Quality Assurance Manual

Ver. 5.0 September 2013
## Version Control

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</thead>
<tbody>
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</tr>
</tbody>
</table>
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I</strong></td>
<td>INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>1.0. General Remarks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1. A Brief History of the College</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2. College Vision</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.3. College Mission</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.4. College Core Values</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.5. Strategic Planning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.6. The Meaning of “quality”</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>II</strong></td>
<td>Quality in the College</td>
<td>5</td>
</tr>
<tr>
<td>2.1. NCT Quality Philosophy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.2. The Scope and Purpose of the Quality Assurance Manual (QAM)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.3. College Annual Quality Cycle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.4. Organizational Structure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.5. Management Responsibilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.6. College Council</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.7. College Committees</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.7.1. Quality Assurance Committee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.7.2. Student Discipline Committee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.7.3. Examinations Committee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.7.4. Health and Safety Committee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.7.5. Research and Consultancy Committee</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>III</strong></td>
<td>Management and Operation of the College</td>
<td>13</td>
</tr>
<tr>
<td>3.1. Management of the College: Overview</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.1.1. Ethical requirements for senior staff in the College</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.1.2. Role of the College</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.1.3. Role and Responsibilities of the Ministry of Manpower</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.1.4. Role of the Ministry’s Quality Assurance Department [QAD]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.2. Financial Management of the College</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.2.1. Budget Setting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.2.2. Budget Control</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.3. Policy and Procedures on Maintenance and Repair of Equipment and Facilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.4. Policy and Procedures on Specialist Laboratories and Workshops</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.5. Policy and Procedures on Ancillary Services of the College</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.6. Policy and Procedures on Health and Safety</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.7. Policy on Community Engagement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.8. Policy on Media Relations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.9. Policy on Inter-Institutional Relations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.10. Policy on Relations with the Private Sector and Governmental Organizations</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>IV</strong></td>
<td>Teaching and Learning</td>
<td>20</td>
</tr>
<tr>
<td>4.1. Teaching and Learning Strategy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.1.1. The Basis of the Strategy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.1.2. Skills needed by Graduates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.1.3. Cognitive Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.1.4. Interpersonal Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.1.5. IT Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.1.6. General and subject-specific skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.1.7. Class-based and independent learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.2. Course Delivery</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.2.1. Lectures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.2.2. Seminars</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.2.3. Tutorials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.2.4. Practical Work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.2.5. Independent Learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.3. The Quality of Teaching</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.4. Systems for Quality Teaching</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.4.1. The Pedagogical Framework</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.4.2. Continuous feedback-based teaching-learning process</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.4.3. Application of technology for better quality</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.4.4. Collaborative approach to teaching</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.4.5. Academic Integrity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.4.6. ADRI Model of self-assessment in teaching practices</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.4.7. Continuous quality improvement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.5. Graduate Attributes and Student learning objectives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.6. Learning resources strategy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.7. Policy and Procedures for On-the-Job Training (OJT)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.9. The structure of academic programmes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.10. Approval of courses and programmes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Section</td>
<td>Title</td>
<td>Pages</td>
</tr>
<tr>
<td>---------</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>IV</td>
<td>Programme Approval</td>
<td>34</td>
</tr>
<tr>
<td></td>
<td>Course Approval</td>
<td>34</td>
</tr>
<tr>
<td></td>
<td>Monitoring of courses and programmes</td>
<td>34</td>
</tr>
<tr>
<td></td>
<td>Review of courses and programmes</td>
<td>34</td>
</tr>
<tr>
<td>V</td>
<td>Assessment</td>
<td>34</td>
</tr>
<tr>
<td></td>
<td>The College Responsibilities in relation to assessment</td>
<td>34</td>
</tr>
<tr>
<td></td>
<td>Assessment Strategy</td>
<td>34</td>
</tr>
<tr>
<td></td>
<td>Moderation Procedures</td>
<td>34</td>
</tr>
<tr>
<td></td>
<td>Assessment Manual</td>
<td>37</td>
</tr>
<tr>
<td>VI</td>
<td>Academic Standards</td>
<td>34</td>
</tr>
<tr>
<td></td>
<td>Definition of Academic Standards</td>
<td>34</td>
</tr>
<tr>
<td></td>
<td>Importance of Academic Standards</td>
<td>34</td>
</tr>
<tr>
<td></td>
<td>Responsibility for Academic Standards</td>
<td>34</td>
</tr>
<tr>
<td></td>
<td>Underpinning Academic Standards</td>
<td>34</td>
</tr>
<tr>
<td>VII</td>
<td>Assessment &amp; Examination Standards</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>Examinations</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>Role and Responsibilities of Invigilators</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>Examination Procedures</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>Action by Invigilators on discovery of malpractice</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>Action by Invigilators in the event of illness</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>Action by Invigilators in the event of an emergency</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>Excluding Circumstances</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>Submission of Coursework</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>Examination Meetings</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>Reporting of Results</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>Progression Regulations</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>Regulation Governing Repeat of a Course, or a Semester of Study</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>Exclusion of a Student on Academic Grounds</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>Assessment Offenses</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>Definitions</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>Steps to be taken</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>Student Appeals</td>
<td>40</td>
</tr>
<tr>
<td>VIII</td>
<td>Student Guidance &amp; Support</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>Student Recruitment</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>Student Admissions</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>Student Guidance</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>Academic Advising</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>Student Counseling</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>Role of Head of Guidance and Counseling</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>Career Advice</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>Policy on Student with Disabilities</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>Student Discipline Procedures</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>Student Complaints Procedures</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>Policy on Student Feedback</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>Graduate Follow-up</td>
<td>45</td>
</tr>
<tr>
<td>IX</td>
<td>Human Resource Development</td>
<td>51</td>
</tr>
<tr>
<td></td>
<td>Policy and Procedures for Recruitment of Academic Staff</td>
<td>51</td>
</tr>
<tr>
<td></td>
<td>Policy and Procedures for Recruitment of Administrative Staff</td>
<td>51</td>
</tr>
<tr>
<td></td>
<td>Policy on Induction, Mentoring and Development of College Staff</td>
<td>51</td>
</tr>
<tr>
<td></td>
<td>Procedure for Induction of College Staff</td>
<td>51</td>
</tr>
<tr>
<td></td>
<td>Procedure for the Mentoring of College Staff</td>
<td>51</td>
</tr>
<tr>
<td></td>
<td>Developing College Staff</td>
<td>51</td>
</tr>
<tr>
<td></td>
<td>Staff Appraisal</td>
<td>51</td>
</tr>
<tr>
<td>X</td>
<td>Research and Consultancy</td>
<td>57</td>
</tr>
<tr>
<td></td>
<td>Research and Consultancy Policy</td>
<td>57</td>
</tr>
<tr>
<td></td>
<td>Support for Research</td>
<td>57</td>
</tr>
<tr>
<td></td>
<td>Support for Consultancy</td>
<td>57</td>
</tr>
<tr>
<td>XI</td>
<td>Quality Audit</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>Procedures for Internal Quality Audits</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>Procedures for External Quality Audits</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>APPENDICES</td>
<td>62</td>
</tr>
</tbody>
</table>
Section One - Introduction

1.0 General remarks
1.1 A brief history of the college
1.2 College vision
1.3 College mission
1.4 College core values
1.5 Strategic planning
1.6 The meaning of “quality”
1.0 General remarks

This section of Quality Assurance Manual [QAM] provides background information about the college, including its history, goals, and core beliefs. This information provides the context for which its quality systems have been designed.

1.1 A brief history of the college

Nizwa College of Technology (NCT) is one of seven colleges of technology in the Sultanate of Oman operating under the auspices of the Ministry of Manpower (MoM). The other six colleges are located in Ibra, Ibri, Musanna, Salalah, Shinas, and Muscat. Currently, bachelor degrees are only offered in Muscat, which is incidentally the only higher college of technology from the seven colleges. The remaining six colleges offer up to high diploma degrees.

Nizwa College of Technology is located on the eastern side of the town of Nizwa, twelve kilometers from its city centre and about 180 kilometers northwest of Muscat. It started in 1993 as Nizwa Technical and Industrial College as one of four vocational training institutes upgraded by the MoM. It was renamed Nizwa College of Technology in 2001 through Ministerial Decision No. 174/2001.

Although NCT started its operations with vocational training facilities, over the years, new buildings were constructed and equipment upgraded. The college started with 102 students served by 22 academic and 12 administrative staff with Arabic as the medium of instruction. In 1996, it started offering General National Vocational Qualifications (GNVQ), a three year program with one “Foundation” year, and English was used as the medium of instruction. In 2000, GNVQ was replaced with the Omani National Diploma (OND) program which still utilized the vocational training scheme of GNVQ but giving more focus to academically oriented courses. Similar with GNVQ, the OND program also has three years duration.

In 2003, a new credit hour system was introduced which is still being used today. This program allows four levels of graduates; Certificate, Diploma, Higher Diploma and B Tech. As mentioned previously, NCT only offers the first three levels.

The college is run and regulated by the College Bylaws issued through Ministerial Decision 72/2004 in 2004. Students join NCT after successfully completing twelve years of general education. During the foundation year, they have to pass an in-house TOEFL to be able to join a specialization. Furthermore, they have to complete an on-job-training and enhancement training before they can graduate.

Currently there are 2,595 students with 160 academic staff, 69 support staff and 46 administrative staff. Admission is open to all Omani students who have achieved a General Secondary School Certificate and meet the eligibility criteria set by the Higher Education Admissions Centre (HEAC). There are three academic departments in the College: Engineering, Information Technology and Business Studies. After the certificate year, the Business Studies Department offers specializations in Office Management, Human Resources, E-Commerce and Certified Accounting Technician. The Engineering Department offers specializations in Mechanical, Electrical Power, Electronics and Communications, Computer, Oil and Gas, and Mechatronics Engineering. The Information Technology Department provides General IT study
up to the diploma level and specialization in the higher diploma level in Database, Software Engineering, Networking, and Internet and e-Security.

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 to contribute to national socio-economic development.

1.3 College mission

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

1.4 College core values

In pursuing its mission, the college core values are:

- Professionalism – Hard work, commitment, accountability and transparency.
- Integrity – Honesty and fairness
- Flexibility – A willingness to learn, develop new skills and take on new responsibilities.
- Teamwork and Tolerance - Transparency, diversity, acceptance, openness to constructive criticism and ethical behavior.
- Creativity and Innovation – Imagination and originality.
- Communication – Commitment to the effective exchange of information.

1.5 Strategic planning

1.5.1 The College operates within the parameters of a Strategic Plan approved by the Ministry of Manpower.

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

1.5.3 Key Performance Indicators (KPIs) and other evidence provide senior college staff, the Ministry and all other stakeholders with the means to measure college performance.

1.5.4 The college is committed to improving quality continuously (year-on-year) across the whole range of its activities. Departments are required to produce operational plans derived from the Strategic Plan.

1.5.5 College planning and operation always takes place within the context of full compliance with the latest edition of the Bylaws of the Colleges of Technology.

1.6 The meaning of ‘quality’

1.6.1 High quality organizations do things well. A high quality educational institution should:
• have clear statements of mission, goals and objectives, and be able to communicate these to the staff;
• provide excellent teaching and learning support to students;
• 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;
• support academic staff who engage in consultancy or other forms of scholarly activity;
• manage all resources efficiently and deploy them effectively;
• operate with a high level of integrity, honesty and commitment to 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.

1.6.2 A high quality college must also ensure that the standards of student achievement associated with particular awards (such as certificate, diploma, higher diploma or BTech) are in line with standards of student achievement in other reputable institutions, nationally and internationally.

1.6.3 Overall, quality is about fitness for purpose. The college 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 NCT quality philosophy
2.2 The scope and purpose of the Quality Assurance Manual (QAM)
2.3 College annual quality cycle
2.4 Organizational structure
2.5 Management responsibilities
2.6 College Council
2.7 College committees
   2.7.1 Quality Assurance Committee
   2.7.2 Student Discipline Committee
   2.7.3 Examinations Committee
   2.7.4 Health and Safety Committee
   2.7.5 Research and Consultancy Committee
2.1 College quality philosophy

2.1.1 Quality is a vital part of Nizwa College of Technology mission.

2.1.2 Effective planning and careful implementation of plans are of course, essential to the creation of a high quality institution, as processes of monitoring and review. However, equally important is the commitment of each staff member to understand the college’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.

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;
• the college reputation and the professional satisfaction of its staff both derive from knowing, and being able to demonstrate, that students are learning effectively and achieving high levels of performance in all programmes;
• the college exists in order to provide the nation with a skilled workforce.

2.1.5 The college is guided by Ministerial decree No 14 / 2006 which emphasizes:

• full compliance with the Bylaws of Colleges of Technology;
• college-level planning consistent with the overall Strategic Plan (see sections 1.5.1 and 1.5.2 of this document);
• constant monitoring of college departments to assess progress in implementing operational plans;
• careful monitoring of course and programme delivery across the curriculum, including On-the-Job Training (OJT);
• data collection on college graduates to ascertain the effectiveness of education and training they received;
• rigorous self-assessment across all departments, taking into account mission, goals and objectives.

2.1.6 The college stakeholders include, but are not limited to, students, staff, the Ministry, private and public sector employers, parents of students, and the wider community as a whole. 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 The scope and purpose of Quality Assurance Manual (QAM)

2.2.1 This manual sets out in detail the college quality assurance philosophy and how this translates into day to day practice. The college:

• 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 students 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 QAM will be updated every two years through changes or additions approved in the minutes of the college Quality Assurance Committee. Over time the procedures contained in this manual will be improved, expanded and fine-tuned so that they fully meet the needs of the college and all its stakeholders.

2.3 The college annual quality cycle

2.3.1 The college quality assurance and enhancement strategy is driven by an 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.

2.3.2 The college bases its quality cycle on the ADRI (Approach-Deployment-Results-Improvement) Model (see Figure 1), advocated by the Australian Universities Quality Agency (AUQA) and the Oman Accreditation Council. 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 approach is set out in its Strategic Plan. Annual centre/department Operational Plans show how this will be put into practice. Department Operational Plans are drawn up by the College Dean, Assistant Deans, Heads of Center, and Heads of Departments annually every June and July.

2.3.4 In the second phase (Deployment) Centre/Department Operational Plans are implemented at department 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. Through departmental meetings, student feedback, and feedback from other stakeholders, it examines critically whether the Operational Plans have been properly implemented, to what extent recent changes in practice have been beneficial, and what further improvements need to be made. The Quality Assurance Follow-up Unit monitors the process of evaluation.

2.3.6 The Improvement phase takes place during April and May. Drawing on the results of evaluation, each Head of Department produces a standardized annual report for the College Dean (see Appendix 1). These reports outline the major events affecting each department’s work during the year under review, and conclude with recommendations for improvement.
2.3.7 The annual reports of the departments – and particularly their recommendations for improvement – form the basis of a new Operational Plan drawn up by the College Dean, Assistant Deans, and Heads of Centers and Departments, and a new cycle begins.

![Figure 1: The College’s Quality Cycle](image)

Figure 1: The College’s Quality Cycle
Figure 1
Organizational Chart of Nizwa College of Technology

- Board of Trustees
  - Undersecretary for Vocational Training
    - Director General of Technological Education
      - Program Study & Development
      - Industrial Link & Parallel Programs
        - College Council
        - Dean
          - Head of the Educational Technology Center
          - Head of the English Language Center
          - Assistant Dean for Academic Affairs
          - Assistant Dean for Student Affairs
          - Assistant Dean for Admin. & Financial Affairs
            - Head of Admission & Registration Department
            - Head of I.T. Department
            - Head of English Course (Section)
            - Head of Curriculum & Teaching Method (Section)
            - Head of I.T. Department
            - Head of Engg. Department
            - Head of Business Department
2.5 Management responsibilities

The responsibilities of the following post-holders are set out in the *Bylaws of the Colleges of Technology*, from article 9 (page 17) onwards.

