semester per Courses undertaken by the students must be clearly stated in the Delivery plan, along with consequences for not meeting the requirements.

The Lecturer-in-Charge/Tutor must keep attendance records for all classes in each skill/course with a minimum attendance requirement or for specified compulsory classes.

6.6.2 Assessment Requirements

- At Foundation Level Students are not usually required to pass individual Assessment
Practice. However, the student has to achieve the 50% pass grade in the Continuous Assessment and 50% passing grade in the End of semester examination (Level Exit/Final Examination) to pass the level/course. The weighting of such tasks must reflect their significance in the Delivery plan.

- At the Post Foundation Level the system works differently.
  Academic Probation: (Refer to college bylaws articles 51 & 52)
  Repeating courses: (Refer to college bylaws article 53)
  Transfer of students: (Refer to college bylaws article 54)
  Dean's Honor List: (Refer to college bylaws article 55)
  Postponement of student study: (Refer to college bylaws art. 56)
  Cumulative average: (Refer to college bylaws article no 65, 66)
  Pass-Fail Criteria: ((Please refer to college bylaws article no 67)

6.7 Personal circumstances affecting assessment

6.7.1 Circumstances which call for consideration
Students may apply for consideration of circumstances, which significantly hamper their participation or performance in an Assessment Practice. Such circumstances include:
- Permanent disability and/or long term chronic illness;
- Exceptional and unexpected situation/s beyond the student's control;
- Temporary medical condition;

6.7.2 Permanent disability and/or long term chronic illness
Students with a permanent disability and/or long term medical condition who meet the entrance requirements, regardless of disability or special educational needs are enrolled into the program. These students are identified during the admission process. Never the less, these students should consult the Academic Advisor/Tutor as soon as possible (preferably at the time of enrolment) to register for appropriate adjustments. The Advisor will discuss the issues with the Registrar and the head of Centre/Department and will work with the student to develop a Plan that will help the student adjust with his/her dis-ability. (Please refer to the Quality Assurance manual section 8.4 on page no. 61)

6.7.3 Exceptional and unforeseen situations or temporary medical condition
Students with a temporary medical condition or who are affected by exceptional and unforeseen circumstances can apply for adjustments or Special Consideration according to the criteria and processes set out in the table below. (Please refer to the Bylaws article no: 70 & 71)

6.7.4 Assessment of an application
Students are required to follow procedures given by the Students Affairs Department in applying for such consideration/s, including relevant timelines and provision of documentary evidence of their circumstances, as outlined on each of the application forms and in the table above. Applications submitted after the relevant due date will only be consid-ered in exceptional circumstances. Applications will be assessed taking into account a student's individual circumstances and how they may affect academic progress.

6.7.5 Failure to attend the Complementary Exam: (Please refer to College Bylaws article 71)
If the student fails to attend the complementary examination for an acceptable reason, he/she will repeat the required course or any substitute course recommended by the concerned Head of Centre or department.
### Circumstances

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<th>Application</th>
<th>Submission Approval</th>
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<td>Affected by recent occurrence which has caused a temporary medical condition, requiring an examination adjustment for Progress or phase Tests / Mid-term / Level Exit or Final Examination</td>
<td>24 hours or more prior to and not more than five working days after scheduled examination/s: the student will fill up an application for make-up examination or Complementary Examinations Form with supporting documents such as appointments/ medical excuses.</td>
<td>Submission to Assistant Dean Students&quot; Affairs Department On approval HoD's/HoC /HoSs (Centre &amp; Departments)/ Level/Course Coordinators set up a timetable for the make-up complementary exam</td>
</tr>
<tr>
<td>Affected by exceptional/ unexpected situations beyond students control during the exam/test schedule which has caused a temporary condition, requiring an examination adjustment for Progress or phase Tests / Mid-term / Level Exit or Final Examination</td>
<td>24 hours or more prior to and not more than five working days after scheduled examination/s: the student will fill up an application for make-up examination or Complementary Examinations Form with supporting documents Form with supporting documents.</td>
<td>Submission to Assistant Dean Students&quot; Affairs Department On approval HoD's/HoC /HoSs (Centre &amp; Departments) / Level/Course Coordinators set up a timetable for the make-up or complementary exam</td>
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6.7.6 Student dismissal: For the reasons for students dismissal from the program, please refer to college bylaws article no: 72.

### 6.8 Submission, collection and retention of Assessment Practices

The students will be informed through the Delivery Plans/any other means of communication regarding their responsibility for submission and collection of Assessment Practices, including instructions on how, where, when and to whom tasks are to be submitted;

For all such work that the students has to submit a hard copy to the course teacher as an assessment requirement for grading a standardised cover page has to be designed and provided by the college.

This cover page should have a declaration made by the student for the originality of his/her work with his name and signature.

Students are required to retain both hard and electronic copies (where appropriate) of all work submitted for assessment.

Students are required to collect their assignments, projects and presentation reports, portfolios etc. from the respective lecturer-in-charge after assessment.

Assessment Practices such as Progress Tests/ Phase Tests / Mid-term Examinations / Final Examination /Level Exit Examination are not returned to students and marked tasks that students have failed to retrieve are retained by the Departments/ Centre for at least two semesters after release of final results.

### 6.9 Feedback

Feedback on a student’s progress in a skill/course should be both in a quantified form, such as scores or grades, and a qualitative form such as comments, model answers or suggested readings.

Students should be given the opportunity to discuss their performance and the feedback
received with an appropriate academic staff member/academic advisor. (see the academic advising policy/academic advising guide book)

6.10 Allocating and recording final result grades

6.10.1 Continuous Assessment
Lecturer-in-charge is responsible for collating and recording the results for Progress Tests/ Phase tests 1 & 2, Mid Term Examination, Assignments/Project & Presentation/ and other General Study Skill Activities on the college server in the allocated space for entering the marks (CAF). The cumulative Continuous Assessment Marks will then be entered on the Ministry of manpower system.

6.10.2 Final Examination
Head of Departments/Head of Centre/Head of sections/Level/Course Coordinator/ Lecturer-in-charge in certain cases appointed by the Head of Centre/Departments are responsible for collating and recording the results of final examination and recommending a final result grade for each student in a unit. Each student's aggregate marks for a unit are allocated a grade according to the grade list provided by the Ministry of Manpower (Please refer to section 6.3. of this Policy) The College Dean or nominee ratifies the final grade results.

Final result grades are not provided to students until results have been officially released by the College.

6.11 Students right to appeal
The student has the right to appeal against the results of his/her examinations by completing the appeal Form and submitting it to the Head of the Department/ Centre within three days from the date of announcement of results. The Department/Centre Examination Committee will review the papers within one week from the date of submitting the appeal to verify the accuracy of all marks, or to mark any unmarked questions. (Please refer to college bylaws article no. 68 and Examination Policy for the procedure)

6.12 Physical security of Exam papers:
The exam papers shall be kept with proper security for a period of two (2) Academic years.

7. Dissemination
This policy is disseminated to all stakeholders through the QA Manual as well as the College website.

8. Related Documents
- College Bylaws
- Examination Policy
- Quality Assurance Manual
- Oman Academic Standards for General Foundation Programs

9. Appendix
- Procedures for writing tests, exams, marking and moderation
- Procedures for Oral Examination procedures
- GFP and PF marking Scheme
• Assessment Practices and Schedule-GFP
• Grading Scale-GFP
• Learning Outcomes Coverage Form
• Exam Review Form (moderation before administering the exam)
• Test Specifications Form
• Initial Marks Sheet
• Exam moderation Form
• Application Form-Requesting Complementary Examination/Tests
• Delivery Plan template

10. References
• Republic of South Africa, Curriculum and Assessment policy Statement.
• University of South Africa, Assessment Policies and procedures Manual, 2011

University of New South Wales, Assessment policy (URL: https://my.unsw.edu.au/)

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2.5 Examination Policy

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<th>Examination Policy</th>
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<tbody>
<tr>
<td>Domain</td>
<td>Students' Learning by Coursework</td>
</tr>
<tr>
<td>Policy Code</td>
<td>SL2.5</td>
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<td>Policy effective date</td>
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<tr>
<td>Responsible Executive</td>
<td>PMC</td>
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<td>Approval Authority</td>
<td>College Council</td>
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1. Purpose

The purpose of this Policy is to ensure
- Coordinated, consistent examination practices to assess students learning across all the Academic Departments and Centre.
- Academic security and integrity of all exams.
- That the exams are valid and reliable.

2. Scope

This policy and procedures apply to examinations conducted by the academic departments and center.

3. Definitions

Chief invigilator - The Exam Chief Invigilator is responsible for the conduct of examinations held in the College. At Post Foundation Level He/she is usually nominated by the College Council on rotational basis. At English Language Centre he/she is the Examination Coordinator.

Proctor/invigilator - He/she is the person assigned to supervise students while they are doing an examination. At Post Foundation Level invigilators are appointed by the College Time Table Committee and At Foundation Level-English language Centre proctors are appointed by the HoS., ELP.

Examination Control room - It the room used by the examination coordinator to safe keep the exam papers and operate during the examination period. The Examination committee members and other staff members nominated by the Examination committee work in the examination Control room. At least 6 membes to be present in the centralized college level control room including at least one female member. At ELC the examination control room is managed by the HoS., Curriculum and Teaching Method.

College Examination Committee - At the Post foundation Level College Examination Committee is constituted by college Dean which includes Academic HoDs, HoS and other staff members of the de-
partment but, at the Foundation Level the Examination Committee is constituted by the HoC., HoS's, and a few staff members nominated by the Centre's Council.

College Timetable Committee

At the Post foundation Level the College Timetable Committee will be formed to prepare the common timetable for the college exams whereas, the Centre's Council will decide the exam schedule and HoS., ELP will disseminate the information.

Level / Course Coordinators

At Foundation and Post foundation Level the Level/course Coordinators are appointed by the HoD's/HoC

4. Policy Statement

This Policy will provide coordinated, consistent examination practices to assess students’ learning across all Academic Departments and Centre.

5. Roles and Responsibilities

<table>
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<tr>
<th>Roles</th>
<th>Responsibilities</th>
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</table>
| 5.1 College Administration | • The College makes sure that examination halls are conducive to an examination environment which is quiet, well ventilated, clean, and have enough furniture and equipment good for use.  
• Ensure that each Department and Centre conducts tests and examinations in the fixed time period. |
| 5.2 HoD's/HoC | Barring of students from examination(s)  
• Making recommendations to the Assistant Dean Students Affairs Department regarding any student(s) to be excluded from an Examination at least two weeks before the start of the examinations. Before making any recommendations to the Assistant Dean, the Head should bear in mind the following:  
• Barring from the examination is a last resort, and lecturers should do their best to check attendance problems by counselling students and then issuing formal warnings as soon as any shortfall in attendance is noticed.  
• A lecturer should report regularly to his Head of Department/ centre or ELC Registrar (ELC) on the poor attendance or performance of any student registered for a course. The Head of Department / Centre or ELC Registrar (ELC) should keep the Assistant Dean informed and should issue written warnings to students who regularly absent themselves (with a copy to the Assistant Dean of Students Affairs). |
<table>
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<th>Roles</th>
<th>Responsibilities</th>
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<tbody>
<tr>
<td>A written warning should be issued by the end of the ninth week of the full length Semester (14 teaching weeks) at the latest. Barring from the examination should only be recommended when despite a formal written warning, a student still fails to attend classes and submit coursework.</td>
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</table>

Approval and Submission of Results
- Holding a Departmental /Centre's Examinations Committee meeting as soon as possible after the completion of marking of all the exam papers and submitting the agreed Departmental/Centre's marks to the Assistant Dean of Students Affairs Department.
- Attending the College Examinations committee meeting, with one representative from the Department/centre, to present the results and any recommendations made by the Department/Centre.

Disposal of Answer Scripts
- The Head of Department /centre should retain the Examination Answer Scripts in a safe place, for any further consultation. The scripts should be retained for the following periods:
  - For Certificate programmes,
  - For diploma programmes,
  - For Foundation Program, all scripts should be retained for two years after the end of the semester in which they were taken.
  - Examination Answer Scripts should be sent to the Examinations Office for disposal, after the expiry of the period for which they are to be retained.
  - Familiarity with Examination Regulations & Procedures Ensuring that all staff in the Department are familiar with Departmental/Centre's Examination Regulations and Examination Procedures as defined in these documents

5.3 College Examination Committee
- Checking the question papers with the answer keys and marking scheme for standards and quality (ensure the learning outcomes, difficulty level, themes, vocabulary used in the tests/exam) and give written feedback to the teachers for improvement of the tests/exam (including Complimentary) items.
- Standardising the format (font, size, style, headings, subheadings, margins, bullets and numbering, etc.) of tests and exams throughout all the levels in GFP.
<table>
<thead>
<tr>
<th>Roles</th>
<th>Responsibilities</th>
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<tbody>
<tr>
<td>Moderating assessed answer scripts (Please refer to the Assessment Policy) to ensure standards and quality in assessment for the Level Exit Final Exams.</td>
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<table>
<thead>
<tr>
<th>College Timetable Committee</th>
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<tbody>
<tr>
<td>Prepare the Examination Timetable as per the Ministry’s directives.</td>
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<tr>
<td>Display the timetable in the college website and TVs.</td>
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<tr>
<td>Ensure that the students are informed in advance that they must bring their college ID cards and pens to the exam rooms through the HoS\ELP</td>
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<tr>
<td>Prepare Exam Invigilating Schedules assigning a minimum of two invigilators for a group of 25 students.</td>
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<tr>
<td>For courses with practical exam, it must be conducted a week before the start of the main scheduled exam</td>
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<tr>
<td>For Mid-semester examination it must follow the scheduled class of the respective courses</td>
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<tr>
<td>Mid-semester Examination must be posted a week before the conduct of the exam.</td>
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<tr>
<td>More invigilators to be allotted where the number of students is more than 25.</td>
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<tr>
<td>A signed hard copy of the invigilation schedule to be given to all invigilators.</td>
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<tr>
<td>Minimum of one female staff to be allotted to each exam hall having female students.</td>
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<tr>
<td>If in case a change of invigilation duty is necessary, an invigilation exchange duty form will be filled up and give to Examination Committee Control Room upon approval</td>
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<tr>
<td>Deciding on the make-up exam/complementary exam schedule and notify to the students and course tutors as per the Department/Centre’s policy. (Please refer to the Assessment Policy)</td>
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<tr>
<td>A designated invigilator may have a maximum of 3 invigilation duties.</td>
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<tr>
<td>Approved invigilation duties must be given to invigilator along with the time table one week before the conduct of exam.</td>
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<tr>
<td>Invigilation duties scheduled on Thursday must be considered as overtime</td>
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<tr>
<td>Changing or Exchanging of invigilation duties must not be allowed unless on a critical basis only. For Practical Examination (applicable to Post Foundation Programs)</td>
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<tr>
<td>In each exam hall assign a lecturer and a technician</td>
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<tr>
<td>Technicians and lecturers may be given duties in the ratio of 2:1</td>
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<tr>
<td>In the case of change of invigilation duties, a form must be filled up and approved by the chief invigilator.</td>
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<tr>
<td>Note: All the other responsibilities remain the same as above.</td>
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<tr>
<td>Roles</td>
<td>Responsibilities</td>
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<td>-------------------------------------------</td>
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<tr>
<td>Level / Course Coordinators</td>
<td>- Preparing exam papers.</td>
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<td></td>
<td>- Printing the finalised exam papers.</td>
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<tr>
<td></td>
<td>- Packing the printed exam papers into bundles according to the number and size of groups.</td>
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<td></td>
<td>- Sending them to the examination Control room for safe keeping.</td>
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<tr>
<td>Examination Control room:</td>
<td>- A control room report must be made after every examination day by the chief invigilator.</td>
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<tr>
<td></td>
<td>- Examination rooms to be unlocked and locked before commencement/end of each examination.</td>
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<td></td>
<td>- On the day of each examination, question papers to be handed over to the invigilators by receiving</td>
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<td>their acknowledgement.</td>
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<td>- Any late reporting or absence of invigilators to be reported.</td>
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<td></td>
<td>- Visit the classroom to ensure smooth conduct of examination.</td>
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<td>- After the completion of each examination, answer scripts to be received from the invigilators with</td>
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<tr>
<td></td>
<td>acknowledgement.</td>
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<tr>
<td>Chief Invigilator:</td>
<td>- Ensuring that examination rooms are properly prepared in advance of examinations</td>
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<td></td>
<td>- That examinations start and finish at the appointed times</td>
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<td>- That examinations are properly invigilated</td>
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<td>- That correct procedures are followed in cases of suspected misconduct</td>
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<td></td>
<td>- That scripts are collected at the end of the examination and dispatched to the nominated recipient.</td>
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<td></td>
<td>- The Chief Invigilator is responsible for providing to the Department /Centre Head, with the script,</td>
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<td>relevant information if the examination was held under abnormal conditions or was subject to special provisions.</td>
</tr>
<tr>
<td>Invigilator/Proctor (please refer to the Appendix: Rules Governing the Conduct of Examinations)</td>
<td>- Examination Invigilators/proctors play a central role in helping to ensure that security is main</td>
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<td>tained and examinations are conducted in a fair and appropriate manner and all students are able</td>
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<td>to sit examinations in a suitable environment</td>
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<td>- With this in mind, invigilators should not cause any unnecessary disturbance in the examination</td>
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<td>hall. Soft soled shoes should be worn and any discussions between invigilators or invigilators and</td>
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<td>students should be conducted in a whisper and kept to a minimum.</td>
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<td></td>
<td>- Invigilators should not read (other than if directly related to the examination), smoke, eat or</td>
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<td>otherwise engage in activities which may distract them from carrying out their duties or disturb</td>
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<td>candidates.</td>
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### Roles

<table>
<thead>
<tr>
<th>Responsibilities</th>
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<tbody>
<tr>
<td>• Invigilators should bear in mind that examinations can be very stressful for students and can occasionally provoke unreasonable or extreme behavior. Situations should be dealt with in a sympathetic and supportive manner which minimizes any adverse effect on other candidates and maintains security of the examination.</td>
</tr>
<tr>
<td>• All Invigilators are required to familiarize themselves with the document on Rules Governing the Conduct of Examinations before the commencement of the examination. A copy is included at Appendix and is displayed in all examination rooms.</td>
</tr>
<tr>
<td>• To ensure that no cheating of any kind takes place in the examination;</td>
</tr>
<tr>
<td>• To ensure that all answer scripts and any other paperwork or examination artefacts are properly and securely collected and stored as necessary at the end of the exam.</td>
</tr>
</tbody>
</table>

6. **Procedures**

6.1 **Scheduling of Examination**

- Exam Schedule is prepared by the time table committee.
- Draft of time table is given to staff for review on clashes and inform time table committee of such if any.
- Approved Time Table is given to all staff.

6.2 **Scheduling of Invigilation**

- Schedule of Invigilation to be prepared after finalizing the Final Exams Timetable
- Minimum two invigilators to be allotted to each exam hall
- More invigilators to be allotted where the number of students is more than 25
- In each exam hall it is advised to have a lecturer and a technician.
- A signed hard copy of the invigilation schedule to be given to all invigilators.
- Minimum of one female staff to be allotted to each exam hall having female students.
- If in case a change of invigilation duty is necessary, an invigilation exchange duty form will be filled up and give to Examination Committee Control Room upon approval

For Practical Examination
- For Practical Examination a technician will be assigned along with a lecturer.
- A designated invigilator may have a maximum of 3 invigilation duties.
- In the case of change of invigilation duties, a form must be filled up and approved by the chief invigilator.
- Approved invigilation duties must be given to invigilator along with the time table one week before the conduct of exam.
- Invigilation duties scheduled on Thursday must be considered as overtime.
- Changing or Exchanging of invigilation duties must not be allowed unless on a critical basis only.
6.3 Printing of Question Paper

- Only approved Question Paper must be printed and send to publishing for reproduction.
- The Examination Committee Coordinator will print the exam papers three days before the exam through the Level/course coordinators.
- Only one extra question paper should be kept in each packet.
- Two attendance sheet must be submitted. (One attached in the bundle and one inside the envelope with seating plan)
- Question paper packets completed in all respects to be handed over to the College Exam Controller (1 Attendance list inside packet, 1 outside the packet, date, time, exam hall, name of invigilator). This will be done by the Level/Course Coordinators.
- Examination Committee before sealing the bundle must check if question paper printed is the same as the approved paper.
- Exam papers in the bundle must be counted
- This will then be transferred by HoD/HoS to the Centralized Examination Committee. Sealed question papers from the academic departments will be received.
- Safety of these question papers to be ensured. The question papers will be kept in the centralized control room.
- All documents and report formats to be kept in order before commencement of examination. Sealed question papers to be submitted by the course lecturer to HoS/DEC. This will then be transferred by HoS/DEC to the HOD office in safe custody
- Sealed question papers to be submitted by the course lecturer to HoD/HoS.
- Question Paper bundles must already be with the examination committee for safekeeping one week before the start of the exam
- Only bundles with scheduled exam must be taken out from the secured room to be given in the examination control room
- Existing setup of control room must be maintained (Departmentalized)
- Exam papers must be kept safely with the examination Control room under custody of the Examination coordinator.
- No extra paper must be printed and kept in the staff room.
- In the case of exam reproduce is not the same as the approved paper, the bundle will be kept by examination committee and secured. Course Coordinator then reproduces the approved paper and brings the bundle back to Examination Coordinator.
- These bundles must be kept by Examination Control room for safe keeping.
- As the need arises printing of extra copy must be approved by the HoD/HoS.

6.4 Prior Arrangements

- Time table committee to reveal to the lecturers whether a particular Class Room is single use or Double Use (S/D) at a given time slot of exam so as to help the lecturer in ensuring sequence in numbering while more than one exam is held in a class room.
- Exam halls are to be arranged in such a way that there is approximately 1 sq mt area per student to prevent the student from copying. (This will be based on the number of students and size of the classroom)
- Number the chairs according to the seating plan.
- A copy of attendance sheet with student’s seating plan must be posted in the door of the examination hall.
6.5 Clinic and Transport arrangements

A nurse and driver to be present in the control room at all times during the examination. First aid kit to be also available.

6.6 Examination: (Please refer to the Rules Governing the Conduct of Examinations)

The invigilators will

6.6.1 Before Exam:

6.6.1.1 Arrange the seats 20 minutes before the exam.
6.6.1.2 Pick up the exams 15 minutes before the exam.
6.6.1.3 Ensure that students are in their seats 10 minutes before the exam and are seated according to their seating plan.
6.6.1.4 Give clear instructions to the students on the rules and regulations of the exams that the students should follow. (Please refer to the students’ rules and regulations for examination)
6.6.1.5 Check the identity of each student promptly using the student's ID card.
6.6.1.6 Distribute the question papers on time only to the students present in the hall and not to distribute it on the table before the commencement of examination.
6.6.1.7 Check that they all have a pen, pencil and eraser.
6.6.1.8 The invigilator will make sure that no student carries on him any material, mobile phones, books etc. that'll aid him in cheating in the exam.
6.6.1.9 Will take attendance 5 minutes before the exam, using the sheet enclosed in the exam envelope.
6.6.1.10 Will turn their GSM’s to silent mode before the examination.
6.6.1.11 Announce the following to the students:
   • Write their exam in pen only and use pencil for diagrams.
   • Consequences of Malpractice/cheating/talking during the exam.
   • No GSM allowed, if found with the student during the examination in any conditions like switched off/on/silent, will be considered as malpractice. (Students should be advised to switch off their GSM and keep in a designated place where students cannot reach)

6.6.2 During the Examination:

6.6.2.1 Will not allow any person other than chief invigilator to enter or remain in an examination room during an examination.
6.6.2.2 Late arrivals: Let students who arrive within the first 30 minutes after examination start time to undertake the examination but, will not be given any additional time. And Candidates who arrive more than 30 minutes after the examination start time will not permit to undertake the examination.
6.6.2.3 Give them the question that is being done at the time.
6.6.2.4 Will not allow a student to leave the examination room until 60 minutes (1 hour) after the commencement of writing time or during the final 10 minutes of an examination.
6.6.2.5 Strictly remain in the examination room and will not to move out unless in case of an emergency.
6.6.2.6 Malpractice: If the student is found copying during Examination, Invigilator (1) will immediately collect the copying material from the student. And report the Malpractice to the Chief Invigilator. (Please refer to the malpractice procedure given in section 6.8)
6.6.2.7 Illness during Examination: If any student complains of being unwell or feeling sick, invigilator will report to the Examination Control Room.
6.6.2.8 Ensure that there is minimum disturbance to the other students in this case.
6.6.2.9 If the student is able to continue the examination the lost time will be given to the student to complete his examination. In case of serious problem, the
2 Students Learning by Coursework

student may be taken to the clinic by the nurse. Report on the same will be made and submitted to Chief Invigilator for further action.

6.6.2.10 Will permit the student to use the washroom between sections of exams. It is necessary that that one of the invigilators accompanies the student to the washroom.

6.6.2.11 Will permit the student to take a small water bottle inside the Examination Hall.

6.6.2.12 Will turn their GSMs to silent mode during the Examination.

6.6.2.13 Will not to be seated inside the Examination Hall.

6.6.2.14 Will not go out of the Examination Hall during the Examination.

6.6.2.15 Will not to chat in groups inside the Examination Hall.

6.6.2.16 Will stand in two diagonal corners of the exam room.

6.6.3 After the Examination:

6.6.3.1 Will collect all the exam papers, count them stack them according to the versions.

6.6.3.2 If any Malpractice reports, the copying material, the answer paper and the malpractice report will be submitted to the Chief Invigilator/Examination Coordinator.

6.6.3.3 Will make sure that all students have filled in all required details (Name, ID number, Skill, Group). Also, papers should be counted and recorded in the invigilator’s report form. Please complete the form and hand it to the HoS with the attendance sheet and other exam material provided in the exam envelope.

6.7 Interruption to Examinations

Where an examination is interrupted by an unexpected event (eg power failure, computer/software malfunction, malfunctioning of lab equipment, Cyclone, fire alarm etc.) the Examination Coordinator/chief invigilator will implement appropriate action. (Refer to risk management plan)

Minor interruptions to an examination (for a period of 15 minutes or less) will be adjusted by the giving an equivalent period of additional time added to the end of the allocated examination time.

The Examination Coordinator will determine the appropriate course of action in the event of a significant disruption to an examination. A significant disruption may include repeated minor disruptions in the same examination session.

In the event of an evacuation of an examination venue, the College Dean or nominee will determine which of the following outcomes will apply:

- the examination may be declared void and a new examination scheduled for a date and time within the current semester.
- students’ examination scripts may be marked and an adjusted examination result determined.

6.8 Malpractice:

If the student is found copying during Examination, Invigilator (1) should immediately collect the copying material from the student. A Malpractice Report should be completed. The student should sign the Malpractice Report which must also record the time of the incident both on the Malpractice report and on the same answer paper. The matter must be promptly reported to the Chief Invigilator. At the end of the Examination, the copying material, the answer paper and the malpractice report should be submitted to the Chief Invigilator/Examination Coordinator.

Instead of giving 2 warnings to the student for talking/looking around or misbehavior, only
first warning can be given verbally and the same to be recorded on the attendance sheet instead of students answer script. If student continues to cause disturbance, malpractice report to be made.

Instead of giving 2 warnings to the student for talking/looking around or misbehavior, only first warning can be given verbally and the same to be recorded on the attendance sheet instead of students answer script. If student continues to cause disturbance, malpractice report to be made.

6.8.1 Procedure of recording Malpractice

6.8.2 Prepare the malpractice report, attach the copying material/ or evidence.

6.8.3 The invigilator get the students signature on the malpractice report. The student should be told to meet Asst. Dean – Students Affairs, Head of College Investigation Committee after the examination to present his/her case. If the student refused to sign, the same can be mentioned in the malpractice report.

6.8.4 The student will be allowed to continue the exam with the same answer script.

6.8.5 Report the case immediately (not to wait till exam finishes) to the exam control room of the respective department, may be through SMS to control room in-charge (details attached).

6.8.6 Immediately after receiving the notification, Exam control room in charge collects the malpractice report from the exam hall and submit the same with evidence to Asst. Dean Students Affairs by collecting the acknowledgment. At least two staff (invigilator or exam control room in-charge) should sign on the malpractice report. The report should contain all the relevant information about the case.

6.8.7 The College Investigation Committee investigates the case for appropriate action.

6.9 Make-up / Complementary examinations:

Students should apply for complementary examination latest by the second day of the examination date with the approved documents from student affairs department.

- Complementary exams will be scheduled during the first week of the next semester
- Complementary exams for summer semester will be scheduled before the commencement of summer vacation.

Course Coordinator/Lecturer submit a list of names of students who were absent during the final exam to Examination Committee.

- Course Coordinator/Lecturer draft a complementary exam and submit to Examination Committee for review
- If approved by examination committee, Lecturer reproduced the exam based on the number of student absent.
- Course Coordinator/Lecturer submits the bundle to examination committee for safe keeping.

- Exam Committee make an announcement on the schedule of make-up examination.
- Students takes the Makeup exam with the supervision of the Examination Committee
- Examination Committee give the exam paper back to course coordinator/lecturer or markings.
- Course Lecturer marks the exam paper and submit a report on the result for ministry entry
6.10 **Oral Examination:** (Refer to the Oral examination Procedure given in Appendix A)

6.11 **Projects, Presentations and Assignments:** (Please refer to the Assessment Policy)

6.12 **Processing Results**

Course tutors should get the result approved by HOD and should be entered in the ministry system within 48 hours after completing the valuation.

- After the entry of result in the Ministry system for all the subjects, results will processed by the Ministry.
- Once the results are processed advisor should verify the results of all his/her advisees for the registered courses. Any special cases should be discussed in the department meeting.
- The advisor should check the GPA and CGPA of his/her advisee in the transcript and if any discrepancy should be reported to registrar.

6.13 **Publishing Results**

Once the result is approved by the department and college council, the results will be informed to the students through SMS or the college website.

6.14 **Student Appeals**

- Students should submit their application for appeals to the Students Affairs Department within three days after the declaration of results.
- Student Affairs forward the appeal form to the Department concern.
- HoD/HoS receive the appeal form and forward to examination committee.
- Examination Committee looks for the exam paper being appealed.
- Examination Committee will do the following task:
  - Recheck the Exam Paper based on the key answer submitted.
  - After rechecking the paper, exam committee put remarks on the appeal form and the exam paper. Submit an appeal report to HoD for approval and sign.
- Appeal Report is forward to Student Affairs.
- Appeal results will be published after three working days from the last date for submission of appeals.

7. **Dissemination**

This policy is disseminated to all stakeholders through the QA Manual as well as the College website.

8. **Related Documents**

- Assessment Policy
- College Bylaws

9. **References**

- Quality Assurance Manual
- Oman Academic Standards for General Foundation Programs
- Examination procedures-College Examination Committee
- Examination Process Chart – College Examination Committee
10. Appendix

- Oral Examination Procedures
- Projects and Presentation Examination procedures
- Examination process Chart
- Rules Governing the Conduct of Examinations
- Application Form-Requesting Complementary Examination/Tests

**Document History:**

<table>
<thead>
<tr>
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<th>Effective Date</th>
<th>Review Date</th>
<th>Author</th>
<th>Approval</th>
<th>Amendments</th>
<th>Circulated to</th>
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<td>1</td>
<td>Nov’ 2007</td>
<td></td>
<td>QA Unit</td>
<td>College Council</td>
<td>1st Version</td>
<td>Circulated to all stakeholders through QAM Version 6.1</td>
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<tr>
<td>2</td>
<td>June’2012</td>
<td>July’2015</td>
<td>PMC</td>
<td>College Council</td>
<td>Reviewed</td>
<td>Asst. Deans, HoC/HoD</td>
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2.6 Students Retention and Progression Policy

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<th>Policy Name</th>
<th>Students Retention</th>
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<tr>
<td>Domain</td>
<td>Students Learning by Coursework</td>
</tr>
<tr>
<td>Policy Code</td>
<td>SL2.6</td>
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<tr>
<td>Policy Effective Date</td>
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<tr>
<td>Responsible Executive</td>
<td>Assistant Dean for Students Affairs</td>
</tr>
<tr>
<td>Approval Authority</td>
<td>College Council</td>
</tr>
</tbody>
</table>

1. Purpose

The purpose of this policy is to ensure
- High student retention and progression to different levels of qualifications
- Low student dropout rates
- Appropriate counselling services are provided

2. Scope

This policy will apply to all the activities that will enhance student retention and progression in the College.