- College 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, Counseling 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 Librarian (Article 19C)

Heads of Department will at all times strive to ensure:

- Good communication between themselves and their staff
- Good communication between themselves and the College Dean and Assistant Deans
- Smooth implementation of comprehensive and up to date departmental policies and procedures
- Regular and continuous departmental planning and operation consistent with the college Strategic Plan

2.6 College Council

2.6.1 Membership

Membership of the College Council is set out in the *Bylaws of Colleges of Technology*, Article 14.

2.6.2 Responsibilities

The main responsibilities of the College Council are set out in the *Bylaws of Colleges of Technology*, Article 16.
2.6.3 Regulations

The regulations which apply to the College Council are to be found in the Bylaws of Colleges of Technology, Article 15.

2.7 College Committees

- The College Council has the authority to recommend the formation of new college committees and to stipulate their membership, chairmanship and responsibilities.
- These committees will normally be sub-committees of the College Council and will submit their minutes to the College Council.
- When no action is required on the basis of these minutes, the College Council may simply note the receipt of the minutes without further comment.
- When a sub-committee makes recommendations to the College Council, the Chair of the sub-committee must draw the College Dean’s attention to these recommendations before the College Council meeting, and the recommendations must be discussed at the College Council. They can then be rejected, approved, or approved with specified amendments.
- For staff-student programme committees see Section 4.10 of this document. All committees listed in the current section (2.7) are at college level.

2.7.1 Quality Assurance Committee

The membership of the Quality Assurance Committee will be as stipulated in Ministerial Decree No 14/2006.

College Dean (Chair)
Assistant Dean for Academic Affairs
Assistant Dean for Administration & Finance
Assistant Dean for Student Affairs

The duties and operation of the QAC, including those of its Executive Committee, are set out in the same decree.

2.7.2 Student Discipline Committee

For membership and duties of the Student Discipline Committee see Articles 76 to 91 of the Bylaws of Colleges of Technology.

2.7.3 Examinations Committee

An Examinations Committee will be convened according to Article 68 of the Bylaws of Colleges of Technology.

2.7.4 Health & Safety Committee

The Health and Safety Committee will have the following membership:
Assistant Dean for Administration & Financial Affairs (Chair)
Head of Housing & Student Activities
Head of Human Resources
Head of Computer Services
One representative of academic staff
One student representative

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

- to ensure that the procedures in the Quality Sub-Manual (laboratories and workshops) are understood and followed by all
- to advise the College Dean on issues regarding health and safety policy of the college
- to ensure that reasonable steps are being taken to promote the safety of staff, students and other persons inside college premises
- to review implementation of the college safety policy, especially in workshops and laboratories
- to produce an annual report (for College Council) on health and safety in the college, including recommendations for change
- to promote health and safety consciousness among staff and students
- to organize regular first aid training sessions in the college
- to maintain and discuss during each meeting a complete record of accidents in the college
- to maintain contact with national and regional organizations concerned with health and safety (See also section 3.6.2 below)

2.7.5 Research & Consultancy Committee

The Research and Consultancy Committee will be chaired by the College Dean. Its membership will be chosen by the Dean in such a way as to reflect the range of academic specialisations in the College.

All members will have voting rights. In the event of a tied vote the Chairman will have the deciding vote. The meeting will have a quorum when at least half the members are present.

The main responsibilities of the Research and Consultancy Committee are as follows:

- Formulating and periodically reviewing the college research and consultancy policy and procedures (to form part of the Quality Assurance Manual)
- Actively seeking consultancy opportunities for college staff
- Overseeing groups of staff with specific research interests
- Supporting scholarly activity by staff, whether this be action research, academic research, or consultancy
- Organizing college events involving outside speakers on academic topics.
- Producing an annual report on scholarly activity
- Overseeing the production of college publications, including collections of working papers

The Research & Consultancy Committee will meet regularly, and at least twice every semester.
Section Three - Management and Operation of the college

3.1 Management of the College: Overview
   3.1.1 Ethical requirements for senior staff in the college
   3.1.2 Role of the college
   3.1.3 Role and responsibilities of the Ministry of Manpower
   3.1.4 Role of the Ministry’s Quality Assurance Department [QAD]

3.2 Financial management of the college
   3.2.1 Budget setting
   3.2.2 Budget control

3.3 Policy and procedures on Maintenance and Repair of Equipment and Facilities

3.4 Policy and procedures on Specialist Laboratories and Workshops

3.5 Policy and procedures on Ancillary Services of the College

3.6 Policy and procedures on Health and Safety

3.7 Policy on Community Engagement

3.8 Policy on Media Relations

3.9 Policy on Inter-institutional Relations

3.10 Policy on Relations with the Private Sector and Governmental Organizations
3.1 Management of the College: Overview

3.1.1 Ethical requirements for senior staff in the college

The college requires and expects the highest ethical standards from its entire senior staff, especially the College Dean and Assistant Deans. The mission of Nizwa College of Technology relates strongly to the future of the country and to nurture the youth of the Sultanate. This is an important task and it must be carried out in the most efficient and committed way.

In short, senior college staff are expected to provide example to students and staff on high ethical standards and to work diligently and productively at all times.

3.1.2 Role of the college

Nizwa College of Technology, with the representation of the College Dean, will take responsibility for the quality of college performance, including the quality of student experience, and maintenance of appropriate standards for academic awards (e.g. Certificate, Diploma, Higher Diploma and Degree). The College Dean will also take responsibility for the proper operation of the College Council, meeting regularly with full agenda, and with attendees from the private sector.

Heads of Department will be responsible for ensuring that planning and operation at departmental level are consistent with the college Strategic Plan and the annual college Operational Plan.

3.1.3 Role and responsibilities of the Ministry of Manpower

The Ministry of Manpower (MoM) oversees the operation of Nizwa College of Technology and it is the final arbiter on any matters relating to it.

The MoM, through the Directorate of Technological Education, has the right and the responsibility to ask for any information, at any time that it considers is necessary, to establish that the college is working well.

The MoM also has the responsibility to respond promptly to any reasonable requests received from the college. This includes requests for additional staff or resources, once these have been officially approved.

The MoM and the college will jointly ensure that channels of communication between them operate efficiently at all times.

3.1.4 Role of the Ministry’s Quality Assurance Department (QAD)

The Ministry, through its QAD, will provide support and advice wherever necessary on matters relating to academic quality and the overall quality of college services. The QAD will:

- work closely with the college to develop internal quality systems, through self-evaluation and other strategies;
• conduct workshops in the college according to needs;
• monitor the college’s performance and compliance with the QAM, College Bylaws and other MoM directives;
• assess progress of the college in implementing the Strategic Plan;
• conduct quality audits at regular intervals in the college;
• produce reports for the college identifying strengths and making recommendations for change in areas of relative weakness.

3.2 Financial Management of the College

3.2.1 Budget Setting

The Ministry is responsible for supervising and controlling the expenditures of the college.

Once the college budget has been allocated, the College Dean, Assistant Deans, and the Head of Financial Affairs will meet to decide how the overall amount will be allocated to specific budget heads.

The budget setting will at all times be carried out in the light of college mission, goals and responsibility to wider Omani society.

The budget will go to College Council for formal approval once agreed by the officers mentioned above.

3.2.2 Budget Control

The college will control its monetary resources according to procedures set out in the following sections.

3.3 Policy and procedures for maintenance and repair of equipment and facilities

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

3.3.2 The Assistant Dean for Administration and Financial Affairs will report to the College Dean on this aspect of college performance.

3.3.3 Details of all hi-tech equipment, machinery and guarantees/warranties in the college will be kept on file according to detailed guidance given in the Quality Sub-Manual for Laboratories and Workshops. This will include:

- Operating manual
- Manufacturer and model
- Serial number
- Price when purchased
- Date of purchase
- Contact details for servicing
• Servicing contract
• Location in the college
• Staff member responsible for day to day checking

3.3.4 The Head of Administrative Affairs (and his staff) will be responsible for ensuring that all hi-tech equipment and machinery is serviced on or before the due date in coordination with staff responsible for these equipment and machinery in each center/department.

3.3.5 When a piece of equipment, fixtures, fittings or buildings require repair, this will be reported in writing to the Head of Administrative Affairs.

3.4 Policy and procedures for specialist laboratories and workshops

These matters are covered in detail in the Quality Sub-Manual for Laboratories and Workshops. Please refer to the comprehensive set of standard operating procedures to be found there, whose overall purpose is to ensure safety, efficiency and uniformity of operation in relation to laboratories, workshops and hi-tech equipment.

3.5 Policy on ancillary services of the college

3.5.1 The term ancillary services (see Glossary) is used here to mean all non-core services (such as restaurants, shops, clinics, and college security) that support the main activities of teaching and learning but do not contribute directly to them.

3.5.2 The range and nature of ancillary services, together with contractual arrangements, vary from college to college.

3.5.3 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 this is needed;
• Produce standard operating procedures (SOPs) for all technical equipment used in providing ancillary services.

3.5.4 It is the responsibility of the Assistant Dean for Financial and Administrative Affairs (reporting to the College Dean) to ensure that ancillary services are provided appropriately.

3.6 Policy and procedures on health and safety

3.6.1 General remarks

It is the policy of the college to ensure the health, safety and welfare of its staff and students as far as this is reasonably possible.
The college also accepts its responsibility for visitors to 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 necessary steps to ensure that its legal duties (relating to health and safety legislation) are met at all times.

3.6.2 Role of Health & Safety Committee

The Health & Safety Committee (see also 2.7.4 above) is responsible for the following:

- Provision and maintenance of facilities, equipment, systems and working conditions which are safe and without risk to the health of students, staff-members, visitors, contractors and the general public;
- Maintenance of the college in a safe condition and without risks to health, and provision and maintenance of safe means of access and egress;
- Ensuring that arrangements are in place for the safe transport, handling, storage and disposal of articles and substances that may be hazardous to health;
- Providing information, instruction, training and supervision to all staff-members to enable them to carry out their work activities in a safe manner;
- Ensuring that students and staff members are able to raise health and safety issues to management and have them resolved effectively.

3.6.3 Responsibility of staff

In addition to the above, all members of staff have a duty to take reasonable care of their own health and safety and of the health and safety of others who may be affected by their working activities. They are also required to follow all relevant procedures, codes of practice and guidelines and report to management any matter likely to present a danger to health and safety. See also Bylaws of Colleges of Technology, Article 25 (E).

Each new member of staff will be acquainted with this policy statement during induction (see section 8.4 of this document) and will be informed of the committee’s organization and arrangements for health and safety management.

The successful implementation of this policy requires the co-operation and commitment of everyone in the college.

3.6.4 Updating the health and safety policy

This policy will be regularly monitored to ensure that its objectives are being met and will be reviewed and revised, if necessary, in the light of legislative or organizational changes.

3.6.5 Health and safety procedures

The college health and safety procedures are set out in the Quality Sub-Manual for Laboratories and Workshops. They cover, among other matters:
• Health Education
• First aid in the college
• Medical emergencies
• Safety procedures – general
• Safety procedures – laboratories and workshops

3.7 Policy on community engagement

3.7.1 The college recognizes the important of maintaining close relations with the local and regional community. Community engagement means, among other things, that

• Locally and regionally people 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

3.7.2 The college will conduct 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 by school staff and students to the college
• College events such as public lectures to which outside guests are invited
• Use of college facilities by outside groups

3.7.3 The college has established a working group of staff to look at community engagement and how it can best be carried out. The recommendations of this working group will be considered by the College Dean and, where appropriate, incorporated in the QAM.

3.8 Policy on media relations

3.8.1 The college understands the importance of managing its status and profile in the print and broadcast media.

3.8.2 Whenever a noteworthy event occurs in the college or a member of staff or of the student body performs a newsworthy act, this will be released to the media through a well-drafted press release, approved by the College Dean.

3.8.3 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 College Dean decides that there is something in the college to draw the attention of the wider public.

3.8.4 A Media and Marketing Unit will be set up to manage this area of college activity.
3.9 Policy on inter-institutional relations

3.9.1 The college recognizes that it does not exist in isolation and that it is to its benefit as an institution to foster and maintain mutual relationships and contacts with other educational institutions in Oman, across the Gulf region, and internationally.

3.9.2 The potential benefits from such links and contacts are:

- Sharing information about the practices of other schools, colleges and universities and, where appropriate, adapting this to the college needs
- Inviting outside speakers to the college
- Building up inter-institutional links leading to sporting and cultural cooperation
- Signing of Memoranda of Understanding (MoUs) or Memoranda of Agreement (MoAs) to formalize cooperation on specific issues such as exchange of staff, visits students, exchange of students, and co-institutional forums on teaching and learning, or research

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

3.9.4 In the medium term, the college will reach agreement 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 ongoing improvement.

3.10 Policy on relations with the private sector and governmental organizations

3.10.1 As an institution aiming to provide its students with 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.

3.10.2 In order to maintain and improve contacts with the private and public sector and government bodies such as Ministries, the college will:

- actively seek to build up personal and professional contacts in private and public sector organizations;
- keep accurate records of official meetings with such organizations;
- invite individuals from such organizations to visit the college;
- maintain private sector representation on the College Board.

3.10.3 The college will devise detailed procedures for putting these policies into practice and will designate an individual or a small unit (e.g. Marketing Unit) to take responsibility for promoting relations with the private sector and public organizations, and for keeping a database of contacts and all other related records in good order.
Section Four - Teaching & Learning

4.1 Teaching and learning strategy
   4.1.1 The basis of the strategy
   4.1.2 Skills needed by graduates
   4.1.3 Cognitive skills
   4.1.4 Interpersonal skills
   4.1.5 IT skills
   4.1.6 General and subject-specific skills
   4.1.7 Class-based and independent learning

4.2 Course Delivery
   4.2.1 Lectures
   4.2.2 Seminars
   4.2.3 Tutorials
   4.2.4 Practical work
   4.2.5 Independent learning

4.3 The quality of teaching

4.4 Systems for quality teaching
   4.4.1 The Pedagogical Framework
   4.4.2 Continuous feedback-based teaching-learning process
   4.4.3 Application of technology for better quality
   4.4.4 Collaborative approach to teaching
   4.4.5 Academic Integrity
   4.4.6 ADRI Model of self-assessment in teaching practices
   4.4.7 Continuous quality improvement

4.5 Graduate attributes and student learning objectives

4.6 Learning resources strategy

4.7 Policy and procedures for On-the-Job Training (OJT)

4.8 Policy and procedures for Enhancement Practical Training (EPT)

4.9 The structure of academic programmes

4.10 Approval of courses and programmes
   4.10.1 Programme approval
   4.10.2 Course approval

4.11 Monitoring of courses and programmes

4.12 Review of courses and programmes
4.1 Teaching and learning strategy

4.1.1 The basis of the strategy

The college teaching and learning strategy is based on an assessment of work skills and competences needed in the modern world and an awareness of recent research on the effectiveness of teaching and learning. The college recognizes that learning arises in many ways, and that each individual student has his/her own learning style. There is therefore a strong rationale for well-balanced programme delivery methods, allowing all students a variety of settings in which to learn. The college aims to achieve a ratio of 60-70% practical work versus 30-40% theoretical work in the delivery of its teaching and learning strategy, as this balance best serves the needs of employers and the students themselves.