3. Definition

Retention: The process of retaining students who enrol for a qualification and remain at a particular institution until they complete their studies for that qualification.

Dismissal: In the unusual case where progress is not satisfactory after necessary warning the College will consider termination of a student from the program.

Re-admission: In the event that a student is removed from a program based on unsatisfactory performance and wishes to have another opportunity, the student must make a formal request for such an opportunity. Upon receiving such a request, the Assistant Dean for Students Affairs will permit the student to enrol for the program based on the Bylaws of the Colleges of Technology.

4. Policy Statement

ICT will provide a conducive environment for the students to remain in the College for a timely completion of their qualification.

5. Roles and responsibilities

<table>
<thead>
<tr>
<th>Roles</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 HoD / Admission &amp; Registration Dept.</td>
<td>Students enrolment</td>
</tr>
<tr>
<td>5.2 HoD, HoSs, Registrar and Staff</td>
<td>Induction Program</td>
</tr>
<tr>
<td>5.3 HoD / HoC of academic departments / Centre/ Department Registrars</td>
<td>Allotment of advisors</td>
</tr>
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</table>
### Roles and Responsibility

<table>
<thead>
<tr>
<th>Roles</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.4 Academic Advisor</td>
<td>Academic Advising</td>
</tr>
<tr>
<td>5.5 Asst. Dean (Students affairs) / HoD/HoC of academic department/centre</td>
<td>Addressing students grievances and complaints</td>
</tr>
<tr>
<td>5.6 Lecturer/Advisor/Students affairs</td>
<td>Issuance of warnings (attendance &amp; probations)</td>
</tr>
<tr>
<td>5.7 Students affairs</td>
<td>Communicating to students and their parents about students' performance.</td>
</tr>
<tr>
<td>5.8 Course Lecturer</td>
<td>Tutorials/Special Classes</td>
</tr>
<tr>
<td>5.9 Academic Advisor/ Head of the Department/ Departments Registrars</td>
<td>Department Level Counselling</td>
</tr>
<tr>
<td>5.10 Career Development and Counselling Department, Student Affairs</td>
<td>College Level Counselling</td>
</tr>
<tr>
<td>5.11 HoD</td>
<td>Students satisfaction survey</td>
</tr>
<tr>
<td>5.12 Departments Registrars</td>
<td>Monitoring the Statistics Maintain Student Database</td>
</tr>
</tbody>
</table>

6. **Procedures**

6.1 Enrolment of students to the respective department and assigning an academic advisor.

6.2 Conducting orientation program about academic rules and regulations, roles and responsibilities.

6.3 Provide student handbook for all the enrolled students.

6.4 Enrolling students for registration process.

6.5 Optimize the time table to accommodate special circumstances (social and transportation issues)

6.6 Add / Drop the registered courses.

6.7 Identifying external factors that affect students’ performance like social and psychological needs of the students and taking appropriate steps to meet their requirements.

6.8 Counselling the students at the college level by providing proactive and psychological counselling.

6.9 Individual counselling for the weak students at least once in a month.

6.10 The department identifies the courses, which needs special attention and conducting special classes.

6.11 Advisors provide necessary Academic counselling to advisees.

6.12 The department conducts remedial classes for the students under probation.

6.13 The departments monitor students counselling to ensure the effectiveness of students’ performance.

6.14 Each academic department/centre maintains a comprehensive student database for the enrolled students.
6.15 Each academic department/centre maintains a comprehensive data analysis for dropped out students, progression students, graduates etc.

6.16 Dissemination of student progress to the parents.

6.17 The department adopts the following measures to enhance pass percentage by the following ways:

- Semester-wise detailed analysis based on the results for the courses offered.
- Provide comprehensive report on course analysis to the college council for discussion.
- HoD/ HoC provides necessary corrective actions to the concerned course lecturers to reduce failure rates.

6.18 Detailed analysis regarding the students dropped out reasons by the College Council.

6.19 College resolves students’ grievances in a fair and timely manner.

6.20 Department provides necessary motivation through guest lecturers and industrial visits to students.

6.21 Department provides extracurricular activities to improve students skills.

6.22 Each academic department / centre reviews the students’ retention / progression rate periodically.

7. **Dissemination**

This policy is disseminated to all stakeholders through the QA Manual as well as the College website.

8. **Related Documents**

Related documents available on the College website

- Bylaws, Colleges of Technology
- Add/drop form
- Student undertaking form

Documents generated from the Students Management System

- TC1 form
- Timetable

9. **References**

- QA Manual

**Document History:**

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<th>Version</th>
<th>Effective Date</th>
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<th>Approval</th>
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<td>July’2015</td>
<td>PMC</td>
<td>College Council</td>
<td>1st version</td>
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3 Academic Support Services

3.1 Academic Advising Policy

<table>
<thead>
<tr>
<th>Policy Name</th>
<th>Academic Advising</th>
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<tbody>
<tr>
<td>Domain</td>
<td>Academic Support Services</td>
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<tr>
<td>Policy Code</td>
<td>AS3.1</td>
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<tr>
<td>Policy effective date</td>
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<tr>
<td>Responsible Executive</td>
<td>Assistant Dean for Student Affairs</td>
</tr>
<tr>
<td>Approval Authority</td>
<td>College Council</td>
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</table>

1. Purpose

The purpose of this policy is to ensure that each student at the ICT Post Foundation level has an academic advisor who will provide appropriate academic and career guidance during his stay in the College.

2. Scope

This policy will apply to all the students and advisors at the Post Foundation level.

3. Definitions

- **Academic Advisor**: The academic advisor is an academic staff and it is a duty to offer academic counselling and career advice for the students allotted.

- **Advisee**: A student assigned to an academic advisor is an advisee.

- **Department Registrar**: The Department Registrar is a teaching staff who acts as a co-ordinator between the Academic Departments and Department of Student Affairs.

- **Registration plan**: The registration plan is the plan which provides the schedule of student's advising and the registration of courses. The Assistant Dean for Student Affairs will provide the registration plan and procedures at the beginning of every semester. Technological College System (TCS) Ministry of Manpower understands the importance/need of Academic advising in student's campus life starting from the enrolment till graduation. To meet the needs of successful implementation of academic advising and uniformity among the Colleges of Technology, MoMP understands the following requirements
  - Degree Audit
  - Department's Course Registration Plan, Department Plan
  - Department Time table with allocation of resources.
  - Advisee Academic information
  - Allocation of student's subjects & registration of courses.
  - Student's attendance.
  - Results and Result Analysis
  - Student's Academic Transcripts
  - Enrolled student's status.

Thus MoMP developed an oracle system called Technological college system (TCS) with high security and authentication.
4. Policy Statement

ICT will provide appropriate academic advising and career guidance for all students enrolled in the Post Foundation level.

5. Roles and Responsibilities

<table>
<thead>
<tr>
<th>Roles</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 Head, Admission &amp; Registration Department</td>
<td>Implementing the regulations on student admission and registration. Monitoring and controlling TCS within the College.</td>
</tr>
<tr>
<td>5.2 Head, Counselling and Graduation Follow up</td>
<td>Supervising the counselling and the registration process. Supervising the appointment and training of the academic advisors in coordination with the concerned departments.</td>
</tr>
<tr>
<td>5.3 Head of Academic Department</td>
<td>Allocates the academic advisor. Entering the department plan, time table in TCS. Monitoring the student's academic counselling.</td>
</tr>
<tr>
<td>5.4 Department Registrar</td>
<td>Coordinating the student’s registration activities in the department/centre through TCS. Allocation of advisors in TCS. Result Analysis and publications. Updating the Students status in TCS. Acting as a coordinator between the department and student affairs.</td>
</tr>
<tr>
<td>5.5 Academic Advisor</td>
<td>Provide induction on college academic regulations periodically. Provide advising to identify interests, abilities, educational and career goals. Provide scheduled office hours. Ensure regular contact with advisees. Provide assistance in registration of courses. Maintain records for all the advisees. Provide necessary assistance for academically weaker students. Act as a Coordinator between advisee and the department. Provide necessary information about his/her advisee.</td>
</tr>
<tr>
<td>5.6 Academic Advisee</td>
<td>Be an active participant with advisors. Seek clarifications on rules and regulations. Contact your advisor on academic issues. Keep a personal record on academic activities. Be familiar with registration and process. Accept responsibility for your decisions.</td>
</tr>
</tbody>
</table>
6. Procedures

6.1 The HOD, Admission and registration prepares the list of eligible students moving to the specialization.

6.2 The Assistant Dean of Students affairs forwards the list of eligible students to be enrolled into various specialization programs in the academic departments.

6.3 All the academic departments conduct induction program for the enrolled students periodically.

6.4 The Counselling and Graduation follow up department conducts special counselling/induction session for all academic weaker students.

6.5 For each enrolled specialization student, the Department assigns an academic advisor, in the beginning of every semester.

6.6 An induction program will be conducted to the new advisors, if necessary.

6.7 The college implements the semester wise registration plan as per ministerial directions.

6.8 All the academic departments post the approved department plan for registration of courses in TCS.

6.9 The academic advisor provides and selects courses to be registered as per the regulations.

6.10 The advisee registers the courses for study in each semester from the list of selected courses by the advisor.

6.11 All the enrolled students are allowed to add/drop courses as per the registration plan.

6.12 All advisees eligible for withdrawal of one registered course within one week after the declaration of midterm results.

6.13 To access academic information a unique user id and password will be provided to all teaching staffs by the HOD, admission and registration.

6.14 The academic advisor communicates academic records for all his/her advisees.

6.15 The academic advisor maintains academic records for all his/her advisees in TCS.

7. Dissemination

This policy is disseminated to all stakeholders through the QA Manual as well as the College website.

8. Related Documents

- Bylaws of Colleges of Technology
- Quality Assurance Manual (QAM)
- Academic Advising Handbook, Student Handbook
- Article #44, Amendment dated 4th May 2011, revised Bylaw
## Document History:

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3.2 Teaching Resources Policy

<table>
<thead>
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<th>Policy Name: Teaching Resources Policy</th>
<th>Domain: Academic Support Services</th>
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<tr>
<td>Policy Code: AS3.2</td>
<td>Policy effective date:</td>
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<tr>
<td>Responsible Executive: Assistant Dean for Student Affairs</td>
<td></td>
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<td>Approval Authority: College Council</td>
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</table>

1. Purpose

The purpose of this policy is to ensure the provision and effective utilization of the teaching resources available in the College.

2. Scope

This policy will apply to the provision and utilization of all teaching resources in the College.

3. Definitions

**Teaching Resources**

All resources used for teaching

4. Policy Statement

ICT will provide resources in alignment with the programs offered.

5. Roles and Responsibilities

The Administrative and Financial Affairs Office, Educational Technology Centre and the Academic Departments and Centres are responsible in ensuring that teaching resource are provided adequately, properly utilized and maintained.

<table>
<thead>
<tr>
<th>Roles</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 ADAF (Chairman)</td>
<td>• Ensures that teaching resources are adequately provided</td>
</tr>
<tr>
<td></td>
<td>• Coordinate with ETC on requirements on teaching resources</td>
</tr>
<tr>
<td></td>
<td>• Request to Ministry resources requirement for each Financial Year.</td>
</tr>
<tr>
<td>5.2 Educational Technology Centre (Member)</td>
<td>• Ensures that all teaching resources are well maintained</td>
</tr>
<tr>
<td></td>
<td>• Consolidate all teaching requirements by the Academic departments/centres</td>
</tr>
<tr>
<td></td>
<td>• Request to the Administrative and Financial Affairs Office the requirements for teaching resources</td>
</tr>
<tr>
<td></td>
<td>• Coordinate with the Academic departments/centres on the deployment of teaching resources.</td>
</tr>
<tr>
<td>5.3 Academic Departments/ Centres (Member)</td>
<td>• Oversee the proper utilization of teaching resources</td>
</tr>
<tr>
<td></td>
<td>• Identify teaching resources requirements</td>
</tr>
<tr>
<td></td>
<td>• Coordinate with ETC on teaching resources requirements</td>
</tr>
<tr>
<td></td>
<td>• Ensure that all required teaching resources are in its proper place</td>
</tr>
</tbody>
</table>
6. Procedures

These are several teaching resources available in the college at this time:
- Classrooms, Lecture theatres
- Computer Laboratories
- Engineering laboratories, workshops
- OHPs, LCDs, Interactive boards
- Library / Self Access Centre
- E-Learning Perspective (Moodle, e-Library, eBrary)
- Publishing Centre (Photocopying / Printing)

6.1 Classrooms / Lecture rooms and Theatre

6.1.1 Classrooms/lecture rooms are being maintained by the department/centre (depends on the location)
6.1.2 Classrooms/lecture rooms are used according to the timetable by the department/centre
6.1.3 A student or staff with no schedule class is allowed to use the classrooms/lecture rooms but should seek permission to use from head of the department/centre maintaining it, if the room is available.
6.1.4 Using the classroom/lecture room for activities not directly related to academic or project endeavors in such a way that it causes disruption to other classes is not allowed.
6.1.5 No food, drinks other than water, pets, or bicycles are permitted in any classrooms/lecture rooms.
6.1.6 Observe cleanliness and orderliness. No one should litter in any classrooms/lecture rooms, throw away trash in trash bins provided and keep chairs on its proper position and vandalism (writing graffiti on tables, chairs, walls) is strictly prohibited.
6.1.7 A student/staff using the classroom/lecture room should leave when there is a scheduled class.

6.2 Computer Laboratories

The primary purpose of computer lab resources is for academic research, study, and doing class assignments. Lab users have a right to expect a quiet, clean, academic lab environment. These guidelines are intended to clarify the responsibilities of lab users:

6.2.1 Utilization
- Computer laboratories are maintained by the Educational Technology Centre and a staff from the ETC is in-charge of each lab.
- Computer Laboratories are used according to the consolidated timetable given by the department/centre.
- If there are technical problems regarding the computers call the attention of the teacher or the lab in-charge.
- A student or staff with no schedule class is allowed to use the laboratory but should seek permission to use from head of department/centre maintaining it, if the laboratory is available.
- Removable media or any type (flash disks, diskettes, cd) is strictly prohibited. Downloading programs on the hard drives is also prohibited.
- Using the laboratory for activities not directly related to academic, project or research
endeavors in such a way that it causes disruption to other users is not allowed.

- Strictly follow the Lab Rules and Regulations.

### 6.2.2 Installation and Maintenance of Software to be Used

- Every beginning of the semester, a list of software that will be used is given by the departments.
- Software are installed and maintained by staff of ETC.
- For examinations, another list of software to be used is submitted by the departments and will be installed by staff of ETC.
- Games or any form of software not related to class/instruction is prohibited in the laboratory.
- Every summer, all computers undergo preventive maintenance and software needed for the next academic year will be installed.
- As part of the maintenance, all profiles will be deleted and ETC will not be responsible for any files saved in the computer locally.

### 6.3 Engineering Laboratories, Workshops

- Engineering laboratories / workshops are maintained by the Engineering Department and a staff from the department is in-charge of each laboratory and workshop.
- Engineering laboratories / workshops are used according to the consolidated timetable given by the department/centre.
- If there are problems regarding the equipment call the attention of the teacher or the lab in-charge.
- A student or staff with no schedule class is allowed to use the laboratory/workshop but should seek permission to use from head of department, if the laboratory/workshop is available.
- Using the laboratory / workshop for activities not directly related to academic, or project endeavors in such a way that it causes disruption to other users is not allowed.
- Strictly follow the Rules and Regulations posted in each laboratory/workshop.

### 6.4 OHPs, LCDs, Interactive boards

#### 6.4.1 OHPs

- OHPs are under the custody of the department/centre using them.
- A staff who needs to use the OHPs should seek permission from the head of department / centre in-charge of it.
- The staff who requested the OHP is responsible for getting and installing it in his/her classroom.
- After using the OHP, it is the responsibility of the staff to return it to its proper place.
- If the OHP is not functioning properly or something is wrong with it, the staff should report it immediately to his/her HoC/HoD for proper action.

#### 6.4.2 LCDs and Interactive Boards

- LCDs and Interactive boards are under the maintenance and custody of the Educational Technology Centre.
- LCDs and Interactive boards are placed in most of the computer laboratories and classrooms.
- For LCDs inside computer laboratories, it is the responsibility of the teaching staff on turning the LCD on and off every beginning and end of the class.
- For LCDs inside classrooms, it is the responsibility of the teaching staff on turning the LCD on and off every beginning and end of the class. The Interactive board is used.
with a computer and an LCD.

- It is prohibited to write anything on any interactive boards as the white board is available for writing.
- If the LCD and Interactive board is not functioning properly due to technical problem/issue, the staff can ask the assistance of an ETC Staff assigned in the department/centre.

### 6.5 Library / Self Access Centre

#### 6.5.1 Membership
- An employed (active) staff is automatically a member of the Library and can avail the different services of the library.
- An enrolled (active) student is automatically a member of the Library and can avail the different services of the library.
- Library cards are issued free of charge to bona fide students and employees of Ibra College of Technology.
- Employees re-assigned to another college should secure a library clearance and surrender his/her library card to the librarian at his former college.
- Library cards are non-transferable and violation of such is punishable.

#### 6.5.2 Borrowing by Student

##### 6.5.2.1 For Overnight
- Give the title and author of the book needed. Present the library card to the librarian.
- Fill-in the cards and submit to the library personnel.
- Books allowed for overnight loan and its due date will be decided upon by the librarian, depending on the demand and the number of books available in the library.
- Overnight books can be borrowed from 5:00p.m. to be returned the next day. No overnight borrowing of books are allowed on Wednesdays.
- Books not returned on time will be subject to a fine as indicated in this policy.

##### 6.5.2.2 Books For One week
- Present the library card and the book to be borrowed to the librarian (each student is allowed to borrow 1 book per subject at a time).
- The librarian will check and will allow the student to sign the book card and his library card.
- The librarian will indicate on the student library card the return date of the book.
- A maximum of 2 books can be borrowed within 1 week for the student.
- Borrowing is limited only to books of which the library has only 3 or more copies.
- Books not returned on time will be subject to a fine as indicated in this policy.

#### 6.5.3 Borrowing by the Staff

##### 6.5.3.1 Give the title and author of the book needed. Present the library card to the librarian.

##### 6.5.3.2 Fill-in the cards and submit to the library personnel.
6.5.3.3 A maximum of 5 books can be borrowed within 3 weeks for staff or
agreed upon by the librarian.
6.5.3.4 For Reference books, refer to Use of Reference Books

6.5.4 Returning
6.5.4.1 Present the materials to the librarian
6.5.4.2 If the material is overdue, pay the corresponding overdue fine.
6.5.4.3 Get library card / college id from the Librarian.

6.5.5 Renewal
6.5.5.1 Items must be renewed personally
6.5.5.2 Books borrowed may be renewed. The book together with the student library
   card is presented to the librarian.
6.5.5.3 The librarian will record the renewal on the book card, which will be signed by
   the students
6.5.5.4 The librarian will indicate on the student library card the date on which the book
   must be returned.
6.5.5.5 Renewal is limited only to books which the library has only 3 or more copies.
6.5.5.6 Renewals will not be allowed if it reaches the maximum renewal limit.
6.5.5.7 Books not returned on time will be subject to a fine as indicated in this policy.
6.5.5.8 The following are not to be renewed:
   • In-demand books
   • Overdue books
   • Books that have been reserved by another user
   • Books that are not due soon enough to be eligible for renewal

6.5.6 Use of Reference Books
6.5.6.1 Main Reference
   Reference used as the basis of one's entire lessons. Each faculty member is enti-
   tled to borrow a maximum of 5 titles under this category for the period of one
   (1) semester, depending on the number of copies available in the library.

6.5.6.2 Secondary Reference
   Reference other than the basic reference used by a faculty member. Each mem-
   ber is allowed to 5 titles for a period of one (1) month subject for recall when an
   immediate need for the book occurs.

6.5.7 Use of Other Resources
6.5.7.1 Computer Utilization Policy (for Library & SAC Computers) – Please refer to
   Computer Laboratories
6.5.7.2 For CD/DVD, same procedure applies as in books.

6.6 Publishing Centre Printing and Photocopying (Colored and Non-Colored)

6.6.1 Printing Non-Colored
   The primary purpose of the proper usage of printer is to minimize the consumptions of
   the printer toners and to effectively use the same resource in completing the college-
   related tasks and requirements.

6.6.1.1 Identify the document/s as well as the number of pages you are about to print:
   • Less than or equal to 10-page document can be printed on their respective
     staff room, proceed to 6.6.1.2 to 6.6.1.3.
   • An 11 to 25-page document can be printed on their respective HoD's office
     then proceed to 6.6.1.2 to 6.6.1.3.
   • In excess of 25 pages, a request must be made to the Publishing Centre with
     the approval of their respective HoD, proceed to step 6.6.1.4 to 6.6.1.6.
6.6.1.2 Fill-out the Non-colored Printing log sheet completely with necessary data.
6.6.1.3 Proceed with printing.
6.6.1.4 Secure and completely fill-out the request for printing form from the Office of Educational Services.
6.6.1.5 Seek the approval of your respective HoD.
6.6.1.6 Submit the approved form to the person in charge in the Publishing Centre.
6.6.1.7 For multiple copies, use the photocopier to produce several copies of the same document. Printing of multiple copies of the same is not allowed.
6.6.1.8 Printing is being monitored by the server technicians in the server room, anyone caught printing beyond the stipulated number of copies will be subject to disciplinary action by the Administration.
6.6.1.9 Requesting / Filing of forms should be made separately with printing of colored Printouts.

6.6.2 Printing Colored

The primary purpose of the proper usage of printer is to minimize the consumptions of the printer toners and to effectively use the same resource in completing the college-related tasks and requirements.

6.6.2.1 Identify the document/s as well as the number of pages you are about to print:
- Less than or equal to 10-page document can be printed on their respective HoD's office, proceed to 6.6.2.2 to 6.6.2.4.
- In excess of 10 pages, a request must be made to the Publishing Centre with the approval of the Dean, proceed to 6.6.2.5 to 6.6.2.7.
6.6.2.2 Seek the approval of your respective HoD
6.6.2.3 Fill-out the colored Printing log sheet completely with necessary data.
6.6.2.4 Proceed with printing.
6.6.2.5 Secure and completely fill-out the request for colored printing form from the Office of Educational Services.

6.6.2.6 Seek the approval of the Dean.
6.6.2.7 Submit the approved form to the person in charge in the Publishing Centre.
6.6.2.8 For multiple copies, use the photocopier to produce several copies of the same document. Printing of multiple copies of the same is not allowed.
6.6.2.9 Printing is being monitored by the server technicians in the server room, anyone caught printing beyond the stipulated number of copies will be subject to disciplinary action by the Administration.
6.6.2.10 Requesting/Filing of forms should be made separately with printing of non-colored printouts.

6.6.3 Photocopying Non-Colored

The primary purpose of Photocopier machine is for duplication of different types of documents needed for the teaching and learning process inside the college. These guidelines are intended to clarify the responsibilities of anyone who needs to photocopy college-related documents and requirements and information regarding proper photocopying procedures:

6.6.3.1 Identify the document/s as well as the number of copy for production:
- Less than or equal to 25 copies, regardless of the number of pages can be done in the HoD's office. Proceed to 6.6.3.2 to 6.6.3.3.
6.6.3.2 Fill-out the Photocopying log sheet completely with necessary data.
6.6.3.3 Proceed with photocopying.
6.6.3.4 Secure and completely fill-out the request for photocopying form from the Office of Educational Services.
6.6.3.5 Seek the approval of your respective HoD.
6.6.3.6 Submit the approved form to the person in-charged in the Publishing Centre.
6.6.3.7 Requesting / Filing of forms should be made separately with photocopying of colored copies.

6.6.4 Photocopying Colored
The primary purpose of Photocopier machine is for duplication of different types of documents needed for the teaching and learning process inside the college. These guidelines are intended to clarify the responsibilities of anyone who needs to photocopy college related documents and requirements and information regarding proper photocopying procedures:

6.6.4.1 Identify the document/s as well as the number of copy for production:
- Less than or equal to 10 copies, regardless of the number of pages, a request must be submitted to the Publishing Centre. Proceed to 6.6.4.2 to 6.6.4.4.
- In excess of 10 copies, a request must be submitted to the Publishing Centre. Proceed to 6.6.4.5 to 6.6.4.7.
6.6.4.2 Secure and fill-out the request for photocopying form from the Office of Educational Services.
6.6.4.3 Seek the approval of your respective HoD.
6.6.4.4 Submit the approved form to the person in-charged in the Publishing Centre.
6.6.4.5 Secure and completely fill-out the request for photocopying form from the Office of Educational Services.
6.6.4.6 Seek the approval of the Dean.
6.6.4.7 Submit the approved form to the person in-charged in the Publishing Centre.
6.6.4.8 Requesting / Filing of forms should be made separately with photocopying of non-colored copies.

6.7 E-Learning
6.7.1 E-Learning Perspective (Moodle)

6.7.1.1 Student Enrolment
- Students need to register using the Ministry System.
- From the Ministry System database, students name will be extracted based on course allotment then it will be uploaded to the Moodle database.

6.7.1.2 Subject Allotment
- Subject allotment is done by the respective department HoS.
- A communication is sent from ETC-HoC to the respective departments, for submission of subject allotment.
3 Academic Support Services

- This Communication will be sent every first week of the semester.
- Send subject allotment list hardcopy to ETC-HoC and soft copy should be sent to
- Email-ID: E-Learning Perspective (Moodle) moodleadmin@ict.edu.om
- E-Learning Perspective (Moodle) administrator will allot subject to the respective teachers.
- This process is completed, then Students and Staff can access the E-Learning Perspective (Moodle) software.

6.7.1.3 Utilization of Moodle

- Training will be given to teaching staff by the E-Learning Perspective (Moodle) Administrator
- Queries and questions can be done through email and helpdesk, the E-Learning Perspective (Moodle) administrator is available for clarification and answers.
- Teaching staff will provide training to students on the proper use of E-Learning Perspective (Moodle).

6.7.2 e-Library

6.7.2.1 Materials in the e-Library system are not open for public viewing and downloadable materials are only for bona fide students and staff of Ibra College of Technology with a valid username and password.

6.7.2.2 Username and password can be requested and acquired from ETC by presenting the college ID.

6.7.2.3 The registration form needs to be properly filled up and ETC-CSS Helpdesk personnel will verify it for confirmation.

6.7.2.4 For problem in regarding username and password, email the ICT web team or ask for assistance from helpdesk.

6.7.2.5 Any internet browser that supports Adobe Flash Player version 6 and above is required to properly utilize the site.

6.7.2.6 If you are having problems with your computer or browser software, the user may use the link at the very bottom of the page or contact the ICT web team.

6.7.2.7 To be able to use the downloaded materials, the computer system must have Adobe Acrobat Reader software properly install in it. In case of unavailable installed product, the site offers a link that user can employ to install in his / her computer system.

6.7.3 eBrany

6.7.3.1 eBrany is a repository of ebooks from the Ministry of Manpower Directorate General of Technological Education, which can be accessed through the college website.

6.7.3.2 eBooks from this site can only be viewed, download will only be possible if you have username and password.

6.7.3.3 Usernames and passwords are limited and are provided for staff only on request.

7. Dissemination

This policy is disseminated to all stakeholders through the QA Manual as well as the College website.
8. Related Documents

- OAAA Audit Report
- Quality Audit Portfolio (QAP)
- Lab Rules and Regulations

9. References

- ETC Policy Management
- QSM for Computer Laboratories
- QSM for Library / SAC

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3.3 Student Learning Support Policy

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Domain: Academic Support Services</td>
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<td>Policy Code: AS3.3</td>
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<td>Responsible Executive:</td>
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<tr>
<td>Approval Authority: College Council</td>
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1. Purpose

ICT will ensure that
- Student learning is enhanced through various student learning support services.
- Student learning support services is appropriate and effective.

2. Scope

The Scope of the policy will apply to all the student learning support services of the College.

3. Definitions

Student Learning Support: All activities, services and resources for student learning support.

4. Policy Statement

ICT will provide student learning support services aligned with the learning requirements.

5. Roles and Responsibilities

<table>
<thead>
<tr>
<th>Roles</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 ADSA (Chairman)</td>
<td>• Coordinate with Academic Departments / Centers for students extra-curricular activities.</td>
</tr>
<tr>
<td></td>
<td>• Coordinate with Academic departments / Center on the activities of the student societies</td>
</tr>
<tr>
<td></td>
<td>• Ensures that trainings, seminars, workshops and guest lectures are given to students</td>
</tr>
<tr>
<td>5.2 Head Educational Technology Centre</td>
<td>• Ensures that all student learning support resources are well maintained</td>
</tr>
<tr>
<td>(Member)</td>
<td>• Provide services to support student learning</td>
</tr>
<tr>
<td></td>
<td>• Identify the resources requirement for student learning support</td>
</tr>
<tr>
<td></td>
<td>• Request to the Administrative and Financial Affairs Office the requirements on resources for student learning support</td>
</tr>
<tr>
<td>5.3 Head Academic Departments/Centres</td>
<td>• Oversee the activities of the student societies</td>
</tr>
<tr>
<td>(Member)</td>
<td>• Organize trainings, seminars, workshops and guest lectures for students</td>
</tr>
<tr>
<td>5.4 Student Society</td>
<td>• Coordinate with concerned department / centre and with Student affairs for student activities like training, seminar, etc.</td>
</tr>
<tr>
<td></td>
<td>• Coordinate with concerned department / centre for the resources requirement for the activity.</td>
</tr>
</tbody>
</table>
The Student Affairs Office, Academic Departments / Center are responsible in giving trainings, seminars, workshops and guest lecturers to students and supervision of student societies and extra-curricular activities, while the Educational Technology Center provides services and resources to support student learning.

6. Procedures

These are the activities, resources and services which supports student learning:
- Trainings, Seminars, Workshops and Guest Lectures
- Student Societies
- Peer Assisted Learning
  - Open Lab
  - Self Access Centre
- College Events
  - Function Hall Reservation (Please Refer to General Support Services)
  - LCD / TV Postings

6.1 Training

6.1.1. On-Job Training (OJT)

The ETC Training Committee provides on-job practical trainings to students from other colleges, thus proper procedures shall be implemented which include the following:

6.1.2.1 All OJT trainees must seek the approval of the College dean before the execution of the training.

6.1.2.2 The Training Timetable and Facilitator assignment are submitted to the HoS – CSS and HoC – ETC for approval.

6.1.2.3 The Committee coordinator keeps the Attendance Report and submits Student Performance after the duration of the student training.

6.1.2.4 At the end of the training, the Training Evaluation Survey will be filled up by the trainees. Moreover, the Developmental Research Committee will consolidate and interpret the results.