The college pedagogical framework provides details of the college learning philosophy, as well as more specific pedagogical strategies and tactics as implemented in various centers and departments. (see Appendix )

4.1.2 Skills needed by graduates

The college believes that its graduates will be best suited to the demands of the modern world if they are able to develop cognitive, interpersonal and information technology skills to international standards. Moreover, as the college is a technological college, the college ensures that its graduates are equipped with practical skills on new technologies in the workplace, whether they are hardware and software. As such, the college sees it that relevant and timely technologies are inculcated and developed in its students, and this is supplemented by adequate immersion of students in the real work environment in the form of training, before they graduate.

4.1.3 Cognitive skills

The college seeks to develop in its students cognitive skills such as the ability to evaluate and analyze. In addition, students must be assisted in developing the ability to identify what is important or relevant to a given problem in large amounts of statistical data and/or text; to think critically; to evaluate; and to find solutions to both practical and theoretical problems.

4.1.4 Interpersonal skills

The college understands that the development of competent graduates does not rely on equipping them with hard skills only. The college realizes that equal development of students’ soft skills is important. As such, the college prioritizes the development of the following interpersonal skills in its students: ability to communicate effectively in both spoken and written Arabic and English; ability to function as a team-member or as a team-leader; and ability to work harmoniously alongside people of all backgrounds.

4.1.5 IT skills

Information Technology skills are paramount in the modern age. Graduates need to possess full confidence and capability in using a wide range of software packages effectively.
4.1.6 General and subject-specific skills

These three areas of skills acquisition (cognitive, interpersonal and IT) are supported through the varied suite of teaching and learning methods adopted by the college. These skills will be acquired by students alongside, and in conjunction with, the skills specific to their chosen discipline.

4.1.7 Class-based and independent learning (including e-learning)

The college curriculum is delivered through a carefully calibrated mix of lectures, seminars, tutorials, e-learning and practical work, including On-Job Training (OJT). Students are also actively encouraged to work on their own, building the foundations of the independent learning that will be essential in later life. Lecturers reflect on their performance and are committed to excellence in teaching, taking into account the particular needs of college students.

4.2 Course delivery

4.2.1 Lectures

Lectures are defined as tutor-led sessions in which students are expected to listen and take notes. Lectures will always be supported by well-written and well-designed handouts from tutors.

The college recognizes the challenge to students of learning through the medium of a second language (English). It therefore trains its tutors (through induction and mentoring) to explain complex subjects carefully and incrementally. There are also plenty of opportunities for students to ask for further explanation or repetition of anything that has not been fully understood.

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 maintain students concentration and interest; second, they help the tutor to see to what extent the students have understood what has been said; and third they offer an opportunity for enjoyment, personal contact and interaction between the tutor and the students.

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 discuss with the tutor.

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 tutor and classmates.

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

Tutorials are formally timetabled (or on demand) sessions in which a course tutor meets with a student or a small group of students in order to discuss or explain something.

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 quieter students may feel more comfortable, and more able to raise questions that in the full public forum of lectures or seminars they might be too shy to raise.

As it is also the role of all course tutors to be academic advisors of a set of students, all college tutors have timetabled office hours when they are available to students who want to visit them. In addition, students are told from their first day in the college that they can always gain access to individual tutors, provided that they approach them politely and agree on an appointment.

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 with at Section 4.9 of this document.

General examples of practical work include using equipment in an engineering workshop 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 a 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 with academic knowledge and are 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 arranged by the college, and guest lectures given by practicing professionals from local and regional commerce and industry;
- Role-playing scenarios and business games in which students have the chance to test out theoretical knowledge in a safe but challenging environment;
- Micro research projects in which students gain further understanding of the links between theory and practice.
4.2.5 Independent learning

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

Accordingly, the College has a Learning Resources Centre (LRC). The LRC includes the library, but adds to it in two important ways:

Firstly, the staff of the library are recruited and trained to support student learning.

Secondly, the Learning Resources Centre provides a modern and supportive environment for students. This, coupled with the emphasis on independent study in the curriculum, means that students are actively supported towards greater intellectual self-reliance.

College tutors recognize the importance of independent study, and increasingly require students to read, think and formulate ideas in their own study time as they progress onwards from Diploma level. Moreover, supplemental activities and discussion forums in the e-learning portal are set-up so that students and tutors will have extended times interacting with each other and thereby giving students other alternative forms of learner-centered learning. Furthermore, students are expected to use the resources in the LRC, such as internet access and digital library, and the availability of a wide range of books to support their learning.

4.3 The quality of teaching

4.3.1 The quality of teaching is clearly a factor in the success of all programmes in providing students with skills they need to succeed in the modern world.

4.3.2 The MoM seeks at all times to recruit teaching staff that are suited by both personality and qualifications to handle the challenges of delivering the curriculum using English as the medium of instruction.

4.3.3 Once academic staff arrives in college, they are assisted in settling in quickly, and in preparing themselves for the task at hand, by comprehensive processes of induction and mentoring (see Sections 8.4 and 8.5 of this document).

4.3.4 Appraisal procedures for academic staff (see Sections 8.7 and Appendix 3A of this document) provide an opportunity for feedback and reflection on professional practice for each academic staff member.

4.3.5 The college understands the importance of excellent teaching and actively encourages all its departments to promote sharing of good ideas and best practice among staff.
4.4 Systems for quality teaching

Quality in teaching and learning is a core value and a primary commitment of Nizwa College of Technology. The vision, mission and goals of this college uphold quality as the most strategic direction for all endeavors of the institution.

Based on the Bylaws of Colleges of Technology and on various benchmark factors, the college continually strives to improve quality across the whole function of teaching and learning.

The academic administration has laid out extensive systems to ensure achievement of intended quality standards in all teaching and learning functions. Some of the most important include:

- Holistic Approach to teaching quality through the college pedagogical framework
- Continuous improvement in quality based on regular feedback
- Leveraging modern teaching technologies and other resources for enhanced quality.
- Embedding self learning activities within teaching
- Collaborative approach to sharing of best practices and to ensure consistency in quality.
- Ethical approaches to quality achievement and improvement with adherence to academic Integrity and Intellectual Property Rights (IPR) principles.
- Preparation and maintenance of comprehensive teacher portfolios.
- Involvement of students in teaching and learning through the assessment of their participations in all areas of the process.
- Implementation of team teaching and peer coaching methods to ensure knowledge sharing.
- Professional approach to staff development through continuous training programs.
- Implementation of quality tool (ADRI model) for self-assessment and continuous improvement.

Quality in teaching is achieved through careful implementation of the approaches listed above.

4.4.1 The Pedagogical Framework

The Bylaws of Colleges of Technology, vision of the college, and the quality system of ADRI set out the broad approach to quality standards in the college. Based on the guiding principles offered by the above, the college has designed a general pedagogical framework to be implemented by academic departments after customizing to suit the specializations offered. The framework provides the broad quality philosophy and standards to be practiced in all teaching and learning functions of the departments.

The course tutors develop their course delivery and assessment plan using the framework.

4.4.2 Continuous feedback based teaching and learning process

Quality is continuously monitored and ensured through the process of persistent feedback in every stage of the teaching function. Holistic approach to feedback ensures that all direct stakeholders to the teaching process have an opportunity to offer feedback in order to ensure that the commitment to quality is fulfilled. Feedback on teaching quality of a course tutor is received from students, heads of sections, heads of departments, academic administrators and
peers. The results of feedback are used for improvements and other quality related decision making.

As part of the evaluation and appraisal procedure, visits are made by officials to classes. Also, teaching quality feedback is collected from students for all staff every semester. In addition, a peer is invited for a class visit in order to provide feedback on the teaching methodology. As part of performance appraisal, the Head of Section and the Head of Department make a formal feedback covering all aspects of the teacher annually.

4.4.3 Application of technology for better quality

Technologies that support and enhance teaching quality are also utilized. The e-learning systems of the college support the face-to-face discussions in the classroom. Course tutors apply e-learning systems in the area of course delivery, student participation and academic assessments, as well as in knowledge sharing.

4.4.4 Collaborative approach to teaching

In an effort to constantly keep the methodologies updated with the international standards and achieve consistency in inputs and methodologies, the college offers various platforms for sharing of best practices and ideas like inter-college and intra-college academic and cultural competitions, seminars, conferences and symposiums. In addition, the college has established systems such as exclusive electronic discussion forum for teaching and learning, team teaching, peer coaching and peer feedback systems. These systems and platforms lead to consistency in teaching quality.

There is a close coordination among staff in supporting teaching quality in the college. The delivery plan of each course is reviewed and feedback given by Heads of Section and Course Coordinators. All assessment questions for all courses undergo the process of moderation by peer review method. In addition, students are given opportunities in Students Club to assume and practice the role of teachers and leaders.

4.4.5 Academic Integrity—an important element of teaching quality

All activities that ensure teaching quality are chiefly governed by the principles of high moral and ethical standards. Integrity is an integral part of the teaching and learning process.

4.4.6 ADRI model of self-assessment in teaching practices

The college follows an ADRI model for self-assessment of teaching and learning. The model provides guidance for all academic staff to assess their work in order to continuously improve the quality of teaching.

The quality model which encompasses the cycle of Approach, Deployment, Results and Improvement is adhered to by tutors in the academic departments. In conformation to the model, the tutors carefully plan out the approaches to be adopted in all the process of offering a course followed by careful deployment and analysis of results for further improvements. The
course outcomes provided by the ministry and the college identified graduate attributes offer the broad guidance in making the most appropriate approaches to course delivery and assessments.

The ADRI model in teaching and learning provides staff with efficient ongoing tool for professional growth. Each course tutor prepares and maintains course portfolios which contain records of all the approaches, deployment steps, records of results and points for further improvement for every course that they are in charge of.

4.4.7 Continuous quality improvements

The college works with the spirit of continuous improvement to teaching quality. Feedback gathered from all stakeholders, and the results and outcomes of all teaching and learning processes are used as inputs for further quality improvements. The college motivates quality improvements through use of incentives: Identifying and rewarding the “employee of the month”, reward for effective implementation of ADRI assessment in the teaching process, awarding of certificates for conducting and attending staff development programs are some of the reward systems designed for overall quality improvement in teaching and learning process in the college.

The following are some of the steps adopted to ensure continuous improvement in teaching quality:

- Adherence to ADRI model ensures linking of objectives, outcomes and results to further design better approaches.
- Course materials are reviewed regularly and the improved course materials are kept in the department/section library.
- The performance appraisal system for teaching staff includes review of response to earlier appraisal results
- Conducting continuous staff development programs towards improvement in specific areas such as new pedagogies, professional development, implementation of ADRI, self assessment, administration of teacher portfolios, sharing of best practices, etc.
- Creating and managing a well functioning e-forum exclusively for teaching and learning.

Thus at Nizwa College of Technology, continuous teaching quality improvement, is a core aspect of the responsibilities of teachers, supervisors, technology support staff and college administrators.

4.5 Graduate Attributes and Student Learning Objectives

NCT aims to produce graduates with ten essential attributes (given below). These attributes are for ensuring the students’ professional and personal growth after graduation for them to contribute to national development.
At NCT the inculcation of these attributes in students takes place very smoothly in their study by means of various courses, course related activities and through extracurricular activities. In all course delivery plans, the graduate attributes that are addressed by the course are mentioned. In short, the attainment of attributes is an indirect effect to the students while achieving the course outcomes. Because of these, the assessment system that is followed ensures the achievement of outcomes as well as attributes.

Following are the details of attributes and how they are achieved,

4.5.1 The college aims to produce graduates who are discerning and disciplined individuals acting at all times according to ethical and moral principles.

There is a general course called "Business Ethics" which is taught to all the students in the college which teaches them about the ethics related to various aspects of work. In addition, strict implementation of college rules and associated counseling at various stages (whenever the student commits a mistake) by lecturers, advisors and all related staff imparts the importance of self discipline and moral values to students. Moreover, in the college assessment system, the college gives due importance to the behavior and discipline through class participation marks.

4.5.2 The college aims to produce graduates who are able to apply the knowledge and skills they have acquired in the work environment.

During the final year project and in OJT and EPT as well, students are given a chance to apply the knowledge and skills they have acquired in a simulated /real work environment with a supervisor monitoring and helping during the process. The proposed simulation center will also contribute for imparting this attribute in the future.

4.5.3 The college aims to produce graduates who are able to think critically, analyze and solve problems.

All mathematics courses, all problem-based courses, and a common course called "Formal Logic" are all contributing to the development of this attribute in students. In addition, the final year project provides them ample avenues for critical thinking, analysis and problem solving. Likewise, basic IT courses also develop “logic formulation” in students which is essential in the development of this attribute.

4.5.4 The college aims to produce graduates who have a high degree of competence in using information technology.

From the students’ foundation year until graduation, courses like "keyboard skills", "information system & multimedia" and other computer related courses ensure the inculcation of this attribute. In addition, the usage of computer software in meeting certain course objectives and submission of assignments etc., are contributing immensely. Also, most specializations have a basic programming course which is also essential in today’s work environment.
4.5.5 The college aims to produce graduates who are professionally competent and up-to-date in their field of specialization in a changing global environment.

All the specialization oriented courses in various departments are developing this attribute. Moreover, specialization courses are supplemented with locally-conducted and external seminar-workshops to further update the skills and knowledge of students.

4.5.6 The college aims to produce graduates who can communicate effectively in written and spoken English.

Foundation level English language courses, post foundation English courses in addition to the general medium of instruction (i.e. English) are all infusing this attribute in students.

4.5.7 The college aims to produce graduates who demonstrate good interpersonal skills in team work and leadership roles.

"Final year project", group activities assigned in some courses, club activities and other extracurricular activities ensure the installation of this attribute to students’ personality.

4.5.8 The college aims to produce graduates who recognize the importance of lifelong learning and are committed to self-development.

E-learning environment, the importance given to self-learning by staff through assignments, and motivation provided in classroom lectures on self development contribute to the development of this attribute. There are also learning communities developed by both staff and students in several courses that instill in students the value and importance of lifelong learning.

4.5.9 The college aims to produce graduates who are socially responsible citizens aware of contemporary issues in contributing to national development.

Time and again, by reminding this attribute through various means such as in students’ induction meetings, notices etc., NCT students are made aware of their responsibilities towards the nation and its development. In addition, the college provides opportunity through its students through scout membership for interested students to serve the society. Moreover society-oriented final year projects are given importance in students’ final year project selection.

4.5.10 The college aims to produce graduates who are able to demonstrate and apply their entrepreneurial skills.

Though this attribute and the previous one are not directly instilled by means of any course, supporting activities and infrastructure such as the proposed simulation center, proposed incubator, student EPT and invited lectures are all contributing to the development of these attributes.
4.5.11 Assessment of Attributes

Popular belief is that the assessment of graduate attributes is a continuous process of assessing one's engagement and experience in related areas. At NCT, the extent of attainment of attributes by a graduate is generally reflected by the overall CGPA scored by that graduate. In addition, NCT plans to conduct an online “Employability Test” after OJT to find out any lacunae which can be subsequently corrected in the following EPT.

4.6 Learning resources strategy

4.6.1 The college 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, to prepare students for the national and international job market.

4.6.2 At the present time the college reviews the state of its learning resources on an ongoing basis, but upgrades and replaces learning resources by permission of the Ministry of Manpower. This state of affairs is likely to persist.

4.6.3 The college learning resources strategy is based on the need to increase annually the quality and the number of learning resources available to students, in order to improve learning opportunities and the quality of learning generally.

4.6.4 In practical terms this has the following implications:

- The college seeks to maintain, and where possible increase, the PC to student ratio, even as student numbers rise;
- The college seeks to maintain, and where possible increase, the ratio of library books, CDs, DVDs and hard copy of journals and technical magazines per student;
- The college endeavors at all times to improve workshop and laboratory provisions in line with increases in student numbers;
- The college endeavors to maintain and upgrade the level of all hi-tech equipment that supports teaching and learning on a year-on-year basis.

4.6.5 The belief of the college is that it can only truly fulfill its mission when it is constantly able to improve the quality of its learning resources.

4.7 Policy and procedures for On-the-Job Training (OJT)

4.7.1 The definition of On-the-Job Training (OJT) is any period of supervised and assessed work carried out by students, with the approval of the college, in a company or other employer setting.

4.7.2 The purpose of OJT is to provide students with appropriate opportunities to develop work skills and put into practice knowledge in an authentic setting, and to further develop their understanding of the pressures and responsibilities associated with employment in their chosen field of specialization.
4.7.3 Full 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 On-the-Job Training Policy and Procedure Manual.

4.7.4 The OJT Information System is web-enabled application software that is used to manage all information about NCT (Nizwa College of Technology) OJT Students. It can facilitate the monitoring of Student Registration Record, College Assessor Visit Schedule, Assessment for OJT Remarks, and printing of needed reports needed by the MoM.

Following are the functions of OJT Information System:

- Utilizing OJT Student Deployment such as assigning of Organization and Assessor.
- Managing of the Company/Organization information where OJT Students conduct their training.
- Monitoring of Assessors’ Students and Organizations Visit Details and Schedule.
- Posting of OJT Student Performance such as remarks and attendance.
- Managing of Assessor Visit Dates/Schedules.
- Summarizing of OJT Students Statistics such as OJT Completion Status.
- Search Module that caters a rapid way in searching data (Students, Assessor, Organization)
- Capability to File students records according to Status and Department.
- Caters to the printing of reports needed for OJT Program

4.8 Policy and procedures for Enhancement Practical Training (EPT)

4.8.1 Enhancement Practical Training (EPT) is an internal training that is required for students before they are allowed to graduate in their current level. It is envisaged to enhance the practical skills acquired by students from their previous courses to better prepare them for the technical requirements of the workplace where they will go very shortly.

4.8.2 The college realizes the importance of equipping students with the necessary hard and soft skills required in the modern workplace. As such, departments provide enhancement training to their students before they are allowed to graduate in their current level (whether certificate, diploma, or high diploma).

4.8.3 Coordinators from different departments prepare the training program, and in some cases request the assistance of other units of the college (e.g. ETC, Library, Student Affairs, etc) in conducting the training for their students. Aside from workshops and tutorial formats, EPT students are also immersed in the actual work done in these units so that they would have a “feel” of the actual work environment and be prepared when they work outside.

4.8.4 Full objectives and procedures for EPT, as well as other requirements can be found in the Policy and Procedures Manual of each individual center/department, as well as in the OJT Department Manual.
4.9 The structure of academic programmes

4.9.1 For general information about the structure of college programmes, see the Bylaws of Colleges of Technology, Article 40 onwards.

4.9.2 The structure of each programme, including a full list of courses, is made available to students on the programme in the Student Handbook (see Section 8.3.2 of this document).

4.9.3 The structure of all academic programmes run by the college is available in Appendix Five. This includes:

- Engineering, Business, and IT specializations;
- The structure all programmes (Certificate, Diploma, and Higher Diploma) run by the college for each of these specializations;
- The structure of the General Foundation Programme;
- The structure of any other programmes that are regularly run by the college.

4.9.4 The academic programmes’ degree audit is also accessible through the college website. Staff and students can download them.

4.10 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.

4.10.1 Programme approval

At present, academic programmes that are offered in the college are approved by the Ministry of Manpower and the Ministry of Higher Education.

4.10.2 Course approval

At present courses within academic programmes are approved by the Ministry of Manpower.

4.11 Monitoring of courses and programmes

4.11.1 The term “monitoring” refers to ongoing scrutiny of the quality of course and programme delivery. It is achieved in all institutions through a variety of formal and informal channels.

4.11.2 In the college, feedback is sought from students towards the end of each course, and at the end of each year of programme study. This feedback is collected through questionnaires made available to students on paper and/or through the college intranet. Feedback is given anonymously by students.

4.11.3 College questionnaires include both “closed” and “open” items. In other words students give their feedback via both items that require them to indicate a point on a scale of satisfaction, and items that allow them to express their particular reactions in their own words. Data from
the questionnaires is collected and goes to Department Heads. It is discussed in department staff meetings, when feedback from staff also contributes, and all data contributes to the annual report submitted to the College Dean (see Section 2.3.6 of this document).

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

4.12 Review of courses and programmes

Specialized programme-area committees or “Specialization Committees” (representing all colleges) exist in order to review the content and assessment of individual courses and programmes. Proposed changes can be forwarded to the MoM for comments and/or approval.
Section Five - Assessment

5.1 The college responsibilities in relation to assessment
5.2 Assessment strategy
5.3 Moderation procedures
5.4 Assessment Manual
5.1 The college responsibilities in relation to assessment

5.1.1 The college has a responsibility to ensure that:

- assessment practices are fair and accurate;
- academic staff mark student work promptly and, wherever possible, provide detailed feedback to students;
- grades are published on time and advice is given to students on any progression or probation issues; and
- any instances of student malpractice in relation to assessment are fairly and fully investigated.

5.1.2 The college recognizes 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.

5.1.3 In order to ensure consistent implementation of assessment rules, the “Student Assessment Handbook” is developed to be used by all academic staff of the college.

5.2 Assessment strategy

5.2.1 The college assessment strategy is fully integrated with methods of delivering the curriculum. As seen in Section 4.1 of this document, the college teaching and learning strategy puts emphasis on interactive learning, practical tasks, and the nurturing of critical thinking and independent study. This emphasis is reflected in the college assessment strategy.

5.2.2 The college seeks to use a varied suite 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, forms of continuous assessment, and project work. In addition, the college uses the following assessment methods:

- Monitoring and evaluation of student attendance
- Monitoring and evaluation of student participation in class
- Case studies, role playing, projects and micro research works to assist student creativity

5.2.4 Examinations remain essential in higher education. They test the student’s ability to think carefully and express himself clearly under time pressure, a situation that is likely to be replicated later in the individual’s working life.

5.2.5 Carefully designed assignments offer students the opportunity to work on their own outside class-time to answer questions or discuss issues of relevance to the course learning outcomes. Tasks for assignments are designed in such a way as to maximize the possibility for students to display their individuality and creative thinking.
5.2.6 Oral presentations constitute an important assessment method in an environment where students are operating 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 sharpen interpersonal skills and allow students to consolidate and extend their skills with overhead projectors and presentation software.

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

5.2.8 Participation in online discussion forums, as well as other online learning activities or tasks also constitute an important part in the assessment of students. In this case, students are given more options on participating in class which can enhance their learning experiences.

5.2.9 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 diet is supplemented by small quizzes which provide the opportunity to check student progress. See also Bylaws of Colleges of Technology, Article 62.

5.2.10 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 assessment.

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

5.2.12 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).

5.3 Moderation procedures

5.3.1 Wherever possible student work is marked and then moderated. If the moderator finds inconsistency in the marking, the two markers will discuss and reach a final verdict.

5.3.2 In cases where there is disagreement about final grades to be awarded, the Head of Section will adjudicate. The judgment of the Head of Department will be final in such cases.
Section Six: Academic Standards

6.0 Definition of academic standards
6.1 Importance of academic standards
6.2 Responsibility for academic standards
6.3 Underpinning academic standards
6.0 A definition of academic standards

The term “academic standards” is used here to define the specification of knowledge and skills required by a student in order to pass a course, complete a programme or be granted a particular academic award (e.g. Certificate, Diploma or Higher Diploma).

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

- The stipulation of course and programme content so that this 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; and
- 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 college will pay particular attention to the definition of “levels”, so that Certificate, Diploma and Higher Diploma courses and programmes show a definite step up in levels of achievement from one to the next, and are linked coherently so that each level of study builds on the level below.

6.1 The importance of academic standards

Nizwa College of Technology aims to produce graduates who meet the needs of the labor 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 in technological understanding and skills that is guaranteed by the certificate they have been awarded.

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 Certificate, Diploma and Higher Diploma with skepticism, as untrustworthy indicators of an individual’s professional worth.

In addition, if academic standards are not carefully maintained, the college’s wider reputation 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 the college itself, and for the community it serves, that courses and programmes should be designed and delivered according to high standards, and that those students who are certified as having passed them should genuinely have achieved the relevant learning outcomes.

6.2 Responsibility for academic standards

At college level the responsibility for academic standards ultimately rests with the College Dean. However, the College Dean relies heavily on the Assistant Dean for Academic Affairs, who has an
obligation to ensure that all courses and programmes are properly designed and assessed, and that certificates and diplomas are awarded only to those who have unquestionably met the relevant learning outcomes and graduate attributes.

For Nizwa College of Technology, Specialization Committees have a responsibility to ensure that within specific discipline areas programmes and courses are well designed, meet national and international standards and expectations, and are in line with the needs of the labor market.

6.3 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 this Quality Assurance Manual and in the Bylaws of Colleges of Technology. Specifically,

- Programme and course design See QAM Sections 4.7 to 4.9
- Programme and course review See QAM Sections 4.7 to 4.9
- Marking and grading procedures See Bylaws of Colleges of Technology, Art. 48 onwards
- Approval of grades See Bylaws of Colleges of Technology, Part Seven
- Recruitment of staff See QAM Section 9.1

In addition to the above, Nizwa College of Technology has put in place a network of External Examiners with suitable expertise. The role and responsibilities of External Examiners are currently being reviewed, taking into account new developments in national, regional and international best practice. 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 the Nizwa College of Technology, making recommendations for change where appropriate.
Section Seven – Assessment & Examination Standards

7.1 Examinations
   7.1.1 Role and responsibilities of invigilators
   7.1.2 Examination procedures
   7.1.3 Action by invigilators on discovery of malpractice
   7.1.4 Action by invigilators in the event of illness
   7.1.5 Action by invigilators in the event of an emergency

7.2 Extenuating circumstances
7.3 Submission of coursework
7.4 Examination Meetings
7.5 Reporting of results
7.6 Progression regulations
7.7 Regulations governing repeat of a course, or a semester of study
7.8 Exclusion of a student on academic grounds
7.9 Assessment offenses
   7.9.1 Definitions
   7.9.2 Steps to be taken
   7.9.3 Student appeals
7.1 Examinations

7.1.1 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 of Colleges of Technology. 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 in the examination;
- to ensure that students receive all appropriate support during the examination;
- 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.

7.1.2 Examination procedures

A set of regulations for the conduct of examinations will be issued and updated regularly. This will be carried out by staff reporting to the Assistant Dean for Academic Affairs. It will cover:

- the role and responsibilities of invigilators
- the examinations timetable with corresponding invigilators
- the contents and layout of examination halls
- special procedures for exams held in computer laboratories or workshops
- rules for student behaviour in examinations (including entering and leaving the examination room, mobile phones, calculators and other electronic aids)

7.1.3 Action by invigilators on discovery of malpractice

When an invigilator discovers 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 of Colleges of Technology.

7.1.4 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 invigilators and taken to the college clinic. If the diagnosis is such that he or she should take the exam at a later date, he or she will be notified that a doctor’s note will be required in order for him or her to re-take the exam at a later date.

The illness of the student will be reported in writing to the member of academic staff responsible for the exam.
7.1.5 Action by invigilators in the event of emergency

In the event of an emergency, such as a fire, or in the event of unsatisfactory circumstances, such as failure of lighting or air-conditioning, the invigilator may terminate the examination and ask all students to leave.

If this is done part-way through the exam, the invigilators will (if possible) collect all student scripts.

The invigilators will report the emergency or unsatisfactory circumstances to the College Dean, who is authorized to take whatever action he considers to be appropriate, including a re-sit with a new examination paper at a later date, or the marking of the partially completed papers from the original, disrupted examination.

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) in relation to an examination or other assessment, he or she does so in writing to the College Council. See By Laws of Colleges of Technology, Article 70.

7.3 Coursework

7.3.1 The college is committed to the consistency of academic standards. Therefore:

- the late handing in of coursework is covered by a standard set of procedures (Late Submission Policy), understood and implemented by all staff
- cases of plagiarism (see Glossary) are also dealt with according to the Policy on Academic Integrity and Plagiarism and a standard set of procedures related to it. Guidelines on handling plagiarism cases are also developed, and should be known to all staff

7.3.2 When submitting coursework (such as assignments, homework and projects) students will be required to meet the declared deadline.

7.3.3 The “weighting” of coursework for each course is indicated in course documentation and is made clear to students. It is normally 30%.

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

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

7.4 Examination Meetings

7.4.1 Examination Meetings will normally be chaired by the relevant Head of Department.
7.4.2 The purpose of the Examination Meeting will be to finally approve all grades for the semester.

7.4.3 Examination Meetings will normally take place at the end of each semester.

7.4.4 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

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

7.5 The reporting of results

7.5.1 It is the responsibility of the college to report all examination results and the results of other assessment, promptly, accurately, and in writing.

7.5.2 When results are given to students orally (for example, by telephone) it will be made clear that only the written form of results is fully accurate and valid.

7.5.3 It will be the responsibility of the student to collect his transcript from his advisor and not of the college to check that the student has seen the results.

7.6 Progression regulations

The regulations governing progression of students from one level to the next (such as Certificate to Diploma to Higher Diploma to Degree) are available in the Bylaws of Colleges of Technology, Article 41.

7.7 Regulations governing repeat of a course, and academic probation

The regulations governing repeat of a course, and academic probation are available in the Bylaws of Colleges of Technology, Articles 51, 52 and 53.

7.8 Exclusion of a student on academic grounds

The regulations on excluding a student from the college on academic grounds are available in the Bylaws of Colleges of Technology, Article 72.

7.9 Assessment offenses

7.9.1 Cheating and plagiarism
Please refer to Article 77 of the Bylaws of Colleges of Technology, as well as the college policy on Academic Integrity and Plagiarism.

The general term “cheating” is used to mean an attempt to complete any form of assessment through means that the college considers to be unfair.

The specific term “plagiarism” is used by the college to mean the act of claiming that an 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 stated.

7.9.2 Steps to be taken

Please refer to the Bylaws of Colleges of Technology, Articles 80, 82, 83 and 84, as well as the college Policy on Academic Integrity and Plagiarism and Guidelines on Handling Cases of Plagiarism for Students.

7.9.3 Student appeals

Student appeals in regard to examination results are dealt with in the Bylaws of Colleges of Technology, Article 68.

Appeals in relation to decisions of the Student Discipline Committee are dealt with according to Article 87 of the Bylaws of Colleges of Technology.
Section Eight – Student Guidance & Support

8.1 Student recruitment
8.2 Student admissions
8.3 Student guidance
  8.3.1 Academic advising
  8.3.3 Student counseling
  8.3.4 Role of Head of Guidance and Counseling
  8.3.5 Career advice
8.4 Policy on students with disabilities
8.5 Student discipline procedures
8.6 Student complaints procedures
8.7 Policy on student feedback
8.8 Graduate follow-up
8.1 Student annual intake to the college

8.1.1 Student intakes will normally be carried out according to the guidelines of the Ministry of Manpower in conformance to the eligibility criteria provided by the Higher Education Admission Council (HEAC), through consultation with the college, and within agreed quotas. See Bylaws of Colleges of Technology, Article 28.