6.1.2. In – House Training

The ETC Training Committee provides in-house practical trainings to all interested students, thus proper procedures shall be implemented which include the following:

6.1.3.1 The Committee provides pre-designed training timetable and shall be posted through the TV Display, College Website and posters on strategic locations. Moreover, the Center will communicate to all departments / Centers the proposed Training timetable.

6.1.3.2 Reservations may be made by emailing the filled-up registration form and send to the ETC Training Committee at etctraining@ict.edu.om or submit at IT209. Students are advised to download the Registration Form from the website (www.ict.edu.om/etc/collegeforms.asp).

6.1.3.3 The Training Committee shall inform the participants through email or SMS whether the slot has been reserved. Furthermore, the committee shall send a reminder or some updates to the participants two days before date of the training. For further details and inquiries, e-mail etctraining@ict.edu.om.

6.1.3.4 At the end of the training, the Training Evaluation Survey will be filled up by the trainees. Moreover, the Developmental Research Committee will consolidate and interpret the results.
6.2 Student Societies

6.3 Peer Assisted Learning

6.3.1 Open Lab
6.3.2 Self Access Centre

6.4 College Events

6.3.1 Function Hall Reservation (Refer to General Support Services)
6.3.2 LCD / TV Postings

7. Dissemination

This policy is disseminated to all stakeholders through the QA Manual as well as the College website.

8. Related Documents

- OAAA Audit Report
- Quality Audit Portfolio (QAP)

9. References

- ETC Policy Management

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4 Students and Student Support Services

4.1 Student Admission Registration Policy

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<tr>
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<th>Admission and Registration</th>
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<tbody>
<tr>
<td>Domain</td>
<td>Students and Student Support Services</td>
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<tr>
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<tr>
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<tr>
<td>Responsible Executive</td>
<td>Assistant Dean of Students' Affairs</td>
</tr>
<tr>
<td>Approval Authority</td>
<td>College Council</td>
</tr>
</tbody>
</table>

1. Purpose

To ensure enrolment of students into various levels/courses

2. Scope

To ensure the registration process for various programs.
To ensure the timetabling process for various courses offered by the academic departments.
To ensure that the data are stored in a central place by means of a secured software
To review and update students data periodically

3. Definitions

- HEAC: Higher Education Admission Center
- Students: enrolled in the college for studies
- SMS: Student Management System

4. Policy Statement

To facilitate the coursework for various levels for the admitted students by HEAC

5. Roles and Responsibilities

<table>
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<th>Roles</th>
<th>Responsibilities</th>
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<td>Admission of students to colleges of Technology</td>
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<tr>
<td>5.2 Registration Department</td>
<td>Enrolment of admitted students in the college</td>
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<tr>
<td>5.3 English Language Center</td>
<td>Placing the students into various levels of Foundation program through the placement test</td>
</tr>
<tr>
<td>5.4 Registration Department</td>
<td>Enrolling the students into post foundation program</td>
</tr>
<tr>
<td>5.5 Advisors</td>
<td>Allocation &amp; Registration of courses for the enrolled students in various levels</td>
</tr>
<tr>
<td>5.6 Registration Department &amp; the department registrars</td>
<td>Supervising &amp; Monitoring the registration process</td>
</tr>
</tbody>
</table>
6. Procedures

6.1 Admission
Students are admitted by the HEAC & forwarded to the colleges for enrolment. Proceed to Student Affair Admission and Registration Department and do the following:

6.1.1 Fill up and complete the enrolment application form attached with Transcript of Records:
- Original Omani General Secondary School Certificate Transcript or a copy of it certified by Directorates of Education in Oman).
- Original General Secondary School Certificate Transcript issued from Arab states or a copy of it certified by Ministry of Education in Oman).
- A certified copy of the Civil Identification Card (for Omani only).
- Three passport photographs size 4X6 cm.

6.1.2 Students allowed into the bridging program should provide the previous documents in addition to the following:
- Copies of their College Degree and transcripts certified by Ministry of Higher Education.
- An equivalence certificate of non-Jordanian College degrees issued by Ministry of Higher Education and Scientific Research in Jordan.
- A certified Course Description for the courses enlisted in the transcript that can be considered to obtain advanced standing.
- Students admitted through the Diwan Scholarship must check at the Admission & Registration Department their names and their document required.
- Carry out a medical test from Omani clinic.
- Apply for salary allowance 15 or 60 OR based on their School Region.
- Date of the beginning of the semester.
- Students must check their files to get a signed approval on their enrolment forms.
- Check with an admission officer to create a student profile.

Students then have to do the following procedures:
- Fill in a student profile.
- Sign an undertaking not to smoke on-campus.
- Make a student identification card.
- Receive the Student's Guidebook.
- Learn about dates of orientation tours per schedule prepared by the Deanship of Students Affairs.

6.1.3 Students are enrolled into the various levels of foundation program through the placement test.

6.2 Registration
- Registration plan is prepared & distributed to the colleges for online registration by the Ministry of Manpower
- The departments enter their department & timetable plans for the courses in the Ministry software(SMS)
- Registration of courses for the students of various departments done by the respective advisors through the Ministry software
- The advisors follow the department plan & the degree audit to allot courses for the students
- Students do the registration of timetable, for the allotted courses, online.
- Adding & dropping of courses will be done in the following week of the registration week by the advisors on request from the students.
- In case of Manual registration, a detailed plan is prepared by the Department of Student Affairs and the same is followed by the various departments.
- All the student data is stored in a secured software (SMS) provided by the Ministry.
7. Dissemination

This policy is disseminated to all stakeholders through the QA Manual as well as the College website.

8. Related Documents

- ByLaws of Colleges of Technology

9. References


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4.2 Student Induction Policy

<table>
<thead>
<tr>
<th>Policy Name:</th>
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<tr>
<td>Domain:</td>
<td>Students and Student Support Services</td>
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<td>Policy Code:</td>
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<td>Policy effective date:</td>
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<td>Assistant Dean for Student Affairs</td>
</tr>
<tr>
<td>Approval Authority:</td>
<td>College Council</td>
</tr>
</tbody>
</table>

1. Purpose

The Purpose of this policy is to ensure all new intake students go through an induction program which will orient them with the rules and regulations and services provided by the College.

2. Scope

This policy will apply to all the new intake students of Foundation and Post Foundation level.

3. Policy Statement

ICT will provide the required information to all new students through the induction programs.

4. Procedures

4.1 Student Induction procedure for specialization departments:

4.1.1 Every semester, the Student Induction program for new entrants to the specialization department is conducted within 3 weeks of the registration of the courses. The program is conducted in coordination with Student Affairs and the Educational Technology Center (ETC).

4.1.2 In the induction program, the following points are emphasized:
- Degree Audit
- Course Structure
- Grading system
- Calculation of GPA-CGPA
- Academic probations
- Specialization branches offered
- General rules and regulations
- Academic advising
- The services offered by the ETC to the Engineering students

4.1.3 The program is conducted bilingually, first in Arabic by Head of Student Activities and Graduation department and the English version is presented by Coordinator of the Program. In addition, there is a representative from the ETC that gives details also in Arabic of the services provided by the Center.

4.1.4 At the end of the program, bilingual feedback forms are distributed to the students;

4.1.5 Along with a brochure containing detailed information about the induction program. This information is also available on the college website.
4.1.6 The feedback form responses are analyzed and there is a final report of the entire program given to the Head of the Department.

4.2 ELC Student Induction

4.2.1 The induction program for the English Language Center is done in two sessions because of the amount of new intake students, a morning session and afternoon session.

4.2.2 Lists are posted alphabetically and students are instructed to go to the Main Hall first for the induction program.

4.2.3 In the Main Hall, the College Dean will give a welcome speech to all the new students and also about the programs, facilities, services and rules of the college.

4.2.4 The Assistant Dean of Student Affairs will give a speech about the regulations of the college.

4.2.5 The Head of the English Language Center (ELC) will give a speech about the ELC Foundation program, assessment system, services and facilities of the ELC.

4.2.6 Then there is a short coffee break

4.2.7 Students will proceed to the ELC to do the Placement test.

4.2.8 The ELC lecturers will mark the placement test and the ELC registrar will post the student lists and schedules to start the new semester.

5. Dissemination

This policy is disseminated to all stakeholders through the QA Manual as well as the College website.

6. References

- Quality Assurance Manual

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4.3 Student Grievances/Complaints Policy

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<td>College Council</td>
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1. Purpose

The purpose of this policy is to ensure that students have the opportunity to present grievances pertaining to any domain of activity in the College that affects him/her during his/her study period.

2. Scope

The scope of this Policy will apply to
- Academic Decision
- Academic Problems
- Student Behaviour
- Staff Behaviour
- College Services
- Any other grievances that affects the student

3. Definitions

Grievance

A grievance is defined as a complaint or dispute of a student regarding the College rules and regulation.

4. Policy Statement

ICT will provide a resolution to all student grievances in a fair, sensitive and timely manner and will always be committed to protect the rights of each and every student in the College.

5. Roles and responsibilities

There will be two committees formed to resolve all types of student grievances. The committees will be the following:

<table>
<thead>
<tr>
<th>Roles</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 Students Grievance Core Committee</td>
<td>The members of the Core committee are the Dean and the three Assistant Deans. This committee is responsible for decision making and monitoring of the entire student grievance process.</td>
</tr>
<tr>
<td>5.2 Students Grievance Sub-Committee</td>
<td>This committee will be selected by the Dean and will have one member from the following Department/Centers: Student Affairs, Admin &amp; Maintenance, Business, Engineering, IT, ELC, and ETC. They will handle the mediation, investigation and any other task delegated by the Core committee.</td>
</tr>
</tbody>
</table>
6. Procedures

Students will be informed about the process on how to file their grievances. Below is the sequence of steps for the entire grievance process (process chart is enclosed as annexure1)

**Student Grievance Process:**

6.1 The student should submit their grievances in a prescribed form to the Head of Department/Center. If the grievance is against the HoD/HoC, the form may be submitted to his/her immediate supervisor.

6.2 The HoD/HoC will try to resolve the grievance himself/herself in consultation with respective authorised persons concerned within 5 working days of receipt of the grievance.

6.3 In cases where the HoD/HoC is unable to resolve the grievance, then the grievance will be forwarded to the Students Grievance Core Committee with his report.

6.4 The Dean will call for a meeting of the Core Committee to process the grievance at the earliest.

6.5 The Core Committee will assign one of its member and two members from the Sub-Committee to investigate about the student grievance. The Sub-Committee members will not be chosen from the Department/Center where the aggrieved student belongs.

6.6 The chosen members will submit a report on their investigation of the grievance to the Core Committee within a week.

6.7 The Core Committee will decide the implementation steps and course of action based on the report.

6.8 The Core Committee will communicate the course of action to the concerned HoD/HoC, who will in turn inform the aggrieved party.

6.9 The Core Committee will monitor the progress of its course of action after a week. If the grievance has been solved then the case is closed, else re-evaluation of the decision will be made.

6.10 Any Grievance which cannot be solved within this process will be escalated to the Ministry of Manpower.

7. Dissemination

This policy is disseminated to all stakeholders through the QA Manual as well as the College website.

8. References

- Article 68 BYLAWS of Colleges of Technology

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5 Staff and Staff Support Services

5.1 Staff Recruitment Policy

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<td>Approval Authority</td>
<td>College Council</td>
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1. Purpose

The purpose of this policy is to ensure the recruitment of competent staff throughout the College.

2. Scope

This policy will apply to all types of recruitment that is necessary for the continuous realization of the College mission and vision.

3. Policy Statement

ICT will recruit a highly competent staff who will support the realization of the College mission and vision.

4. Roles and Responsibilities

The following positions will be responsible for the recruitment activities.

<table>
<thead>
<tr>
<th>Roles</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 College Dean</td>
<td>Approval of all recruitment related issues</td>
</tr>
<tr>
<td>5.2 Assistant Dean Admin and Finance</td>
<td>Liaison with the Ministry and employment agencies</td>
</tr>
<tr>
<td>5.3 Head of Department/Center</td>
<td>Forecasting the staff requirement.</td>
</tr>
</tbody>
</table>

5. Procedures

5.1 Procedure for the recruitment of Academic Staff

5.1.1 The staff shortage is identified based on the computation done by HoD/HoC and is submitted to the Dean one semester before the definite period of requirement.

5.1.2 The College Dean approves the academic staff shortages and reports these in writing to the Ministry.

5.1.3 The Assistant Dean Admin and Finance coordinates with the employment agencies mentioned in to acquire, sort and distribute CV's to respective departments. It is assumed that these agencies are handing over CV's that they have already scrutinized and that those candidates have already been interviewed by them.
5.1.4 The respective departments screen the CV’s and interview the candidates who are locally available.

5.1.5 Those candidates who are not available locally are interviewed through the telephone or video conferencing methods.

5.1.6 The HoD/HoC submits to the Dean’s office lists of selected candidates at their level.

5.1.7 The college makes the final screening and informs the agencies the names of successful candidates.

5.1.8 The college through the Assistant Dean for Admin and Finance constantly follows up the companies about the status of the successful candidates and immediately notifies the department with their answers.

5.1.9 Upon arrival the newly hired staff is interviewed by the Dean and is later introduced to his/her HoD for induction and mentoring.

5.2 Procedure for the recruitment of Admin Staff

5.2.1 The Assistant Dean for Admin and Finance identifies the staff shortage in co-ordination with the respective Asst.Deans/HoC/HoD.

5.2.2 The staff shortage after approval from the dean is notified in writing to the Ministry for initiating the recruitment process.

5.2.3 The Ministry or its appointed agents then recruit the staff and place them in the college.

6. Dissemination

This policy is disseminated to all stakeholders through the QA Manual as well as the College website.

7. Related Documents

- Bylaws of Colleges of Technology

8. References

- Quality Assurance Manual

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5.2 Staff Induction Policy

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<td>Domain</td>
<td>Staff and Staff Support Services</td>
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<tr>
<td>Policy Code</td>
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<td>HoD (HR Department), Academic HoD/HoC</td>
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</table>

1. Purpose

The purpose of this policy is to ensure that appropriate group and individual induction is given to newly recruited staff.

2. Scope

This policy will apply to all the induction programs conducted for the newly recruited ICT staff.

3. Definitions

- **Induction**: The process of introducing a new employee into the organization.
- **Mentoring**: A one-to-one process between a trainer and an employee, whereby the former will train the latter.
- **Orientation**: The introduction of employees to their jobs, colleagues and the organization by providing them with information regarding such items as policies, procedures, company history, goals, culture, and work rules.

4. Policy Statement

ICT will provide a conducive environment to all newly recruited staff through induction programs to quickly assimilate them into the College system.

5. Roles and responsibilities

The HR department and the HoDs /HoC /HoS gives induction for the newly recruited staff and ensure they feel comfortable in acquainting with the practices and facilities of the college. Wherever possible, the Heads of departments/ Center also arrange for group induction to have an in depth understanding of system and procedures.

<table>
<thead>
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<th>Roles</th>
<th>Responsibilities</th>
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<tbody>
<tr>
<td>5.1 HoD/HoC, Human Resources (HR)</td>
<td>The HR department and the HoD’s /HoC /HoS gives induction for the newly recruited staff and ensure they feel comfortable in acquainting with the practices and facilities of the college. Wherever possible, the Heads of Departments/Center also arrange for group induction to have an in depth understanding of system and procedures.</td>
</tr>
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</table>
6. Procedures

6.1 Induction in Stages

The college HR department gives a first stage induction to the new recruits and directs them to further one to one induction by HoD/ HoC and then HoS of the respective departments. This happens as and when the new staff joins the college. The college by law and quality manuals is given to the staff at that time. The HoD/ HoS explain the roles, rights, responsibilities, academic code of conduct and moral and ethical values to be observed, etc. to the new recruits. The services and facilities available to employees with location of the service areas are informed to them. The department also ensures Photo identification card cum library access card is issued to the newly joined employee.

6.2 Group Induction

Staff development committee of academic/teaching departments and ETC department usually organize a group induction programme for the new recruits if the recruits are more than one number, after a lapse of at least a month from their joining and after one to one induction by HoD. The group induction is usually handled by HoD/HoC/ HoS/ senior staff of the department who has rich experience in statutes of the college, in order to orient them with bylaws, procedures, assessment system, performance appraisal system, GPA calculation, delivery plan, etc. It is organized as a batch by these departments depending upon the number of new staff and it takes place after sometime of joining such that the employee has come across these concepts and requires further in depth knowledge in them.

6.3 Induction in Non-Teaching Departments

In non-teaching departments like Students' Affairs, Administration, etc., after initial induction by the HR department and as given in step 1, The HoD /HoS gives them a one-on-one induction. The new recruits are given the Bylaws, quality manual, a brief of the departmental activities, an explanation of the role, rights, responsibilities, academic code of conduct and moral and ethical values to be observed. HoD/ HoS /Senior staff takes them for a campus tour to let them be acquainted with the facilities and other departments in inter face. Also, the staff newly recruited is assigned for one week rotational training in each section of his/ her department and is posted in the job only after completing rotational training in all sections and gaining knowledge of inter connectivity of all sections. The new recruit is sometimes attached to a mentor and the mentor guides in orientation additionally.

6.4 After Induction, Feedback is Obtained and Necessary Action is Taken as Deemed Necessary Based on the Feedback.

7. Dissemination

This policy is disseminated to all stakeholders through the QA Manual as well as the College website.

8. Related Documents

- Bylaws of Colleges of Technology

9. References

- Civil Service Law
- QA Manual
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5.3 Professional Development Policy

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<td>Domain</td>
<td>Staff and Staff Support Services</td>
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<td>Policy Code</td>
<td>StS5.3</td>
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<td>Assistant Deans, HoD/ HoC</td>
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1. Purpose

The purpose of this policy is to ensure that all staff will be given training and development opportunities to enhance their professional competencies.

2. Scope

This policy will apply to all the teaching & non-teaching staff of the college.

3. Definitions

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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<tbody>
<tr>
<td>Induction</td>
<td>The process of introducing a new employee into the organization.</td>
</tr>
<tr>
<td>Training</td>
<td>A process dealing primarily with transferring or obtaining knowledge, attitudes and skills needed to carry out a specific activity or task</td>
</tr>
<tr>
<td>Development :</td>
<td></td>
</tr>
<tr>
<td>Training Needs Analysis (TNA)</td>
<td>A method of analyzing how employee skill deficits can be addressed through current or future training and professional development programs, as well as determining the types of training/development programs required, and how to prioritize training/development.</td>
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</table>

4. Policy Statement

ICT will provide a pertinent ambience for the professional development of the staff.

5. Roles and responsibilities

The HR department and the HoD’s /HoC /HoS and the staff development committees of the respective academic departments and ETC arrange for various training programmes through the developmental avenues as stated in procedures. The HoD’s / HoC are responsible for effective functioning of such mechanisms.

6. Procedures

The Training & Developmental activities are being carried out in the college through the avenues addressed individually as below.

6.1 Need based training: The academic departments and ETC conduct a need analysis through their Staff development committee by administering a questionnaire to their departmental staff. After ascertaining the training needs, Staff development programmes
are arranged through in-house resource persons or inviting externally. Feedback is obtained for further improvement. The Staff Development committee endeavors to prepare an annual planner that navigates them to carry out staff development programmes periodically.

6.2 **Training on the basis of Performance appraisals:** Other than the need based training, HoD identifies the required training topics based on the Performance appraisals of staff and that would enhance their performance. Staff development programmes are arranged by the Staff development committee in consonance with the topics so chosen by the HoD’s for performance enhancement.

6.3 **Training on new devises and software:** In some departments where the new equipments/new system/new procedures/new software are commissioned and if it requires a training programme for users’ adaptation, it is arranged to facilitate the staff to familiarize at work.

6.4 **Induction training:** Induction to new Staff members are given by HR department, then by HoD/ HoC and then HoS of the respective departments and group induction programme is arranged by Staff development committee. This happens as and when the new staff joins the college. The college Bylaws and quality manuals are issued to the staff at that time. The HoD/ HoS or resource person of the group induction explain the roles, rights, responsibilities, academic code of conduct and moral and ethical values to be observed to the new recruits.

6.5 **Training by external guest faculty based on the prospects and importance of training:** the College Dean/ Asst. Deans/ HoDs/ OJT departments arrange for staff development programmes sometimes based on the prospects and importance of training if the special resource person is available.

6.6 **Conducting conferences/seminar** and encouraging members to participate in such forums outside the college: The college departments organize seminars, conferences, workshops, etc., with the mission of knowledge acquisition, dissemination and knowledge updating. Staff members are motivated to present research papers/articles in such forum. If such programmes are conducted outside the colleges too, staff members are motivated to present research papers/articles in such forum duly given the on duty permission for their participation.

6.7 **Encouraging members for development by making them to write articles/research papers in the departmental/college magazines/journals:** As another avenue for staff development, the college runs a Technocrat magazine and the departments to publish research journals/magazines. This facilitates the staff members to write articles/research papers in the departmental and or college magazines/journals and it leads to their further development.

6.8 **Development of Omani staff through higher education:** In order to encourage the Omani staff to pursue higher education like Higher Diploma, Bachelor’s degree, Masters’ degree, PhD programmes, the HoD recommends the eligible and interested staff to the college Administration. College Administration selects and recommends the apt persons to Ministry; the Ministry scrutinizes the list and sponsors the deserving candidates for higher programmes and educational development of Omani Staff members are thus encouraged.

6.9 **Association/linkage with Professional/other bodies:** The departments get affiliated to Professional bodies in the field of Engineering, IT, etc., so that staff join such forum and improve knowledge domain. It also acts as a platform for writing articles/research papers in the official journal/magazines of the Professional bodies. Generally, after training/Development programmes, feedback is obtained and necessary
action is taken as deems fit based on the feedback.

7. **Dissemination**

   This policy is disseminated to all stakeholders through the QA Manual as well as the College website.

8. **Related Documents**

   - Bylaws of Colleges of Technology
   - TNA form

9. **References**

   - QA Manual

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5.4 Staff Attendance Policy

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<td>Domain</td>
<td>Staff and Staff Support Services</td>
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<td>Policy Code</td>
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Introduction

A staff is a valued member of the college. The college expects a staff member to be at work as scheduled to achieve and maintain smooth and efficient operations. For this reason, regular and punctual attendance is expected from all employees. With a view to improve efficiency in monitoring attendance and leave records, Biometric Based Attendance Monitoring System (BBAMS) has been introduced at ICT. An adequate number of machines has been installed to avoid delays and inconveniences with "logging in/out". All staff members are expected to follow the Attendance Policy.

The attendance record of all the college staff is electronically maintained by the biometric attendance register. Each staff member should have his/her Technical College System (TCS) number and his/her fingerprints registered/recorded. All employees are requested to log their attendance by scanning their fingerprint or entering their TCS number (only if necessary) on the Biometric Fingerprint Attendance and Access Control Terminal (BBAMS) on a daily basis.

The system maintains an account of all the late arrivals and early departures as well as working hours/day. It also maintains an account of all the leaves, and automatically updates the account when these leaves are availed. It also computes the overtime or extra duty hours.

1. Purpose

The purpose of this policy is to record and monitor the attendance of employees.

2. Scope

This Policy will apply to all employees working in the college for the recording and monitoring of their attendance, which may include:

- Absences (with or without leave), and
- Reporting late to duty or leaving the workplace before the end of work shift.
3. Definitions

**Tardiness** - the habit of not going to work at an expected time.

**Biometric Identification** - the automatic identification of living individuals by using their physiological and behavioral characteristics (www.thefreedictionary.com).

**Biometric Fingerprint Attendance Access Control Terminal** – a device used to record time and attendance of staff; where a staff can log in and out by scanning fingerprints.

**TCS Number** – an identification number given by the HR to the staff members at the time of joining in the college.

4. Policy Statement

ICT will provide a system of recording the attendance of employees of all the Academic and Administrative Departments/Centers and generate necessary reports using the Biometric Time and Attendance System.

5. Roles and Responsibilities

<table>
<thead>
<tr>
<th>Roles</th>
<th>Responsibilities</th>
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</thead>
</table>
| 5.1 ADAF | • Keep custody of the system  
| | • Call meetings  
| | • Monitor the system |
| 5.2 HoD –HR | • Record and monitor  
| | • Generate necessary reports |
| 5.3 Asst. Deans-ADSA, Academic HoD’s & HoCs | • In-charge of workload forms of staff members  
| | • Approve/disapprove shift changes form |

6. Procedures

All staff working in the various departments and centers of the college should adhere to the following procedures:

6.1 Each staff should have his/her **TCS number** and his/her **fingerprints** registered/recorded.

6.2 Each staff needs to **log** his/her attendance by scanning his/her fingerprint on the **Biometric Fingerprint Attendance Access Control Terminal** when coming in and leaving from work. In case of problems in logging in or out, the staff should report immediately to the supervisor.

6.3 The approved **working schedules** of all staff members will be updated in the system at the **beginning of each semester**.

6.4 Attendance (log in and out) will always **come in a pair**. Thus, every log-in record in the system must be paired with a log-out record.
6.5 In case a staff logged in twice in any device, the second log in will always be considered as log out.

6.6 Permission for Personal Business Leave is handled by HOD. Staff members must wait for approval of personal business leaves before availing the leave, and staff must log out from the system.

6.7 Failure to log out before leaving the college will be considered an absence for the Day.

6.8 The system maintains a record of late arrivals and under time (leaving early) at the college as well as working hours of all the staff members.

6.9 Any shift changes should be filed using the Staff Shift Change Form and should be approved and submitted to HoD (HR) for making the necessary changes in the working hours of the staff members.

6.10 Staff members assigned for external duty should submit the approved Work Assignment outside the College Form to HoD (HR) immediately upon return, otherwise it will not be considered.

6.11 Extra duty hours will be handled by the HoD internally. The consolidated report will be submitted to HR to update the total internal credit.

6.12 Staff with approved duty during weekends and holidays must log in and log out upon completing the work assignment.

6.13 Staff who wishes to avail offset leave should fill online form and wait for his/her HOD approval. Filling the form does not mean the request has been accepted.

6.14 Staff members are required to submit sick leave certificates immediately upon return from the medical/health care provider duly stamped by the Ministry of Health as per the labour law/civil service law and administrative decision. (Annexure – Ministry Decision). Treatment request form has to be signed by the HoD.

6.15 For emergency leaves, please refer to the Ministerial Decision No. 657/2011.

6.16 Except in emergency cases, failure to report for work or failure to notify immediate supervisor before the shift (at least within the first 30 minutes) is considered as unauthorized absence and will result to administrative actions (refer to 6.4). The supervisor should immediately report this to HR.

6.17 If any staff is absent and if he/she doesn’t report to HR within two days upon return with supporting evidences, the absent days will be deducted from offset credits, then from emergency. If the staff has consumed all the days, then the issue will be raised to Ministry to handle the case.
7. **Dissemination**

This policy will be disseminated to all staff through the Policy Handbook and the College website.

8. **Related Documents**

- Bylaws, Colleges of Technology
- Labour law /civil service law
- Administrative Decisions
- Ministerial Decision No. 657/2011

9. **References**

- QA Manual

10. **Appendix** (tables, lists, figures, and forms)

- Attendance Sheet Template
- Report Template
- Extra Duty Hours Guidelines
- Request for Extra Hour Duty Form (HR-FORM-01-03)
- Personal Business Leave Form (HR-FORM-01-04)
- Request for Leave Form (HR-FORM-01-10)
- Staff Shift Change Form (HR-FORM-01-16)

- Work Assignment Outside the College Form (HR-FORM-01-09)

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5.5 Staff Grievance Policy

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<td>Domain</td>
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1. Purpose

The purpose of this policy is to ensure that the College staff has the opportunity to present their grievances and the College has a systematic and fair way of resolving them.

2. Scope

This policy applies to all staff grievances.

3. Definitions

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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<tbody>
<tr>
<td>Staff</td>
<td>A staff is any employee of the College hired through the Ministry or an Agency.</td>
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<tr>
<td>Immediate supervisor</td>
<td>A person to whom the staff reports.</td>
</tr>
<tr>
<td>Grievance</td>
<td>A grievance is defined as a complaint, a dispute of a staff regarding the College rules and regulation, or a strong feeling that one has been treated unfairly by another staff.</td>
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<tr>
<td>Complaint</td>
<td>An expression of dissatisfaction from a staff with a process, decision or service offered or provided by the College.</td>
</tr>
<tr>
<td>Appeal</td>
<td>A formal written statement for reconsideration of a decision.</td>
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4. Policy Statement

ICT will provide a resolution to staff grievances in a fair, sensitive and timely manner and will always be committed to protect the rights of each staff member in the College.

5. Roles and Responsibilities

The Grievance Committee (GC) aims to resolve staff grievances against any college employee through a fair and legal process. The GC is composed of the Main and the Sub-Committee which will handle the mediation, investigation, decision-making, and monitoring of the entire staff grievance process.

The Main Committee consists of the Dean and Assistant Deans of the college. The Sub-Committee has 3 members which will be headed by any one of the main committee members and the other two panel members will be selected by the Dean from the Departments/Center. The panel members can be anybody from the Administrative staff and lecturers of neutral standing.

The Sub-committee will perform the mediation and investigation of the case, in which after, will submit a report to the Main Committee for a decision.

The Head of Centers, Head of Departments, and Head of Sections is tasked to redress staff grievances in the Department/Center level as promptly and as reasonably as possible. They should ensure the confidentiality of the information gathered during the course of the investigation.
6. Procedures

Staff will be informed about the process on how to file their grievances. Below is the list of steps for the entire grievance process.

6.1 Staff Grievance Process

In case ICT staffs believe that he or she has been unjustly treated or had experienced any forms of discrimination in work, the following procedures will be followed in order to redress his grievances towards another staff of the College. Grievances may be filed by a staff or by a group of staff. ICT assures the staff that he will not be reprimanded or discriminated in filing his complaint. ICT also recognizes and values the rights of any staff against whom a complaint has been brought.

6.1.1 The aggrieved staff will fill up the grievance form and approach his immediate supervisor (Ex. Head of Section (HoS), Head of Department (HoD), Head of Center (HoC)) to present his complaint. The supervisor will try to redress the situation immediately as reasonably as possible. A maximum of 5 working days will be given to process the complaint and come up with a decision. A copy of the grievance letter will be kept by the staff, in case he needed to present his complaint to the next higher authority.

6.1.2 If the complaint is not settled, the staff may present his case to the next higher authority (HoD, HoC) to redress the issue. A maximum of 5 working days will be given to process the grievance and come up with a decision.

6.1.3 If there was no decision after the given period of time or the staff is not satisfied with the outcome of his case, he can present it to the Assistant Dean for Administrative and Finance Affairs (ADAF) or to the Dean. Another 5 working days will be allotted to process the grievance and come up with a decision.

6.1.4 The Dean or ADAFA will call for a meeting with the Main Committee to process the staff’s grievance.

6.1.5 The Main Committee will choose one of its member and two members from the Sub-committee to investigate and mediate on the staff’s grievance. For a smooth and fast course of the investigation, both parties should cooperate with the investigating body. The Sub-committee (Grievance Committee) will submit a report of their investigation to the Main Committee. The gathered information will be kept confidential. In case, more time is needed to come up with a decision, the complainant will be informed about the status of his case and the needed time extension as agreed upon with the Committee.

6.1.6 The Main Committee will review the submitted report and will come to a decision based on the gathered information.

6.1.7 The Grievance Committee will call for a meeting with the parties involved to explain their decision and or course of action.

6.1.8 If the aggrieved party is contented with the decision then case is closed.

6.1.9 If the course of action requires more time, the GC will monitor the progress of its course of action after a week. If the grievance has been solved then the case is closed.

6.1.10 In case the staff’s grievance is not redressed, after a thorough process and sincere effort to resolve it, the staff may forward it to the relevant directorate.