8.2 Student admissions

8.2.1 Students are normally admitted into the General Foundation Programme (see Bylaws of Colleges of Technology, Articles 29 and 30). At this stage, a personal file is opened for each student. The student is also issued with a college ID card.

8.2.2 Students who are eligible to be admitted directly to Certificate level are advised on the range of academic programmes which are available to them. See Bylaws of Colleges of Technology, Article 31.

8.2.3 Once a given student has reached an informed decision about the programme of study he or she wishes to pursue, the student is registered according to standard procedures.

8.2.4 Students transferring from another college or university will be dealt with according to Bylaws of Colleges of Technology, Article 32.

8.2.5 For policy and procedures on admitting students with disabilities and special educational needs, see 8.4 below.

8.3 Student guidance

8.3.1 Academic advice

The college believes that it is imperative for all students to have ready access to full and helpful academic advice at all times. It therefore operates a system under which academic advisors guide students in regard to the diet of courses that they should follow in any given semester. Refer to Bylaws of Colleges of Technology, Article 25A for further details.

Students will also be advised about important terms such as “probation”, “transfer”, “dismissal”, “withdrawal” and “postponement”, as well as their meaning in practice. See also Bylaws of Colleges of Technology, Article 51 onwards.

8.3.2 Student handbooks

It is the policy of the college to issue handbooks to all students, containing information essential to successful study. The Registration Department will issue handbooks to students at the beginning of their first semester of study.

This will normally contain five chapters:

1. Introduction to the College of Technology which includes:
a. Introduction to the colleges  
b. College Goals  
c. Services and Facilities in the college

2. Study system in the college  
a. Foundation program  
b. Study program  
c. Departments

3. Examination and Assessment System  
a. Registration procedure  
b. Examination and assessment system

4. Regulation, rules, and guidance  
a. General rules  
b. Disciplinary system

5. FAQ

Handbooks will normally be made available in English, but where possible a single volume will contain both English and Arabic versions of the same information.

8.3.3 Student counseling

The term “student counseling” refers to advice and support given to students on non-academic matters. This would include advice given on personal or family difficulties, and all advice and information about college life that do not relate to study. See Bylaws of Colleges of Technology, Article 26C.

The Head of Counseling and Graduate Follow-Up will be responsible for offering support and advice to students during induction. This is a stressful time for students, and it is essential that a dependable and resourceful person is available to students who may feel disorientated, homesick or at a loss. See also Bylaws of Colleges of Technology, Article 26C.

The Head of Counseling and Graduate Follow-Up will make himself or herself known to students during the induction period and ensure that all students know how he or she can be contacted at any time during a student’s stay in the college.

There will always be trained members of staff of both genders available to offer counseling at any time.

8.3.4 Career guidance

Career guidance is offered by the Head Counseling and Graduate Follow-Up and associated staff. See also Bylaws of Colleges of Technology, Article 26C.
The college understands the importance of providing excellent career guidance to its students and also regards the employment rate of its graduates as an important measure of institutional success.

Career guidance will also be given with the help of academic staff of the college, and through special events in the college using outside speakers.

8.4 Policy on 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 Wherever possible, the college will identify the special learning needs of students during the admissions 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.

8.4.3 In cases approved by the College Dean, examination papers will be read aloud to the student and the student’s attention will be drawn to any options in the questions to be answered and to parts of questions.

8.4.4 Finally, an amanuensis (a writing assistant) can be appointed (if available) for students who have severe difficulties with writing, perhaps due to medical conditions which cause involuntary shaking of the limbs. The amanuensis will write faithfully to the student’s dictation and will also amend the draft at his/her instruction if time allows.

8.4.5 The amanuensis must be an individual who has no prior relationship with the student concerned, and he or she must be approved as an amanuensis by the College Dean.

8.4.6 Where students have substantial deficits in hearing or sight, special arrangements will be made (if possible) for their learning and assessment, as suggested by academic staff and agreed to by the College Dean.

8.4.7 As a matter of policy, college buildings will have wheelchair access and lifts. Classes including wheel-chair users will, whenever possible, be allocated to ground-floor rooms.

8.4.8 Specific procedures for identifying and assisting students with special educational needs will be written by each college.

8.5 Student discipline procedures

8.5.1 See Section 2.7.2 of this document.

8.6 Student complaints procedures

8.6.1 For student academic appeals, see Article 68 of the Bylaws of Colleges of Technology.
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, this can be raised (through student representatives) at the Student Council.

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

8.6.4 Where a student complaint is not academic in nature, he or she should seek advice from the Head of Guidance, Counseling and Graduate Follow-Up about the most appropriate means to raise the complaint.

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 College Dean as a final resort.

8.7 Policy on student feedback

8.7.1 The college recognizes that formal means of collecting student feedback are essential in a quality culture.

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

8.7.3 Feedback is collected from students via regular questionnaires and, where possible, through student representation on college committees.

8.8 Graduate follow-up

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

- the college tracks its graduates so that it has information on employment rates, and on 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 in college.
- graduates are invited to return to college events, including subsequent graduation ceremonies
- graduates serve as role models for students still 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 an extensive database of college 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 in reaction to employer feedback
- continuous improvements can be made to college processes and procedures
Section Nine – Human Resource Development

9.1 Policy and procedures for recruitment of academic staff
9.2 Policy and procedures for recruitment of administrative staff
9.3 Policy on induction, mentoring and development of college staff
9.4 Procedures for induction of college staff
9.5 Procedures for the mentoring of college staff
9.6 Developing college staff
9.7 Staff appraisal
9.1 Policy and procedures for recruitment of academic staff

9.1.1 The Ministry of Manpower and any agencies with which it enters into contractual arrangements take responsibility for recruiting new academic staff for the college.

9.1.2 The college identifies academic staff shortages and reports these in writing to the Ministry of Manpower.

9.1.3 Staff is then recruited by the Ministry of Manpower or its appointed agents through:

- Placing advertisements in appropriate national or international newspapers, or by advertising on web sites
- Scrutinizing application forms and/or curricula vitae
- Conducting panel interviews

9.1.4 The college selects Heads of Department according to the criteria and procedures set out below:

Criteria:
1. Academic achievement such as degrees earned, employment record and experience in education.
2. Administrative and managerial capacity and experience.
3. Industrial links and experience.
4. Awareness of quality assurance issues.
5. Personality, character, conduct and other personal factors.

Procedures:

Procedure 1:

Head of Department positions can be decided from within the department council and faculty through a ballot. This process is to take place every two years or whenever it is necessary to do so (resignation, end of service etc).

The department then passes the name of elected Head of Department to the Assistant Dean of Academic Affairs for approval.

Procedure 2:

The Head of Department can be nominated by the Assistant Dean of Academic Affairs.

Regardless of the procedure, the nominee to the HoD position could get the approval of the college council and the authorities at the Ministry of Manpower.
9.2 Policy and procedures for recruitment of administrative staff

9.2.1 At present, the responsibility for recruiting administrative staff for the college rests largely with the Ministry of Manpower and any agencies with which it enters into contractual arrangements. This state of affairs is likely to persist.

9.2.2 Nizwa College of Technology contributes to the recruitment process by identifying administrative staff shortages and reporting these in writing to the Ministry of Manpower.

9.2.3 The Ministry of Manpower or its appointed agents then recruits staff by:

- Placing advertisements in appropriate national or international newspapers, or by advertising on web sites
- Scrutinizing application forms and/or curricula vitae
- Conducting panel interviews

9.3 Policy on induction, mentoring and development of college staff

9.3.1 The induction, mentoring and development of staff are all vital elements in the assurance and enhancement of quality in the college.

9.3.2 Induction is used here to mean the process through which a new staff member is welcomed and quickly assimilated into the college organization. Mentoring is the process (here normally overseen by the Head of Department) through which the staff member can seek information and advice over the first three months of work. Development is the process through which a staff member extends his/her professional skills, knowledge and awareness through internal and external training sessions, conferences, workshops and courses.

9.3.3 The college places great emphasis on the effective induction, mentoring and development of its entire staff. All three processes (as defined in Section 6.3.2 of this document) play a critical role in supporting the quality of college performance.

9.3.4 Effective staff induction, mentoring and development procedures help to support staff morale and job satisfaction. They encourage individuals to stay in post longer, growing in competence and efficiency year on year.

9.3.5 A quality organization is one in which all staff know their roles and can perform them to a high level. Staff induction, mentoring and development play an important role in creating a high quality organization.

9.3.6 The college will therefore endeavour at all times to follow its procedures for staff induction, mentoring and development meticulously and with enthusiasm.
9.4 Induction of College staff

9.4.1 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
- A social gathering (such as a coffee break or buffet lunch) at which the new staff member can meet others with whom he or she will be working
- Briefing about the duties of the post-holder, college work practices and work priorities
- Briefing from a colleague at a similar level of seniority on day to day operations
- Briefing on the college Quality Assurance Manual (QAM) and the College Bylaws
- Briefing on the college Strategic Plan and the college calendar
- Briefing on staff rights, staff code of conduct, and dress code

Note: Please consult the college Policy on Staff Induction, as well as the college Procedures on Staff Induction for details of college induction activities.

9.5 Procedures for the mentoring of college staff

9.5.1 The term “mentoring” is used to mean the ongoing counseling and guidance provided by a longer-established colleague (such as a Head of Section or Head of Department) to a newly-arrived colleague. Mentoring is a widely accepted practice internationally, and is held to be of benefit to both mentor and mentee.

9.5.2 Mentoring will normally be available to a newly arrived member of staff for the first three months of service.

9.6 The development of college staff

9.6.1 Staff development is the responsibility of the College Dean, Assistant Deans and Heads of Department.

9.6.2 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-organized visits to conferences, workshops, training sessions or seminars elsewhere in the Sultanate

9.6.3 Staff development opportunities may be initiated either by the Head of Department (in order to address a weakness noted in staff appraisal) or by the individual staff-member.
9.6.4 Staff development will be a key issue to be addressed in annual department Operational Plans. A section of the plan should address the training needs of staff and indicate ways in which these will be met. Progress on implementing this section of the plan will be investigated by the Staff Development Unit of the college.

9.6.5 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.

9.6.6 Specifically, in order to promote the professional development of administrative staff, the college will:

- Maintain links with other institutions and professional associations so as to have access to training specialists in areas such as librarianship, record-keeping, book-keeping, accountancy, financial management, word-processing and spreadsheet work, software design and other specializations
- Maintain awareness of visits to Oman of “experts” in various fields, so as to invite them to visit the college
- Maintain contact with colleagues in neighboring countries so as to be aware of regional conferences and other professional gatherings

9.6.7 When a member of academic staff is nominated to attend a conference or other event (in Oman or outside, following the guidelines set forth in Attending Conferences Policy) he or she is required to give a presentation to colleagues on return to the college. If possible, printed materials or other information from the event should be collected and distributed.

9.6.8 The college will seek at all times to encourage its academic staff, and particularly young Omanis, to pursue further studies (such as a masters degree or doctorate) and to make use of available support from the Ministry of Manpower.

9.7 Staff appraisal

9.7.1 The college believes that rigorous procedures for staff appraisal are an important component of an effective system of quality assurance and improvement in the college. Staff appraisal should be linked to staff development, with any comparative weaknesses in a staff member’s performance indicating a staff training need. 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.

9.7.2 The appraisal systems for various categories of staff are different, reflecting the differing characteristics of the roles. The college, through the Staff Development Unit, implements staff appraisal and development of staff through the college Staff Appraisal Policy.

9.7.3 Staff appraisal system: academic staff See Appendix 3a.

9.7.4 Staff appraisal system: administrative staff See Appendix 3b.
9.7.5 Staff appraisal system: support staff. See Appendix 3c. The term “support staff” includes technicians.
Section Ten – Research and Consultancy

10.1 Research and consultancy policy
10.2 Support for research
10.3 Support for consultancy
10.1 Research and consultancy policy

10.1.1 Nizwa College of Technology is an institution whose primary focus is on teaching and learning. Effective teaching depends to a large extent on tutors who keep up to date with developments in their field of specialization. It is also essential for tutors in the college to maintain contacts with relevant sectors of commerce and industry. For these reasons, the college supports, within limits, academic staff who wish to pursue research and consultancy.

10.1.2 The term “research” is used to mean any individual or collective endeavour that results in a measurable academic outcome such as a conference presentation, or a published book or article of clear benefit to the college profile and reputation.

10.1.3 In the context of the college’s mission and goals, applied research, focusing squarely on the needs and concerns of commerce and industry, is seen by the college as an important activity, contributing strongly to the college reputation, the professional skills of staff, and the good of the nation.

10.1.4 The term “consultancy” refers to any work, carried out with the Dean’s written approval, that involves liaison with, and advice to, a company or other commercial or government organization. An example would be where a local company requests a marketing lecturer to advise it on its marketing strategy.

10.2 Support for research

10.2.1 In many cases, research will be carried out by an individual staff member in his or her own time, using personal resources, and driven by the staff member’s own motivation and professional ambition.

10.2.2 In other cases, however, a staff member or a group of staff may identify a research project with potential benefit for the college’s reputation and the wider community.

10.2.3 The college and the Ministry of Manpower will endeavour to provide support for a staff member or a group of staff (a “research team”) who can demonstrate, in writing, that the proposed research project

- Is of benefit to the people of Oman
- Can feasibly be completed in a time period no longer than one year
- Will lead to publications in refereed academic journals, or presentations at internationally recognized conferences
- Can be completed within an affordably small budget

10.2.4 The research team or individual should first approach the Chair of Research and Consultancy Committee (see Section 2.7.5 of this document).
10.2.5 The Chair of Research and Consultancy Committee will then raise the matter with the College Dean, who will decide, on the basis of the criteria listed in Section 9.2.3 of this document

- Whether the college is in a position to offer any support
- Whether the Ministry of Manpower should be approached as a potential source of support

10.2.6 In this context the term “support” can mean

- A small monetary grant, to be held by the College Dean and used for research project expenses with his written permission
- Written permission from the Ministry of Manpower for a lecturer or lecturers to be given teaching remission (that is to teach 25%, 50% or 75% of the normal teaching load) for a specified period of time
- Written permission from the Ministry of Manpower for a lecturer or lecturers to take either paid or unpaid leave from the college for a specified period of time
- The provision of academic books, stationery, or other paper-based resources needed by the researcher or research team

10.3 Support for consultancy

10.3.1 The college actively supports staff who wants to engage in consultancy, as long as

- The consultancy project will help to update professional knowledge and thus enhance teaching
- Consultancy can be carried out in the staff member’s spare time or in holiday periods

10.3.2 When an opportunity arises for a staff member or members to engage in consultancy, details must first go to the Research and Consultancy Committee.

10.3.3 Once this body has provisionally approved the consultancy proposal according to the criteria in Section 10.3.1 above, the proposal goes to the College Dean, who has the right to approve or reject it.

10.3.4 If consultancy work attracts payment, the member of staff is required to declare this to the College Dean.
Section Eleven: Quality Audit

11.1 Procedures for internal quality audits
11.2 Procedures for external quality audits
11.1 Procedures for internal quality audits

11.1.1 Senior staff in the college (Dean, Assistant Deans) will ensure internally that college processes and procedures comply fully with the Bylaws of Colleges of Technology, the QAM, and Ministry of Manpower decrees. The college Quality Assurance Follow-up Unit (QAFU) will be the main forum for discussion of any non-compliance issues.

11.1.2 The College Dean, in consultation with his Assistant Deans, will from time to time identify a particular department for a “spot audit”. This will be carried out without notification and will involve a small team of two or three senior staff checking that documents and work practices accurately reflect the Bylaws of Colleges of Technology, the QAM, the College Strategic Plan, and departmental action plan.

11.2 Procedures for external quality audits

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

11.2.2 The QAD’s audits will cover the following main areas:

- Compliance with the Bylaws of Colleges of Technology, the QAM, and Ministry Decree No. 14/2006
- Progress in implementing the college Strategic Plan
- Progress in self-assessment
- Implementation of internal quality audits
- Graduate follow up and graduate quality
- Staff appraisal system
- Departmental Action Plans

11.2.3 A report, addressed to the College Dean, will contain “commendations” (in relation to college activities which are being carried out with particular efficiency) and “areas for attention” (citing aspects of college performance which appear to need further improvement).
Appendix One – College Strategic Plan
NCT 3rd Strategic Plan 2013 – 2018

Nizwa College of Technology
July 2013
Introduction
The Third Strategic Plan of NCT (2013 – 2018), is the third Strategic Plan of Colleges of Technology in Sultanate of Oman. This plan is the latest in a series of SPs guiding the CoTs since 2006. The SP was developed following a thorough and exhaustive process. The ADRI cycle format was followed in its development.

The Process
After the lapse of the 2nd SP 2009 – 2013, at the end of the AY 2012-13, a new SP was required. Therefore the ADRI Cycle was used to develop the 3rd SP. The 2nd SP achievement was assessed using the SPAR Template provided by QAD.

<table>
<thead>
<tr>
<th>Strategic Plan Acheivement Report</th>
<th>Review of 5 years SP acheivements</th>
<th>Done at NCT through Self Assessment Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWOT Analysis</td>
<td>Based upon 2nd SP, OAAA AR</td>
<td>Done by widescction of NCT (all units)</td>
</tr>
<tr>
<td>College wide brainstorming on 3rd SP</td>
<td>WS using SP, OAAA AR; MVV and GA</td>
<td>Open to all NCT Staff</td>
</tr>
<tr>
<td>1st WS for NCT Staff participating in QAD SP WS</td>
<td>SP Planning using SP WB</td>
<td>NCT Representative Staff all Units + Student Representatives</td>
</tr>
<tr>
<td>2nd WS for NCT Staff participating in QAD SP WS</td>
<td>SP Planning using SP WB</td>
<td>College Council + Industry Representatives</td>
</tr>
<tr>
<td>3rd WS for NCT Staff participating in QAD SP WS</td>
<td>SP Planning using SP WB</td>
<td>NCT Contingent attending the QAD WS</td>
</tr>
<tr>
<td>Strategic Planning and Performance management: The Third Cycle 2 days</td>
<td>Common Vision, Mission, Goals, Values, Graduate Attributes</td>
<td>All CoTs, Industry, Student Representatives</td>
</tr>
<tr>
<td>Developing Strategic Plans for Colleges of Technology 1 day</td>
<td>Subgoals, Strategies, Targets</td>
<td>NCT Contingent</td>
</tr>
<tr>
<td>Understanding Institutional Standards Assessment</td>
<td>KPIs, Standards</td>
<td>NCT Contingent</td>
</tr>
<tr>
<td>Sharing of Draft of 3rd SP with NCT Staff and Stakeholders</td>
<td>Using NCT Intranet for feedback</td>
<td>all NCT Staff</td>
</tr>
</tbody>
</table>

1 1st SP 2006 – 2009
2 2nd SP 2009 - 2013
The process involved in developing the 3rd SP included following steps:

Step 1: Review of the 2nd SP by NCT QAC

Step 2: Conducting a SWOT analysis workshop involving all stakeholders from all units at NCT

Step 3: Preparatory brainstorming workshop for SP, involving staff from all sections of NCT. Reviewing the Vision, Mission, Core Values, Graduate Attributes, Goals and Sub-goals of 2nd SP

Step 4: Preparation of SP WB, SPAR and 2nd SP. Workshop for all stakeholders including student representatives to brainstorm, identify, modify and propose Vision, Mission and Values

Step 5: 2nd preparatory workshop, involving all stakeholders including the College Council with industry representatives

Step 6: 3rd preparatory workshop, involving the NCT contingent to attend the QAD SP WS in Muscat

Step 7: QAD organized workshop; Strategic Planning and Performance Management: The Third Cycle, facilitated by Dr Josephine Palermo. All Colleges of Technology, Ministry of Manpower, Industry and Student Representatives participated. Colleges of Technology Vision, Mission, Goals, Core Values and Graduate Attributes developed

Step 8: Developing Strategic Plans for Colleges of Technology WS conducted by QAD facilitated by Dr Josephine Palermo. Subgoals, Strategies, Measures, Targets etc developed by NCT contingent

Step 9: Understanding Institutional Standards assessment WS conducted by QAD facilitated by Dr Josephine Palermo. KPIs and standards developed by NCT contingent

Step 10: Sharing of 3rd NCT SP Draft with all NCT stakeholders, including staff, industrial representatives done using internet and electronic medium for feedback and participation

Step 11: 3rd NCT SP Draft sent to QAD for vetting and approval prior to implementation from AY 2013 – 2014

Step 12: 3rd NCT SP Draft revised in light of QAD recommendations and consensus sought from the College Staff and stakeholders (ver 2 sent for review to QAD)

Step 13: 3rd NCT SP Draft (ver 2) revised in light of QAD recommendations and consensus sought from the College Staff and stakeholders (ver 3 sent for review to QAD)
**Vision**
We will be a leading technological institution providing high quality teaching and learning to prepare and empower the Omani professionals of the future to contribute to national socio economic development

**Mission**
To deliver high quality student centered education that produces competitive graduates who enter the labor market with confidence, strong technological and personal skills, prepared for a life of contribution and success

**Core values**
We will value:
- **Professionalism**: Hard Work, commitment, accountability and transparency
- **Integrity**: Honesty and fairness
- **Flexibility**: A willingness to learn, develop new skills and take on new responsibilities
- **Teamwork and tolerance**: Transparency, diversity, acceptance, openness to constructive criticism and ethical behavior
- **Creativity and innovation**: Imagination and originality
- **Communication**: Commitment to the effective exchange of information

**Graduate Attributes**
Graduates of the Colleges of Technology:
- **Attribute 1**: Are well disciplined and committed to hard work and 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
Key Performance Indicators

Governance and Management:
KPI 1: Student and Staff Satisfaction with College Management

Quality of Teaching and Learning
KPI 2: Student and Staff Satisfaction with teaching, learning and training

Entrepreneurial Skills
KPI 3: Stakeholder (current graduates and alumni) satisfaction with the activities

Graduate Outcomes
KPI 4: Stakeholder satisfaction with the activities

Staff Development
KPI 5: Staff Satisfaction with staff development activities and reward system

Research
KPI 6: Research reports/papers published and consultancies undertaken

Stakeholder engagement
KPI 7a: Stakeholder satisfaction [all inclusive]
KPI 7b: Membership of professional bodies

Support Services
KPI 8: Student and Staff Satisfaction with the College resources, facilities and Support Services

Timeline: Annual Survey at the end of every Academic Year

Targets: 70% or 3.5 on a 5-point Likert Scale in each KPI
## NIZWA COLLEGE OF TECHNOLOGY STRATEGIC PLAN (Sept. 2013 – Aug. 2018)

### 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>
</table>
| 1.1. To Improve the governance and administration within the college in accordance with established ethical principles | 1.1.1 Establish risk management measures according to QA cycle  
1.1.2 Conduct health and safety audit according to QA cycle  
1.1.3 Ensure more flexible budget disbursement in coordination with the Ministry  
1.1.4 Automate the HR management system  
1.1.5 Address Staff grievance on priority basis  
1.1.6 Make collective decisions through committees and meetings  
1.1.7 Monitor and review policies regularly  
1.1.8 Produce annual college-wide SA report | KPI 1: Student and Staff Satisfaction with College Management  
Satisfaction Level: 70% satisfaction with the college management (3.5 on a 5-point Likert Scale) | Yearly  
Heads of all units for 1.1.5 & 1.1.6  
ADAF Heads of all units for 1.1.5 & 1.1.6 |
**Goal 2: We will offer students high quality teaching, learning and training opportunities through continuous market analysis and curriculum review process and using recent technology**

<table>
<thead>
<tr>
<th>Sub-Goals</th>
<th>Strategies</th>
<th>Key Performance Indicators (KPIs)</th>
</tr>
</thead>
</table>
| 2.1. To provide high quality teaching, learning and training | 2.1.1 Create an environment that facilitates quality of teaching and learning  
2.1.2 Benchmark-with other institutions  
2.1.3 Share good practices and assessment standards | KPI 2: Student and Staff Satisfaction with teaching, learning and training  
Satisfaction Level  
70% satisfaction with the teaching, learning and training | Yearly  
Dean  
ADAA  
HoDs & HoCs |
| 2.2. To improve curriculum to match the market needs | 2.2.1 Ensure that academic departments review curricula based on stakeholder feedback and communicate to the specialization committee |  
2.1.2 Provide training for staff and students in the effective use of technologies for teaching and learning |  
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2.2.1 Ensure that academic departments review curricula based on stakeholder feedback and communicate to the specialization committee |  
2.1.2 Provide training for staff and students in the effective use of technologies for teaching and learning |  
2.2.1 Ensure that academic departments review curricula based on stakeholder feedback and communicate to the specialization committee |
**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>
</tr>
</thead>
<tbody>
<tr>
<td>3.1. To develop entrepreneurial skills.</td>
<td>3.1.1 Conduct co-curricular activities to enhance entrepreneurial skills 3.1.2 Ensure effective functioning of the Business Centre</td>
<td>Indicator</td>
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<tr>
<td></td>
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<td>KPI 3: Stakeholder (current graduates and alumni) satisfaction with the activities</td>
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</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 improve the students’ values and personal attributes</td>
<td>4.1.1 Conduct regular value-adding activities through courses, training and workshops</td>
<td>KPI 4: Stakeholder satisfaction with the activities</td>
</tr>
<tr>
<td></td>
<td>4.1.2 Collaborate with community for professional and academic development through open days</td>
<td>Satisfaction level</td>
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<tr>
<td></td>
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<td>70% satisfaction with the activities conducted</td>
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<td>Yearly</td>
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<td>Asst Deans, HoDs of Academic Depts. HoC ELC</td>
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</table>

**KPI**: Stakeholder satisfaction with the activities
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>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indicator</td>
<td>Measure</td>
</tr>
<tr>
<td>5.1. To provide continuing personal and professional development programs to all staff.</td>
<td>5.1.1. Link staff performance appraisal to Staff development</td>
<td>KPI 5: Staff Satisfaction with staff development activities and reward system</td>
</tr>
<tr>
<td>5.2. To establish a system of rewarding exemplary performance.</td>
<td>5.2.1. Set criteria (incl. staff performance) for rewarding staff</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>
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<tbody>
<tr>
<td>6.1. To encourage applied research for the continuous improvement of the college</td>
<td>6.1.1 Provide training for staff to carry out applied research</td>
<td>KPI 6: Research reports/papers published and consultancies undertaken</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Number of collaborative research and consultancy activities</td>
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<tr>
<td></td>
<td></td>
<td>At least 5 collaborative research/consultancy activities</td>
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<td>Yearly</td>
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<tr>
<td></td>
<td></td>
<td>Research Committee Adam Academic Units</td>
</tr>
<tr>
<td>6.2. To seek and encourage opportunities for research and consultancy whenever possible</td>
<td>6.2.1 Carry out collaborative research and consultancy activities</td>
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</table>

**Note:**
- KPI 6: Number of collaborative research and consultancy activities shall be at least 5 per year.
Goal 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.

<table>
<thead>
<tr>
<th>Sub-Goals</th>
<th>Strategies</th>
<th>Key Performance Indicators (KPIs)</th>
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</thead>
<tbody>
<tr>
<td>7.1. To establish and maintain relationships with private and public sector organizations and communities</td>
<td>7.1.1 Organize events involving public, private sectors and the local community</td>
<td>KPI 7a: Stakeholder satisfaction [all inclusive]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Measure: Satisfaction level</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Target: 70% satisfaction with community and industry based activities</td>
</tr>
<tr>
<td>7.2 To establish linkages with local and international professional bodies and higher educational institutions</td>
<td>7.2.1 Establish relationships with professional bodies, other HEIs and alumni</td>
<td>KPI 7b: Membership of professional bodies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Measure: Number of memberships</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Target: At least membership of one professional body per department</td>
</tr>
</tbody>
</table>
Goal 8: We will provide facilities and learning resources that are effectively utilized and well managed to ensure efficient student and staff services

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<tr>
<th>Sub-Goals</th>
<th>Strategies</th>
<th>Key Performance Indicators (KPIs)</th>
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<tbody>
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<td></td>
<td></td>
<td>Indicator</td>
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<tr>
<td>8.1. To ensure the availability of appropriate resources and their effective utilization</td>
<td>8.1.1 Provide appropriate resources based on prioritized needs&lt;br&gt;8.1.2 Manage the resources effectively (i.e., maintenance, upgradation/replacement, and utilization)</td>
<td>KPI 8: Student and Staff Satisfaction with the College resources, facilities and Support Services</td>
</tr>
<tr>
<td>8.2. To ensure efficient student and staff services</td>
<td>8.2.1 Provide the required services to staff and students</td>
<td></td>
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</tbody>
</table>
Appendix Two – Template for Annual Reports
Annual reports should be submitted to the Dean’s Office in accordance with the date specified by the Dean. They should be submitted on white A4 paper in English (or in Arabic with an English translation) and in Times New Roman font size 12.

The following information should appear on the front (cover) page of the report:

Department Name
Name of the Head of Department
Date of the Report

The following headings should appear in the report:

1. A brief account of Department activities in the year from (month, year) to (month, year)

This section of the report should summarise the main tasks undertaken by the Department during the year in question, including routine activities and any special assignments.

2. Staff who joined during the year

Here the names and brief backgrounds (previous employer, qualifications, date of joining) should be listed.

3. Department resources newly obtained during the year

Here new resources (such as equipment, additional space for the Department) should be listed.

4. Feedback received during the year

The Department should include here any feedback on its performance during the year. This could include:

- Memos from the Dean or Assistant Deans, drawing attention to deficiencies or praising the Department and its staff
- Student feedback minuted in any committee meetings
- Staff feedback minuted in any committee meetings
- Student feedback via College questionnaires

If necessary any documents can be attached to the report as an appendix.

5. Main difficulties faced by the Department

Here the Department can offer an honest and self-critical list of the major problems it faces it carrying out its work effectively. These can be listed as 5.1, 5.2 etc

6. Recommendations for improvement

These recommendations should be linked closely to any ‘problems’ noted in the previous section. These can be listed as 6.1, 6.2 etc so that recommendation 6.1 relates to ‘problem’ 5.1 and so on.
Appendix Three – Policies and Procedures
Introduction

To function effectively and ensure quality standards, an organization should be governed by relevant and timely policies that serve as guidance for all staff to do various activities in the organization properly. To increase efficiency and ensure productivity in college operations, these policies are translated into specific procedures which provide details regarding how the aforementioned policies should be carried out based on the different functions of the institution with regards to its overall structure, its culture, as well as its core values. This document serves to provide Nizwa College of Technology (NCT) staff with guidelines on how to efficiently and effectively manage and implement college policies and procedures. It aims to provide the staff with complete information on various policies of the college and their associated procedure(s), as well as how these are utilized, evaluated and improved. This document is envisaged to be used in combination with the College Policies and Procedures Manual where policies and procedures pertaining to the operations of the college can be found.