6.1.11 End of internal grievance procedure

6.2 Witnesses

Parties involved in the grievance case can present their witnesses to the investigating body. The investigating body will confirm the validity and credibility of the presented witness for the inclusion of his testimony to the case.

6.3 Grievance Case Withdrawal

If the case is still under the Department level (HoS and HoD), the complainant may withdraw his case at any point in time without any repercussion. Once the case is already with the Main Committee, the complaint cannot be withdrawn. The investigation will continue...
until enough evidence will be gathered to surface the truth and clear the names of both parties involved in the case.

6.4 Appeals

Appeals can be made within 15 working days after such time the case will not be reopened. The concerned party can present new witnesses and evidences which was not part of the initial investigation but also subject to the discretion of the investigating body for inclusion and deliberation.

6.5 Grievance with an HoS, HoD, or HoC

6.5.1 Within the same department

In case, a staff had a complaint with his immediate supervisor (HoS, HoD, and HoCs), he may present his case directly to the next superior staff. In case, the complaint is against the HoD/HoC, the staff may directly forward his complaint to the Dean or to ADA-FA.

6.5.2 With the other department

If the complaint is with the staff of another department, the case can be filed through the complainant’s immediate supervisor and can be forwarded to the Dean or ADAFA.

6.6 Special Cases

Grievance cases should be redressed before the school year ends for summer vacation. In cases, where the outcome of the case could not be achieved before the end of the school year, the case will be put on hold until the opening of the next school year.

7. Dissemination

This policy is disseminated to all stakeholders through the QA Manual as well as the College website.

8. Related Documents


9. References

- QAM
- Bylaws of Colleges of Technology

10. Appendix

- A.1 Staff Grievance Form (also available on the College website)
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5.6 Staff Performance Appraisal Policy

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<tr>
<td>Domain:</td>
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1. Purpose

The purpose of this policy is to ensure that the performance of all College staff are periodically assessed through a systematic appraisal process.

2. Scope

This policy will apply to the evaluation of staff performance.

3. Definitions

Performance Appraisal: Assessing and evaluating the performance of employee to examine whether the employees are working to achieve the objectives of organization or not.

4. Policy Statement

ICT will provide its staff with a comprehensive performance appraisal.

5. Roles and Responsibilities

<table>
<thead>
<tr>
<th>Roles</th>
<th>Responsibilities</th>
</tr>
</thead>
</table>
| 5.1 HOD/HOC | - obtaining student feedback in the teaching staff and give score on performance on the other aspects like personal dignity, peer relations etc.  
- Feedback is communicated to employees with suggestion for improvement.  
- If feedback is negative, the head of the department takes up this matter with higher ups. |

6. Procedures

There is separate procedure available for the academic and the non-academic staff of the department.

6.1 The lecturers of all the academic departments are being assessed on the basis of students’ feedback on teaching, administrative duties, teaching duties and personal attributes etc.

6.2 All the Technical and library staffs’ performance on duties and responsibilities, job related skills and personal attributes and conduct etc. are being assessed by the Heads of the department and Heads of the sections. The heads of the sections are assessed by the head of
the centers on the basis of performance on administrative duties, personal attributes and conduct and leadership skills etc.

- Staffs appraisal is being done once per academic year.
- Staffs appraisal is done at the end of the academic year.
- The HoC evaluates the three HoS, in turn each HoS evaluates staff under them.

7. Dissemination

This policy is disseminated to all stakeholders through the QA Manual as well as the College website.

8. Related Documents

- Performance Appraisal Form

Document History:

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5.7 Class Observation Policy

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<td>Domain</td>
<td>Staff and Staff Support Services</td>
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Introduction

Class observation is an integral part of Quality Assurance and continuous quality improvement in the area of teaching and learning in any educational institution. It is an observation of teaching while it is taking place in a classroom, laboratory or any other learning environment. It can be formal, informal, focused, and/or peer observation. Formal observation, in addition to the primary objective of continuous improvement in teaching and learning, is considered for staff appraisal and performance evaluation. The input received can be used for planning, organizing, and conducting various professional development activities for the staff.

1. Purpose

Within the College’s culture of critical self-evaluation and support for staff, the class observation policy and code of practice will seek to;

- Provide the highest standard of learning experience for all learners.
- Provide constructive feedback to the academic staff members about the delivery of their lessons.
- Monitor the quality of teaching and learning within the college.
- Promote a culture of sharing professional expertise.
- Disseminate good practice in the areas of teaching and learning in the college.
- Identify areas for professional development.

In the process, the college will ensure that the needs of learners are given the highest priority to produce highly competent graduates with strong technical and personal skills.

2. Scope

This Policy will apply to all academic staff members working in the college.

3. Definitions

4. Policy Statement

ICT will provide a comprehensive system of class observation to enhance the quality of teaching and thereby enhancing student’s learning.
5. Roles and Responsibilities

<table>
<thead>
<tr>
<th>Roles</th>
<th>Responsibilities</th>
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</table>
| 5.1 Chairman   | The Assistant Dean for Academic Affairs is assigned as the chairman of the college class observation committee with the following responsibilities:  
|                |   • Coordinate the observation/evaluation process in the college.  
|                |   • Call for meetings at the beginning and end of each semester.  
|                |   • Approval of the meetings minutes.  |
| 5.2 HoD’s/HoCs/HoSs | • Handle all aspects of a classroom observation process.  
|                |   • Ensure that observation/evaluation documentation is complete.  
|                |   • Disseminate the feedback to the observed lecturers.  |
| 5.3 Observers  | • Observe classroom and provide observees with feedback.  
|                |   • Discuss the feedback with the HoD and arrange post-class observation discussion.  
|                |   • Provide needed support to the observees.  |

6. Procedures

6.1 Management of the observation process

There should be a consistent approach to lesson observations;

- Class observation should be conducted by observers who are experienced staff members in the department with appropriate professional skills who have undergone training in class observation.
- A teacher being observed should expect to receive fair and just feedback that is objective, evidenced and reflects the level of his/her performance.

6.2 Procedure for training the observers

The HoD/HoC will set a timetable for observations, select one or more learning sessions, and then invite a member of the observation team to accompany them on a joint observation.

At the end of each joint visit the trainer will provide the needed feedback to the observer for the purpose of professional development.

6.3 Procedure of classroom observation

The college will follow the below mentioned procedure:
• Prepare an observation plan for the semester.
• Formal class observations should be arranged in advance
• It should include pre and post- session discussion.
• The focus of the observation should be discussed with the teacher to be observed.
• The observer must arrive at the class on time, and before the start of the class.
• The observation should generally last for a whole class— (time depends on the purpose
  of the visit).
• The lecturer with low performance and those subject to disciplinary procedures should
  be visited more than once in a semester.
• New teachers should be visited before the end of their probation period.
• A copy of the class observation report should be given to the observed lecturer and a 
copy should be kept in the staff file.
• The completed report should be signed by both observer and observee.

Observers do not:
• Interrupt or interfere during the lesson.
• Observe teachers without any prior notice except in cases where observation is deemed
  necessary by the administration, for instance, student’s complaints.

The observer should have the following:
• Observation Skills  (skills in class room observation and recording evidence using an 
  appropriate observation tool/form)
• Discussion and reflection skills (skills in questioning to enable the observed teacher 
  to reflect on the lesson and not to be evaluative or judgmental)
• Report-writing skills (skills in writing a formative report that reflects the post 
  Observation discussion)

6.4 Post-observation discussion should:
• Take place within two working days after the observation.
• Be conducted in a convenient place that guarantees the privacy and confidentiality of the 
  discussion.
• Occur in a friendly atmosphere that leads the observee to reflect upon her/his lesson 
  comfortably.
• Be clear, constructive and honest.

Note: The written report should reflect what has been discussed and agreed upon in the post-
observation discussion.
6.4.1 Record Keeping
A copy of all monitoring records, including written observation feedback, will be maintained by the Head of the Department.

7. Dissemination
This policy will be disseminated to all stakeholders through the Quality Manual and the college website.

8. Related Documents
Bylaws of Colleges of Technology

9. References
Hailey Hall School Lesson observation policy

10. Appendix
Class observation form

Document History:

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6 General Support Services

6.1 Communication Policy

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1. Purpose

The purpose of this policy is to ensure that
- There is a clear and timely communication of relevant information among all the stakeholders of ICT
- ICTs communication is effectively managed

2. Scope

This policy will apply to all the stakeholders of ICT.

3. Definitions

| Internal stakeholders | refer to all the existing students and existing staff (Administrative, Academic, and Contract Workers) of ICT. |
| External stakeholders | refer to all the government authorities and companies of ICT |
| Communication Channel | refers to a medium through which a message is transmitted to its intended audience, such as paper based or electronic media. |
| Downward Communication | refers to the Communication which flows from superiors to subordinates. |
| Upward communication | refers to the Information stream from the Bottom levels of ladder to the top level. |
| Horizontal Communication | Information swap between the various academic and non academic departments to synchronizing their activities. |

4. Policy Statement

This policy will provide an effective system for a timely communication of relevant information to all its stakeholders.

5. Roles and Responsibilities

ICT believes that communication is a shared responsibility where every stakeholder is equally accountable in communicating the relevant information in a timely manner.
Internal Communication

6a. Procedures

6a.1 Sources and Receiver

The following is the list of all the sources and receivers of the internal communication at ICT:
- Ministry of Manpower
- Office of the College Dean
- Office of the Asst. Deans (Academic, Student Affairs, Administrative and Finance Affairs)
- Head of Departments/Centers/Sections
- Staff (Academic, Administrative, Contract Workers)
- Students

6a.2 The Information to be communicated

The following information (but is not limited to) will be communicated from source to the appropriate receiver.
- Ministerial decisions, Administrative decisions
- Amendments to bylaws, rules, & regulations
- Updates to Strategic plan, Operational plan, Action plan
- Updates to Policies, Procedures
- All types of reports for example, annual reports, summary reports, course progress reports etc.
- Achievements of College, Staff, and Students
- College activities like sports day, open day
- Information regarding facilities, Health & Safety, Security

6a.3 Communication channels

The following channels will be used by ICT for its internal communication depending on the context.

6a.3.1 Paper-based

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<thead>
<tr>
<th>Channel</th>
<th>Direction</th>
<th>Purpose</th>
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</thead>
<tbody>
<tr>
<td>Circulars/Internal Memos/Orders</td>
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<td>Instructions/directions/orders to a person or a group</td>
</tr>
<tr>
<td>Forms</td>
<td>Upward</td>
<td>Permission/Request</td>
</tr>
<tr>
<td>Notice</td>
<td>Downward</td>
<td>Instructions to a larger group</td>
</tr>
<tr>
<td>Newsletters/Brochures</td>
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</tr>
<tr>
<td>Handbooks</td>
<td>Downward</td>
<td>Distributed during induction program</td>
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6a.3.2 Electronics

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<td>Circuit TV</td>
<td>Any</td>
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<td>IP Phones</td>
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6a.3.3 **Face-to-Face**

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<td>Horizontal</td>
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<td>College Functions</td>
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6a.4 **Hierarchy for Internal Communication**

6a.5 **Internal Communication types**

There are two types of communications that can take place at ICT namely Formal & Informal.

6a.5.1 **Formal Communications**

- The Hierarchy for communication will be strictly followed for all Upward and Downward formal communications in the College.
- Horizontal communication is allowed between the functional units at the same level
within the same hierarchy, for example

- The Head of Academic Departments can communicate with each other to coordinate their activities.
- The Section Heads within a department can communicate with each other to coordinate the activities of the department

6a.5.2 Informal Communications

Informal communications need not follow the Reporting Line for communication, however, it is recommended.

External Communication

6b. Procedures

6b.1 Sources and Receiver

The following is the list of all the sources and receivers of the external communication at ICT:

- Ministry of Manpower
- Government agencies
- Recruitment agencies
- Industries/Companies
- Community
- Suppliers
- Press and media.

6b.2 The Information to be communicated

The following information (but is not limit to) will be communicated from source to the appropriate receiver.

- Manpower requirements
- College annual reports
- Requisition for on-the-job training / industrial visit/others.
- Information regarding the college achievements
- Information regarding the activities and events of the college.
- Placing orders for the equipment and material and others.

6a.3 Communication channels

The following channels will be used by ICT for its external communication depending on the context.

6b.3.1 Paper-based

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<th>Direction</th>
<th>Purpose</th>
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<td>Upward/ Horizontal</td>
<td>Information and requisition to a stakeholders or a group</td>
</tr>
<tr>
<td>Forms</td>
<td>Upward/ Horizontal</td>
<td>Requisition</td>
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<td>Notice</td>
<td>Upward/ Horizontal</td>
<td>Instructions to a larger group</td>
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6b.3.2 **Electronics**

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6b.3.3 **Face-to-Face**

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<td>Interpersonal relationship</td>
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<td>College Functions</td>
<td>Upward/ Horizontal</td>
<td>College Activities/programmes</td>
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6b.4 **Hierarchy for External Communication**

![Hierarchy Diagram]

6b.5 **Internal Communication types**

ICT follows formal way of communication to communicate with all the external stakeholders.

7. **Dissemination**

This policy is disseminated to all stakeholders through the QA Manual as well as the College website.

8. **Related Documents**

College forms available on the College website.

**Document History:**

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6.2 Repair or Replacement of Equipment and Furniture

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1. Purpose

This policy is designed to develop action plans and procedures for the maintenance, repair and replacement of equipment to sustain the delivery of quality teaching and learning in the college.

2. Scope

- Setting out a uniform maintenance and repair policy for all the departments and centres
- Ensuring the effective utilisation of resources for teaching, learning and training
- Ensuring the replacement of equipment and furniture in a procedural way

3. Definitions

- **Diagnosis**: Identifying the nature of the problem by inspection
- **Routine Maintenance**: Consists of work that is planned and performed on a routine basis
- **Preventive Maintenance**: Periodic scheduled work planned to provide adjustment, cleaning, minor repair, and routine inspection of equipment to reduce service interruptions.
- **External Servicing**: Servicing provided by the authorized supplier/competent service professional
- **Internal Servicing**: Servicing provided by the college staff
- **ATS: Asset Tracking System**: A software that maintains the data base of equipment & resources.

4. Policy Statement

To ensure that all laboratories, workshops and other facilities are well equipped and maintained to support the delivery of high quality teaching and learning in the college.
5. Roles and Responsibilities

<table>
<thead>
<tr>
<th>Roles</th>
<th>Responsibilities</th>
</tr>
</thead>
</table>
| 5.1 Head of Administrative Affairs Department | • Over all responsible for service and maintenance of equipment and furniture.  
  • The maintenance of department equipment and furniture are forwarded by the respective HOD’s/HOCs to HOD of Administrative Affairs for necessary action. |
| 5.2 Technician in Charge     | • Responsible for the periodical/annual maintenance of the equipment/machines in the respective laboratories. |
| 5.3 Maintenance Department   | • Furniture maintenance and replacement                         |

6. Procedures

The following procedures provide acceptable and effective maintenance and repair of academic resources.
- Maintenance
- Repairing
- Replacement

6.1 Maintenance (Routine/Preventive):

6.1.1 Mechanical Labs / Workshops

- Lubrication of equipment's moving parts.
- At the end of every semester periodical maintenance will be carried out.
- Checking of equipment's component to ensure proper operation such as pressure gauges, pressure sensors, temperature gauges, temperature sensors, flow meters, level indicators, limit switches, emergency buttons, etc.
- Cleaning of equipment after every use.
- Annual maintenance is done during the last week of academic year.

6.1.2 Electrical / Electronics Labs

- Lubrication of equipment's moving parts.
- At the end of every semester periodical maintenance will be carried out.
- Checking of equipment's component to ensure proper operation such as power supplies, volt meters, ampere meters, safety switches, cable connections, emergency buttons, etc.
- Cleaning / arranging of equipment after every use.
- Annual maintenance is done during the last week of academic year.