NCT Policy Areas

The following are the areas of operational responsibilities of the college and therefore the areas where policies (and their corresponding procedures) exist:

1. Governance and Management
2. Teaching and Learning
3. Academic Support Services
4. Students and Student Support Services
5. Staff and Staff Support Services
6. Industry and Community Linkages
7. Facilities and Ancillary Services

It should be noted that the policies governing the operations of the areas mentioned include systems and processes pertaining to, and relevant to those areas.

Policy Management Cycle

A. Drafting of college policy and associated procedure(s)

Although most of the college policies are taken from the College Bylaws and other decrees and administrative decisions from the Ministry of Manpower, from time to time, the college also formulates internal policies, particularly in the areas of its operations where bylaws and related documents do not specifically provide general
rules and/or guidelines. In these cases, the College Dean together with the Asst. Dean or HoC/HoD of concerned unit, review and evaluate the scope of college operation that is currently without standing rules and guidelines, and correspondingly draft internal policies based on the college experience regarding the operation and/or function. Drafting of these new internal policies are based on the following:

- Moral and ethical values
- National and international rules and regulations
- Quality Assurance Manual and OAC Standards
- Experiences of reputable higher educational institutions
- College academic standards

This policy will be discussed with the staff directly concerned in the performance of said operation and/or function, and then subsequently polished.

Once the policy is drafted and finalized, the corresponding relevant procedure will be developed if needed. The development of procedure(s) will involve staff that are directly concerned and/or affected by the policy. After the procedure(s) are finalized, these, together with the policy will be forwarded to the college QA Unit for technical review and record-keeping, and then subsequently to the college council for formalization and approval.

It should be noted that drafting and developing associated procedures (if needed) for policies that come from the bylaws or decrees/administrative decisions follow the same cycle as that of the procedures for college-developed internal policies.

B. Dissemination and utilization of policy/procedure

Official policies and procedures (those that are authorized by the college management and/or passed the approval of the college council) are disseminated to all staff, particularly those who are directly affected, and if needed, to other college stakeholders (students and others). To ensure distribution of copies of the policy/procedure, it will be distributed both in hard and soft copies to the concerned staff and other stakeholders. Concerned unit(s) will then start implementing the policy and follow the relevant procedures. If the policy/procedure suggests changing the normal operational routine(s) and/or activities of the unit concerned, staff from the unit will inform their clients of the changes to the existing routine(s) and their implementation of the new policy/procedure.

C. Evaluation of policy/procedure

It is the responsibility of the college QA Committee to design ways of getting feedback regarding policies and procedures being implemented by the Centre, through the cooperation of various college centers/departments. This feedback information can be in the form of a survey instrument (e.g. questionnaire, survey
forms, etc.), or other data collection methods such as informal interviews, observation of activities/operations, etc.

Once ample information that will provide reliable analysis of data is collected, the college QA Committee will perform analysis of collected information so as to arrive in an unbiased and objective evaluation of said policy and/or procedure. The group’s recommendations based on the analysis results will be the basis for the college’s future actions regarding said policy and/or procedure.

D. Review by authorized committee(s)

Based on the college QA Committee recommendation(s), the College Dean can convene the College Council, or the concerned center/department regarding important actions (such as review and improvement) on select policy/procedure. In case of total revision of activity/routine that may be due to new decrees and/or laws, the college may stop the implementation of policy/procedure and create a new one.

Most of the time, however, policy and procedure(s) will just be improved (parts replaced or changed) based on changes in the college’s operations and/or negative feedback from users and clients. In cases like these, changes to the existing policy may be recommended by the QA Committee (based on their data analysis) or by the concerned Asst. Dean/HoC/HoD (based on changes in his unit’s operations due to new strategies, new technologies and other similar events). These changes will be evaluated similar to how the college drafts new policies and/or procedures, and once finalized, will follow the same cycle stated above for new policy and/or procedure.

E. Approval of the College Council

All college policies and procedures, whether new or amended, should first be approved by the College Council prior to their actual implementation. Before the council approval, the concerned policy/procedure should first be forwarded by the centre/department/committee concerned to the college QA Committee for final technical review and filing (i.e. assigning of policy/procedure number). Afterwards, the policy/procedure will be forwarded to the College Council for approval.

F. Record-keeping of policy/procedure

The college QA Committee is responsible for keeping track and monitoring of all college policies and procedures in regard to improvements, as well as other associated issues (e.g. version number, application, etc). The committee is also responsible for archiving college policy and procedure documents and records.
Final Statement

As it is important for the college to utilize relevant policies and specific procedures to ensure optimal operation, it is suggested that this policy management document be disseminated to all college staff to ensure their maximum awareness of the system. This approach could also help staff become more active participants in managing and effectively implementing college policies and procedures in all aspects.
<table>
<thead>
<tr>
<th>#</th>
<th>File Number</th>
<th>Policies</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AC-STU-001</td>
<td>Student Assessment Policy</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Examination Administration Procedures</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Examination Procedures for Ensuring Reliability, Validity and Fairness in Examinations</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>AC-STF-002</td>
<td>Assessment Moderation Policy</td>
<td>34</td>
</tr>
<tr>
<td>3</td>
<td>AC-STF-003</td>
<td>Examination Security Policy</td>
<td>41</td>
</tr>
<tr>
<td>4</td>
<td>AC-STF-004</td>
<td>Academic Integrity Policy (Staff)</td>
<td>45</td>
</tr>
<tr>
<td>5</td>
<td>AC-STU-005</td>
<td>Academic Integrity Policy (Students)</td>
<td>52</td>
</tr>
<tr>
<td>6</td>
<td>AC-STU-006</td>
<td>Academic Integrity Policy (Students) – Arabic version</td>
<td>59</td>
</tr>
<tr>
<td>7</td>
<td>AC-STF-007</td>
<td>Recruitment Policy (Academic Staff)</td>
<td>67</td>
</tr>
<tr>
<td>8</td>
<td>AC-STF-008</td>
<td>Staff Appraisal Policy (Academic)</td>
<td>68</td>
</tr>
<tr>
<td>9</td>
<td>AC-STF-009</td>
<td>Staff Load Distribution Policy</td>
<td>82</td>
</tr>
<tr>
<td>10</td>
<td>AC-STF-010</td>
<td>Staff Conference Attending Policy</td>
<td>84</td>
</tr>
<tr>
<td>11</td>
<td>AD-STF-011</td>
<td>Safekeeping of College Property</td>
<td>87</td>
</tr>
<tr>
<td>12</td>
<td>AC-STF-012</td>
<td>OJT Policy</td>
<td>90</td>
</tr>
<tr>
<td>13</td>
<td>AC-STU-013</td>
<td>Student Feedback Policy</td>
<td>96</td>
</tr>
<tr>
<td>14</td>
<td>AC-STU-014</td>
<td>Student Grievance Policy</td>
<td>107</td>
</tr>
<tr>
<td>15</td>
<td>AC-STU-015</td>
<td>Student Retention and Progression Policy</td>
<td>113</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student Monitoring Procedures</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>AC-STF-016</td>
<td>Program Development Policy</td>
<td>125</td>
</tr>
<tr>
<td>17</td>
<td>AC-STF-017</td>
<td>Intellectual Property Rights Policy</td>
<td>131</td>
</tr>
<tr>
<td>17</td>
<td>AC-STF-018</td>
<td>Copyright Policy</td>
<td>135</td>
</tr>
<tr>
<td>19</td>
<td>AC-STF-019</td>
<td>Academic Advising Policy</td>
<td>143</td>
</tr>
<tr>
<td>20</td>
<td>AD-STF-020</td>
<td>Risk Management Policy</td>
<td>149</td>
</tr>
<tr>
<td>21</td>
<td>AD-STF-021</td>
<td>Health and Safety Policy</td>
<td>156</td>
</tr>
<tr>
<td>22</td>
<td>AD-STF-022</td>
<td>Staff Induction Policy</td>
<td>160</td>
</tr>
<tr>
<td>23</td>
<td>AD-STU-023</td>
<td>Student Induction Policy</td>
<td>162</td>
</tr>
<tr>
<td>24</td>
<td>AD-STU-024</td>
<td>Transfer Policy in Colleges of Technology</td>
<td>164</td>
</tr>
<tr>
<td>25</td>
<td>AC-STF-025</td>
<td>Plagiarism Policy</td>
<td>167</td>
</tr>
<tr>
<td>26</td>
<td>AC-STF-026</td>
<td>Assignment/Project Late Submisssion Policy</td>
<td>174</td>
</tr>
<tr>
<td>27</td>
<td>AC-STF-027</td>
<td>Promoting College Activities Policy</td>
<td>176</td>
</tr>
<tr>
<td>28</td>
<td>AC-STF-028</td>
<td>Secured Handling of Exam Papers Policy</td>
<td>179</td>
</tr>
<tr>
<td>29</td>
<td>AC-STF-029</td>
<td>Policy for Setting Policies in NCT</td>
<td>182</td>
</tr>
<tr>
<td>30</td>
<td>AC-STF-030</td>
<td>NCT Staff Grievance Policy</td>
<td>184</td>
</tr>
<tr>
<td>31</td>
<td>AC-STF-031</td>
<td>Student Mass Absence Policy</td>
<td>188</td>
</tr>
<tr>
<td>32</td>
<td>AC-STF-032</td>
<td>Evaluation and Improvement of Teaching, Training and Learning Policy</td>
<td>190</td>
</tr>
</tbody>
</table>
Policy Statement

Nizwa College of Technology is committed to design and deliver all the student assessment tasks according to the principles of validity, reliability and fairness to ensure the attainment of student learning outcomes in all the courses.

Assessment at Nizwa College of Technology is designed and conducted in compliance with the Part 7, “Examinations and Assessment” of Ministerial Decision No. 72//2004, Colleges of Technology Bylaws.
1 **Purpose**

1.1 The purpose of this policy is to

a. provide a clear framework to conduct all assessment tasks uniformly across the departments of the college.

b. ensure that the students attainment of learning outcomes are measured by the guidelines of validity, reliability and fairness.

c. outline the procedures to carry out various assessment methods

d. encourage the teaching fraternity, to create and provide efficient and meaningful assessment opportunities thereby improving the learning of the students.

1.2 This policy reflects the values in the College’s Mission Statement and is aligned with attainment of the goals and targets mentioned in the College’s Strategic Plan. (2009 – 2012).

2 **Scope**

2.1 This Policy applies to all students currently enrolled in the College and all the academic staff.

3 **Definitions**

3.1 **Assessment**: Any activity that measures the student’s achievement of learning outcomes resulting in a mark or grade.

3.2 **Assessment materials**: Homework, Case-studies, Projects, Survey, Laboratory reports.

3.3 **Validity**: It is concerned about whether the assessment undertaken measures what it is supposed to be measured.

3.4 **Reliability**: It includes both the consistency of the assessment process to measure the skills of the students over a time and the consistency of the
to score the skills over a time.

3.5 **Fairness**: It ensures that all the students are assessed equally without any bias and do not discriminate against members of any ethnic/racial or gender group or against students with disabilities.

4 **Forms of Assessment**

4.1 Assessment may involve one or more of the following formats in Section 5.2 and will be clearly outlined in the course materials given to the students during the commencement of the semester.

4.2 A range of assessment methods will be used to assess the students which include, but not restricted to:

a. **Quiz**

b. **Homework**

c. **Class participation assessment**

d. **Case studies**

e. **Role playing**

f. **Project works**

g. **Written exams**

5 **Composition of Assessment**

5.1 **Theoretical courses** should have assessment structure as follows:

a. **Course Work (30%)** which includes Class exercises, Reports - minimum of three individual reports, Homework if possible - minimum three in number, Quizzes – minimum three in number, Student participation assessment, Practical test, Oral test, Presentations, Team work.

b. **Mid-term Examination. (20%)**

c. **Final examination. (50%)**

5.2 **Practical courses** should have the assessment structure as follows:

a. **Lab / Workshop reports – minimum eight in number. (30%)**

b. **Interim tests – minimum two in number. (30%)**

c. **Final Practical Examination. (40%)**
5.3 **Mixed courses** should have the assessment structure as follows:

a. Course Work (25%) which includes Lab/Workshop Reports – minimum of six individual reports (10%), Home work if possible - minimum two in number, Quizzes – minimum two in number, Student participation assessment, Oral test, Presentations, Team work (15%).

b. Mid-term Examination (20%)

c. Final Practical Examination (15%)

d. Final examination (40%)

6 **Authenticity of Assessment**

6.1 As honesty and integrity is highly valued at NCT, any academic misconduct including plagiarism, cheating, fabrication and unauthorized collaboration by the students during an assessment will be dealt in accordance with the **Academic Integrity Policy**.

7 **Submission of assessment materials**

7.1 The course tutor specifies the date and time of submission for all assessment materials.

7.2 It is the responsibility of the student to submit the assessment materials within the due date.

7.3 The assessment materials submitted after the due date will be liable to a penalty. Any exceptional cases deemed appropriate should have prior approval in writing from the course tutor.

7.4 In case of electronic submissions like assignments uploaded by the students in the moodle, the date and time of the file saved on the server will be taken into account.

7.5 The standard penalty for late submissions for an assessment material will
be
10% of the total marks for each day. Any submissions 10 days after the due date shall be awarded with zero marks.

8 Examinations
8.1 The Examination periods are the two-week periods which occurs in the middle and the end of the semester specified in the college’s academic calendar.
8.2 Midterm and Final Examinations must be conducted in accordance with the Examination Procedures of the college.
8.3 All other assessments are scheduled and monitored by the course tutor under the guidance of the Head of the Department, who will also provide any necessary administrative support, if required.
8.4 All Examinations should be conducted for at least one hour wherever possible. No examination should be of more than three hours duration.
8.5 A draft timetable shall be produced by the timetable committee formed by the Head of the department and publicized two weeks prior to the examination. The students shall have one week for their feedback to the Faculty/Department. After one week, a final time table incorporating any changes will be released and publicized.
8.6 The student is responsible for knowing the schedule of his exams and students will not be notified individually about the examination time table.
8.7 Any changes in the Final Examination after it has been published, due to exceptional circumstances must be notified to the concerned students and the Head of the department has to ensure this in coordination with the time table committee.
8.8 Students who do not attend the examination due to misunderstanding or misinformation from another person are not eligible for re-sit examination at another time or any other concession.

8.9 Preparation of the question paper in accordance with the *Procedures for ensuring Validity, Reliability and Fairness in assessment* will be ensured by the Course tutor(s), Course Coordinator, Head of the Section(s) and Head of the Department.

8.10 The Head of the department will inspect the question paper submitted by the course tutor / course coordinator in accordance with the *Moderation Policy* and approve the question papers.

8.11 The security of question papers has to be ensured by the *Exam Security Policy*, where the individual responsibilities of the persons involved are outlined.

8.12 Any misconduct by the student during the course of the examination will be dealt in accordance with the *Academic Integrity Policy*.

9 **Student Results**

9.1 The grades and marks for students in a course will be determined by the course tutor, in consultation with the course coordinator and is later approved by the Head of the department in accordance with the *Moderation Policy*.

9.2 The College council meets at the end of the semester to approve the results in accordance with the *Procedures for Inspecting student results* and the *Moderation Policy*.

9.3 Results are announced in the college website and will also be sent personally to the students through SMS.

9.4 A student can appeal in accordance with the *Student Grievance Policy* to the Head of the department within a week of the announcement of the results by the college. The student is responsible for knowing the results as soon as it is announced and no appeal will be entertained after a weeks’
9.5 The Assistant Dean, Academic Affairs will ensure the rationale and quality of the student assessment results in accordance with the Procedures of the results analysis.