6.1.3 IT Lab/ Equipment Maintenance (For Maintenance of IT Lab / Equipment)

- Cleaning / arranging of equipment after every use
- Keep servicing records and serial numbers for all computer equipment
6. General Support Services

- Maintain a weekly monitoring of computer laboratory and its facilities to check on additional, defective and/or missing equipment
- Perform maintenance check. Checking of equipment's component to ensure proper operation
- Updating the software
- At the beginning and end of every semester periodical maintenance will be carried out.
- Acquire maintenance contract from the supplier for all the equipment purchased and contacting them for servicing major equipment defects with or without warranty
- Acquire an organized inventory of all resources in the college called Asset Tracking

6.2 Repairing

Repairing will be carried out based on the request from the lab in-charge
- The technician in-charge makes the necessary diagnosis of the fault reported on the equipment
- The technician verifies the warranty of the equipment
- For equipments under warranty, the supplier is informed to take corrective action
- For equipments outside warranty, technician in charge will fix faults with the help of college technicians
- Any faults that can't be rectified by local technicians will be handed over for external servicing
- After Internal/External servicing the equipment’s working condition will be verified by the technician in-charge.
- Any movement of the equipment from the current location is duly updated in Asset Tracking System

6.3 Replacement

- Any parts to be replaced during internal servicing will be purchased in compliance with the government's financial rules and regulations
- For non-warranty servicing done by external supplier will be as per college purchase procedure
- If any equipment/furniture is found to be obsolete or not repairable due to unavailability of spares or any other reasons will be replaced as a whole as per College purchase procedure and will be auctioned.
- Any obsolete equipment / furniture or is no longer in use but still working can be auctioned.

7. Dissemination

This policy is disseminated to all stakeholders through the QA Manual as well as the College website.

8. References

- Bylaws of Colleges of Technology- Ministry of Manpower Page – 40 Article :27
- Bylaws of Colleges of Technology- Ministry of Manpower Page – 35 Article :25(E)
- Bylaws of Colleges of Technology- Ministry of Manpower Page – 41 Article :27(B)
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1. Purpose

The purpose of this policy is to ensure all stakeholders have an opportunity to provide feedback on College activities.

2. Scope

This policy will apply to the feedback on College activities.

3. Definitions

Feedback
Information about reactions to a product, a person's performance of a task, etc., used as a basis for improvement. (Definition from: www.thefreedictionary.com/feedback)

4. Policy Statement

ICT will provide an effective feedback system that will facilitate the continuous improvement of all College activities.

5. Procedures

5.1 Staff Feedback will be conducted as follows:

- The staff feedback formats approved by the college will be administered by Administration and Finance department on the satisfaction level of staff members on various parameters.

- Feedback on staff requirements, induction program, staff development program, rewarding system, roles and responsibilities, appraisal systems and risk management strategies will be collected from each academic staff member annually.

- Additional feedback formats may be used in instances where it would provide more appropriate basis on the satisfaction of staff members.

- Heads of Departments/Centre or Assistant Dean of Administration and Finance department will provide the results derived from an evaluation of staff feedback.

- The College Academic council will analyze the cumulative feedback and determine a course of action aimed at improving staff's level of satisfaction on various parameters cited below.
• Administration and Finance, Academic Affairs and Students Affairs will maintain the feedback results for the continuous improvement in ensuring staff support in the college developmental activities.

<table>
<thead>
<tr>
<th>Type of feedback</th>
<th>Who is responsible for conducting the feedback</th>
<th>When the feedback should be conducted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Induction</td>
<td>Staff Induction Committee, HoD/HoC</td>
<td>After the induction program</td>
</tr>
<tr>
<td>Staff Development</td>
<td>Staff Development Committee, HoD/HoC</td>
<td>After a workshop/presentation</td>
</tr>
<tr>
<td>Roles and Responsibilities of College staff</td>
<td>Assistant Dean of Admin and Finance</td>
<td>Annually</td>
</tr>
<tr>
<td>Teaching Resources</td>
<td>HoC-ETC</td>
<td>Annually</td>
</tr>
<tr>
<td>Program and Course</td>
<td>HoD/HoC</td>
<td>Each semester</td>
</tr>
<tr>
<td>General Facilities</td>
<td>Assistant Dean of Admin and Finance</td>
<td>Annually</td>
</tr>
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</table>

5.2 Student Feedback

5.2.1 Heads of Departments/Centre or Assistant Dean of Administration and Finance department will provide the results derived from an evaluation of staff feedback.

5.2.2 The College Academic council will analyze the cumulative feedback and determine a course of action aimed at improving students’ level of satisfaction on various parameters cited below.

5.2.3 Administration and Finance, Academic Affairs and Students Affairs will maintain the feedback results for the continuous improvement in ensuring students’ supports in the college developmental activities.

<table>
<thead>
<tr>
<th>Type of feedback</th>
<th>Who is responsible for conducting the feedback</th>
<th>When the feedback should be conducted</th>
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</thead>
<tbody>
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<td>Teaching</td>
<td>HoD/HoC</td>
<td>Semester 1 and 2</td>
</tr>
<tr>
<td>Advising/Supervision</td>
<td>HoD/HoC</td>
<td>Semester 1 and 2</td>
</tr>
<tr>
<td>Evaluation of Program and Course</td>
<td>HoD/HoC</td>
<td>Annually</td>
</tr>
<tr>
<td>OJT</td>
<td>Head of OJT</td>
<td>Based on the length of their study</td>
</tr>
<tr>
<td>Academic and General Support Services</td>
<td>Assistant Dean of Administration and Finance</td>
<td>Annually</td>
</tr>
</tbody>
</table>

5.3 Industry Feedback

• The Corporate feedback formats and curriculum feedback formats approved by the college will be administered by the OJT committee on various parameters.

• Additional feedback formats may be used in instances where it would provide more appropriate basis the satisfaction of public and private sector industries.

• The OJT committee will provide the results derived from the evaluation of staff support requirements to various departments.
When interpreting the results of an evaluation, OJT committee may take account of other available information from industries and moderate the conclusions drawn from a particular evaluation.

The OJT committee in consultation with the College Academic Council determines a course of action aimed at improving the corporate level of satisfaction on various parameters cited above.

Administration and Finance will maintain the industry feedback results for the continuous improvement in ensuring industry-college relationship in the college developmental activities.

<table>
<thead>
<tr>
<th>Type of feedback</th>
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<td>HoD of OJT</td>
<td>Annually</td>
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<tr>
<td>Teaching</td>
<td>HoD of OJT</td>
<td>Annually</td>
</tr>
<tr>
<td>Course availability</td>
<td>HoD of OJT</td>
<td>Annually</td>
</tr>
<tr>
<td>OJT</td>
<td>HoD of OJT</td>
<td>Annually</td>
</tr>
<tr>
<td>Modern technology</td>
<td>HoC-ETC</td>
<td>Annually</td>
</tr>
<tr>
<td>Employment opportunities for graduates</td>
<td>HoD of OJT</td>
<td>Annually</td>
</tr>
</tbody>
</table>

5.4 Parent Feedback

Additional feedback formats may be used in instances where it would provide more appropriate basis in the parent service activities.

The college will provide the results derived from an evaluation of parent service activities to various departments under Student Affairs.

When interpreting the results of an evaluation, the Assistant Dean Student Affairs may take account of other available information about parent service activities and parents.

<table>
<thead>
<tr>
<th>Type of feedback</th>
<th>Who is responsible for conducting the feedback?</th>
<th>When the feedback should be conducted.</th>
</tr>
</thead>
<tbody>
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<td>Teaching</td>
<td>Assistant Dean of Student Affairs</td>
<td>Annually</td>
</tr>
<tr>
<td>Course availability</td>
<td>Assistant Dean of Student Affairs</td>
<td>Annually</td>
</tr>
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<td>Academic and General Support Services</td>
<td>Assistant Dean of Student Affairs</td>
<td>Annually</td>
</tr>
<tr>
<td>College resources</td>
<td>Assistant Dean of Student Affairs</td>
<td>Annually</td>
</tr>
<tr>
<td>Registration system</td>
<td>Head of Registration</td>
<td>Annually</td>
</tr>
<tr>
<td>Academic Advising and Counselling</td>
<td>Assistant Dean of Student Affairs</td>
<td>Annually</td>
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<td>Learning Resource Centres</td>
<td>Assistant Dean of Student Affairs, HoC-ETC</td>
<td>Annually</td>
</tr>
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<td>OJT</td>
<td>Head of OJT</td>
<td>Annually</td>
</tr>
<tr>
<td>Accommodation and Transportation</td>
<td>Head of Housing</td>
<td>Annually</td>
</tr>
<tr>
<td>Student Support Services</td>
<td>Assistant Dean of Student Affairs</td>
<td>Annually</td>
</tr>
<tr>
<td>Recreation</td>
<td>Assistant Dean of Student Affairs</td>
<td>Annually</td>
</tr>
</tbody>
</table>
• level of satisfaction and moderate the conclusions drawn from a particular evaluation.

• The Assistant Dean Student Affairs, in consultation with the College Academic Council shall on the basis of the results, determine a course of action aimed at improving parents’ level of satisfaction on parent service activities.

• Information derived from individual evaluations of student support service activities may be used for the purpose including:

• Student Affairs department will maintain the parent support service feedback results or the continuous improvement in college support services in parent satisfaction in students’ technical education and the administration of students’ services.

5.5 Alumni Feedback

• The Alumni feedback formats approved by the college will be administered by the Industrial link committee on various parameters.

• Feedback in relation to teaching, courses curriculum, modern technology, OJT, employment and students and support resources will be collected from alumni of the public and private sector industries and other arenas annually.

• Additional feedback formats may be used in instances where it would provide more appropriate basis of the satisfaction of alumni from public and private sector Industries and other arenas.

• Student Affairs department, Industrial link committee will provide the results derived from the evaluation of staff support requirements to the college council.

• When interpreting the results of an evaluation, the Student Affairs departments, the Industrial link committee and the College Council may take account of other available information from industries and moderate the conclusions drawn from a particular evaluation.

• The Student Affairs departments, the Industrial link committee, in consultation with the College Council determine a course of action aimed at improving the level of satisfaction on various parameters cited above.

• Information derived from alumni evaluations of student support service activities may be used for purposes including:
  ¬ To improve the industry-college interface
  ¬ To improve the students’ support services
  ¬ To improve the alumni-college interface
  ¬ The Student Affairs department, the Industrial link committee will maintain the alumni feedback results for the continuous improvement in ensuring alumni supports in the college developmental activities.
6. **Dissemination**

This policy is disseminated to all stakeholders through the QA Manual as well as the College website.

**Document History:**

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<th>Review Date</th>
<th>Author</th>
<th>Approval</th>
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<td>College Council</td>
<td>First version</td>
<td>All stakeholders through QAM Version 7.0</td>
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APPENDIX A. Forms

A.1 Staff Grievance Form
# IBRA COLLEGE OF TECHNOLOGY

## Human Resource Department

### STAFF GRIEVANCE FORM

<table>
<thead>
<tr>
<th>Section</th>
<th>Date received</th>
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<tbody>
<tr>
<td>Head of Section (Informal Review)</td>
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<tr>
<td>Actions Taken:</td>
<td></td>
</tr>
<tr>
<td>Staff's Disposition:</td>
<td></td>
</tr>
<tr>
<td>Accepted [ ]</td>
<td>Appealed [ ]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Department / Center</th>
<th>Date received</th>
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</thead>
<tbody>
<tr>
<td>Head of Department / Head of Center (Informal Review)</td>
<td></td>
</tr>
<tr>
<td>Actions Taken:</td>
<td></td>
</tr>
<tr>
<td>Staff's Disposition:</td>
<td></td>
</tr>
<tr>
<td>Accepted [ ]</td>
<td>Appealed [ ]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Committee</th>
<th>Date received</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grievance Committee (Formal Review)</td>
<td></td>
</tr>
<tr>
<td>Actions Taken:</td>
<td></td>
</tr>
<tr>
<td>Staff's Disposition:</td>
<td></td>
</tr>
<tr>
<td>Accepted [ ]</td>
<td>Appealed [ ]</td>
</tr>
</tbody>
</table>

Grievance Committee: __________________

Date Communicated: __________________

HR-Form-01-__[Staff Grievance]HR Forms
A.2 Plagiarism: Student Declaration Form

Name of the College
Department

Student Declaration
(To accompany with all Academic Submissions made by Students)
(Semester……………….. Year……………..)

To

The Head, Department of………………..

I, …..(Student’s Name)…………………………………………………
(Student’s ID): ……………….. student of   …………………. Level, in   ………………….. Section of
……..Department, hereby declare that this Assignment/ Presentation/ Project/ Thesis/
………………………………………………………………..which is being submitted by me as a requirement for the course…..(Course Code & Title)……………. is a result of my own
original work except for source material explicitly acknowledged by proper citations.

I also understand that plagiarism is an offense that can lead to disciplinary actions including suspension or
even dismissal from the college depending on the seriousness of the case.

Signature:
Name:
Date:
A.3 Plagiarism: Staff Declaration Form

Name of the College
Department

Staff Declaration
(To accompany with all Academic Submissions made by Staff)
(Semester……………….. Year……………..)

To

The Head, Department of……………….

I, …..(Name)………………………………………………….
(Designation): ………………………. Hereby declare that this (Specify the work) ………………….., with the title …………………………………………………………………...which is being submitted by me as a requirement for …..(Specify the purpose of the work) …………………. is a result of my own research activity and original work except for source material explicitly acknowledged by proper citations.

I also understand that plagiarism is an offense that can lead to disciplinary actions including suspension or even termination from service of the college depending on the seriousness of the case.

Signature:
Name:
Date:
A.4 Student Plagiarism Notice Form

Name of the College
Department

Plagiarism Notice
(Semester……………….. Year……………..)

To

Student’s Name: ……………………………………………..……………….
Student’s ID: ……………………….

This is to inform you that your (Assignment/ Presentation/ Project/ Thesis/ ……………..………) with the
title……………………………………………………. submitted by you on ….(date)…………. as a require-
ment for the course ……...(course code & title)………….. contains suspected cases of plagiarism as detailed
below.

<table>
<thead>
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<th>St.No.</th>
<th>Page</th>
<th>Para</th>
<th>Lines</th>
<th>Suggested Source</th>
<th>Remarks</th>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
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</table>

(Use additional sheets if required)

Accordingly, you are hereby directed to submit to the undersigned any clarifications or evidences supporting
the original authorship of your work on or before ……………………….

Failure to do so will be taken up as admission of the offense by you, and the case will be referred to the Col-
lege Plagiarism Committee for further action subject to the prevailing rules and regulations.

Signature:
Name:
Designation:

Place:
Date:

……………………………………………………………………………………………………

I acknowledge that I have received the original of this notice.

Signature:
Name:

Date:

……………………………………………………………………………………………………

Original for the student
Copy for
1. Staff Department File
2. The Advisor
A.5 Staff Plagiarism Notice Form

Name of the College
Department

Plagiarism Notice
(Semester……………….. Year………………)

To

Lecturer’s Name: ……………………………………………..……………….
Designation: ……………………….

This is to inform you that your academic work ………(specify the work)……………… with the title ……………………………………… submitted by you on ….……(date)………… for…...(purpose of the work submitted)……………… contains suspected cases of plagiarisms detailed below.

<table>
<thead>
<tr>
<th>Suggested Source</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Use additional sheets if required)

Accordingly, you are hereby directed to submit to the undersigned any clarifications or evidences supporting the original authorship of your work on or before ……………………….

Failure to do so will be taken up as admission of the offense by you, and the case will be referred to the College Plagiarism Committee for further action subject to the prevailing rules and regulations.

Signature: Name:
Designation:

Place: Date:

I acknowledge that I have received the original of this notice.

Signature: Name:
Designation:

Date:

Original for the Staff
Copy for
1. Department File
2. The Assistant Dean for Academic Affairs
3. HR Department
<table>
<thead>
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<th>Version</th>
<th>Date</th>
<th>Author/s</th>
<th>Amendments</th>
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<td>• Minor revision due to new Strategic Plan and Policies</td>
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