10 References
2 “Assessment and Student Progression Manual”, Curtin University of Technology, Australia, Last accessed 10 January 2010.

11 Revisions

<table>
<thead>
<tr>
<th>Version</th>
<th>Date</th>
<th>Author</th>
<th>Approval</th>
<th>Sections Modified</th>
<th>Details of Amendments</th>
<th>Distributed To</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0</td>
<td>22/02/09</td>
<td>Dr.Bader Ahmed AD, Academic B.Rajesh Kumar, Engineering</td>
<td>N/A</td>
<td>This is the first written version of an existing policy.</td>
<td>Assistant Deans, HoCs-ETC, ELC, HoDs – Academic Depts.</td>
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</tr>
</tbody>
</table>
EXAMINATION ADMINISTRATION PROCEDURES

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<thead>
<tr>
<th>Responsible Authority</th>
<th>Assistant Dean of Academic Affairs</th>
</tr>
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<td>Date:</td>
</tr>
<tr>
<td>Amendments</td>
<td>This is the first written version of an existing procedure</td>
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<tr>
<td>Superseded Documents</td>
<td>Examination Procedures section in Academic Staff Manual</td>
</tr>
<tr>
<td>Review</td>
<td>Review to be done by AD Academics, Heads of ELC and Academic Departments; policy review to be done annually, preferably during the Summer Term.</td>
</tr>
<tr>
<td>File Number</td>
<td><strong>This will be assigned by QAFU.</strong></td>
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</table>
| Related Documents     | 1. Examination Security Policy  
                        2. Academic Integrity Policy  

1. POLICIES SUPPORTED

Assessment Policy  
Academic Integrity Policy

2. APPLICATION

This procedure applies to all the paper based and online exams conducted throughout the college and to be followed by all academic staff.

3. EXCEPTIONS

International Exams like ICDL, TOEFL etc.

4. DEFINITIONS

4.1 General Examination Officer (GEO): The Assistant Dean of Academic Affairs or a Teaching Staff of an Academic department deputed by the AD, Academic Affairs.

4.2 Invigilators: An academic teaching or non-teaching staff designated by the HoD

4.3 Chief Invigilator: An academic teaching staff designated by the HoD
4.4 **Course Coordinator**: An Academic staff teaching a particular course designated by the HoD to coordinate the activities of other staff teaching the same course for different sections.

5. **PROCEDURES**

5.1 Examinations of the academic departments, as well as the post foundation courses of the English Language Center-ELC, are conducted centrally under the supervision of the Assistant Dean of Academic Affairs (General Examination Officer-GEO).

5.2 A general meeting with the GEO and representatives from the Business, IT, Engineering Departments and ELC is usually held two weeks before the starting date of both Mid-Term and Final examinations to arrive a consensus on the following:
   a) Date, time and allocation of common and specialization courses,
   b) Announcement of exam time-table (draft copy),
   c) Receiving feedback from staff and students,
   d) Updating examination rules, regulations and procedures if necessary,
   e) Allocation of exam halls and invigilators, and
   f) Announcement of final time-table after considering feedback.

5.3 **Preparation of Time-Table**

5.3.1 The Head of the Registration Department prepares and distributes a clash list of courses registered by students.

5.3.2 All examination coordinators (representatives) agree first for the allocation and dates of common courses (post foundation courses, math courses, etc).

5.3.3 Department staff in-charge of exams shall prepare a draft time-table for their department courses ensuring that there are no clashes (based on the clash list), i.e. no student has two or more exams on the same day.

5.3.4 Draft time-table without invigilators’ name shall be posted on all the department notice boards to receive feedbacks from students about the appropriateness of the course examination order and clashes in the dates and times of exams, if any.

5.3.5 Draft time-table shall also be circulated to teaching staff for their feedbacks.
5.3.6 If necessary, changes can be made in the time-table by analyzing the feedbacks received from both staff and students.

5.3.7 Then, the above time-table will be submitted to the exam coordinator (responsibility of one representative from each department in turn) for making a consolidated time-table with halls and names of the invigilators.

5.3.8 Students are distributed based on the capacity of the exam hall taking into consideration that enough space (minimum of 1.5m distance) is provided between seats. The distribution starts first with large halls then the smaller ones.

5.3.9 More than two different sections of students are not allowed to be in the same hall, especially in the large ones.

5.3.10 The number of invigilators is decided based on the capacity of the exam hall. Two invigilators are allotted for rooms with (20-30) students and three/four invigilators for large rooms with (40-60) students.

5.3.11 A column of tutors against each exam course is added in the time-table to preclude that the tutor is not invigilator in the exam hall of his course.

5.3.12 The final time-table is sent to the A. D. Academic, one week before the start of the exams for checking and approval for announcement.

5.3.13 The final time-table is announced to students and circulated to staff.

5.4 Setting Question Papers

5.4.1 Questions have to be set as per the prescribed norms (referring to the assessment methods & test specification agreed in the council meeting No.2 on 25/9/2006) and submitted to the concerned Head of the Department at least three days before the date of examination.

5.4.2 For courses with large number of sections and taught by many tutors, the course coordinator (one of the tutors nominated by the HoD) is to be in-charge for meeting all tutors to agree for a common exam paper. Each tutor should participate in setting the paper taking into consideration the norms and the outcomes coverage of all.

5.4.3 To reduce opportunities of malpractice, the course tutor/coordinator has to prepare the question paper in two formats A and B especially for sections with large
number of students (over 15). The differences between the two formats could include
the sequence of the questions, the order of the multi-choice answers, etc.

5.4.4 Each course tutor/coordinator has to submit a model answer to the HoD with
a clear marking scheme. This is necessary for cases of absence of the tutor and as a
reference for checking results and student appeals.

5.4.5 Every question paper should have a cover page with the course name,
duration of the exam, total marks, detailed marking statements, name of the staff,
etc.

5.4.6 HoD shall authorize HoS or any other senior staff of their department to
ensure the conformity and prescribed standard for the questions:
   a) Exam format to be standard as per the norms.
   b) Balanced composition of questions, i.e. to include easy, moderate and
      challenging parts. Ideally, each part shall be of equal composition i.e.
      33.3%. However, considering the level of the students, the challenging
      part shall be of 10% - Certificate, 20% - Diploma and 33% - Higher
      Diploma.
   c) Marking scheme.
   d) Authenticity of exams, i.e. not repeated from previous exams.
   e) Coverage of the exams to the objectives and outcomes of the course.
   f) Time period of the exam to fit the length and number of questions.
   g) Clarity and language proof.

5.4.7 Course tutors should keep a record of the objectives and outcomes which are
covered in all exams.

5.5 Photocopying and Security of the Question Papers

5.5.1 Head of the Department shall arrange with any staff/s of his choice for
photocopying the question papers in a secure manner.

5.5.2 Staff in charge of photocopying should ensure that all the pages of the
question paper have been copied without missing any page and also the required
number of copies of the question paper is made.

5.5.3 Head of the Department shall keep the copies of the question paper along
with the list of students in a sealed envelope. The front of the envelope should bear
the details such as course name, number of students, hall no, date of examination, and names of the Invigilators.

5.5.4 For the mid-term exam, it is the responsibility of the HoD of the concerned department/center to keep the sealed question papers in a highly secured place, and to distribute it to the invigilators during the day of the exam.

5.5.5 For the final examinations, the sealed question papers are sent two days before the exam of the particular course to the GEO to keep them in a highly secured place- Examination Office. It is his responsibility to distribute and collect the exam papers with the help of the chief invigilator of the day, who is nominated for better exam control.

5.6 Conducting Theoretical Examinations

5.6.1 Departments are responsible for announcing on boards the examination rules and regulation to students (Arabic & English copy) one week before the start of exams. Similarly, the invigilation duties have to be distributed to all staff.

5.6.2 Departments are responsible for assigning their own staff as Invigilators. Equal number of invigilation is ensured for each staff.

5.6.3 The required number of seats and proper seating arrangement is ensured through the Assistant Dean of Administrative & Financial Affairs/ Service Department with the coordination and supervision of the GEO.

5.6.4 Preparation of exam halls with regard to lighting, A/Cs etc. is also ensured through the Assistant Dean of Administrative & Financial Affairs/ Maintenance Department with coordination and supervision of the GEO.

5.6.5 During each day of exam, the service and maintenance staff are kept on emergency to handle any technical problem during examinations.

5.6.6 Mid-term examinations are usually conducted while classes are running, however to allow students to concentrate on their studies during the mid-term exams and to relieve them of exam tension, exams are conducted early (8-9 am) and the whole time-table of classes is shifted by one hour.

5.6.7 In case of Mid-Term Examinations, Invigilators have to collect the question packets at least 10 minutes before the start of the examination from the HoD office and go to the halls allotted to them.
5.6.8 In case of Final Examinations, Invigilators have to collect the question packets at least 20 minutes before the start of the examination from the Examination Office of the GEO and proceed to the halls allotted to them.

5.6.9 Invigilators are requested to read carefully the invigilation duties distributed to them and to implement it precisely to ensure smooth conduct of exams.

5.6.10 Invigilators should inform students about the exam rules and regulations especially the ones about malpractices before the start of the exam.

5.6.11 After the exam, countercheck the number of answer books against the attendance and keep them in the envelope and submit to the HoD in case of Mid Term Examinations and to the GEO for Final Examination.

5.6.12 Any case of malpractice has to be reported immediately to the GEO with any collected evidence/s and the signature of all invigilators.

5.6.13 Course tutors will collect the answer books immediately after the examination.

5.7 **Conducting Practical Examinations**

5.7.1 Practical exams are usually conducted during class time one week before the theoretical exams. However for courses with large number of sections, a time-table is prepared for the best use of the laboratories and workshops.

5.7.2 To avoid the shortage of labs/workshops and in case the same question paper (of a course with large number of sections) is used during the day, then no student is allowed to leave the laboratory/workshop till the time for the next section comes.

5.8 **Treating Malpractice Cases**

5.8.1 **Clear cases with solid evidence/s:**

5.8.1.1 The invigilator who discovers the malpractice has to collect the evidence of cheating like leaflets, ruler, calculator cover, GSM, programmable calculator, etc.

5.8.1.2 Writing on hands/clothes needs to be photographed if possible using digital camera or the invigilator mobile phone otherwise the content need to be commented in the report.

5.8.1.3 The student should not be stopped writing the exam except the cheating evidence has to be collected.
5.8.1.4 A report on the malpractice case/s has to be written with the signature of all invigilators in the exam hall.
5.8.1.5 At the end of the exam, the report, cheating evidence/s and the answer sheet of the malpractice case/s have to be submitted to the General Exam Officer, GEO (Assistant Dean of Academic Affairs).
5.8.1.6 The GEO has to pass the case/s on to the Assistant Dean of Student Affairs to investigate the case/s and take action based on article (85) of the bylaws.

5.8.2 **Cases of talking and looking at neighbor students:**
5.8.2.1 The invigilator has to warn the particular student/s two times. In each time, warning notice with signature has to be marked on the answer sheet.
5.8.2.2 The invigilator has the right to ask the student/s to shift his/her seating.
5.8.2.3 If the student tries again, then a third notice with signature on the answer sheet has to be fixed.
5.8.2.4 After fixing the third warning, the invigilator has to stop the student from writing and the case to be reported to the GEO.

5.8.3 **Evaluation and Review of Answer Books**
5.8.3.1 Course tutors should evaluate the answers as per the marking criteria.
5.8.3.2 Marking of answer sheets should not take more than three days.
5.8.3.3 It is the responsibility of the HoD/HoS to ensure that the evaluated answer books are given to a reviewer (another staff in the specialization of the course) for reviewing the total, any unmarked questions, and the consistency in marking. It has to be ensured that signatures of both the course tutor and the reviewer are on the answer scripts.
5.8.3.4 Student marks list signed by the course tutor and reviewer has to be submitted to the HoD for approval then to the registration department for producing the students’ results.
5.8.3.5 HoD of each department/center is responsible to call for a meeting to discuss results moderation if necessary.

5.8.4 **Students Appeal**
5.8.4.1 Students are allowed to appeal according to article (68) of bylaws for rechecking of their answer papers through a designated form to the concerned HoD in three days time from the date of publication of examination results.

5.8.4.2 The checking of appeals is supervised by central committee chaired by the A.D. of student Affairs with membership of the A. D of Academic Affairs, HoD and two section heads from each department/center.

5.8.4.3 Checking of appeals in each department/center is done by the HoD, two section Heads and one external member from another Dept/center. The internal checking committee of appeals should never include the course tutor of the appeal even if he/she is the Dean, Assistant Dean, HoD or the HoS.

5.8.4.4 The internal checking committee can invite any specialization staff member in the checking process who has good experience and taught the course of appeal.

5.8.4.5 To exclude emotional factors, the cover of the answer sheet containing the marks and the name of the student has to be removed before checking.

5.8.4.6 Any improvement in the students’ grade shall be communicated to the Registration Department by the HoD after the approval of the Head of the central appeal committee. (A. D Student Affairs).

6. RESPONSIBILITIES

6.1 COURSE TUTOR

The course tutor should

1. Conduct the final practical examination in case of mixed courses, in the week before the final theory examinations.

2. Prepare the timetable, exam paper and the conduct the practical exam.

3. Submit the answer sheets of the practical examinations to the second marker.

4. Notify the students about the draft time-table of the theory exams when it is released for ensuring clashes.

5. Write the exam paper individually and ensure the conformity and prescribed standard for the questions which are set out in the Sec B, Examination procedures.

6. Ensure that the question paper is prepared well in advance so that the reviewer gets ample time to verify the prescribed standards of the paper.

7. Ensure two sets of question papers are provided when the no of students exceeds 15 (Fifteen).
8. Ensure approval of the Exam paper by the concerned HoS / HoD. During the approval, the model answer should be handed to the HoD.
9. Submit the course marks to the HoD before final theory examination.
10. Ensure the confidentiality of the exam questions and refrain from discussing any information pertaining to the contents of the question paper.
11. Include an attendance list of students enrolled in that course in the question paper envelope. Any student who is banned to sit for the exam (after official notification from the student affairs / Registration) should not be included in attendance list.
12. Include the details of exam, venue and invigilators on the face of the envelope.
13. Hand over the envelope to the HoD personally or to the invigilator on the day of the exam during Midterm exams and to the GEO in case of Final exams.
14. Be available in his/her office in case of any clarifications and discrepancies during the conduct of his/her exam.
15. Neither visit the examination halls of his/her own exams nor invigilate his/her own exams.
16. Collect the answer papers personally from the HoD in case of Mid term exams and GEO in case of Final exams.
17. Evaluate all the answer papers and have it reviewed by the second marker within three days of the exam.
18. Submit the marks of the final exam (theory + practical) to the HoD and then to the registration department for student results. The answer sheet envelopes (final + practical) should also be handed over to the HoD.
19. Maintain the confidentiality of the exam marks before it is officially approved by the college council.

### 6.2 COURSE COORDINATOR

The course coordinator should

1. Be responsible for the preparation of timetable, writing exam papers and conduct of the final practical examinations in coordination with other tutors.
2. Be responsible for writing the exam papers of the theory exams in consultation with the other tutors.
3. Carry out all the other duties of the course tutor set forth in section 6.1
6.3 INVIGILATOR

The invigilator has to

1. Collect the exam papers as well as one set of seat number cards from the exam office at least 20 minutes before the start of the exam and return them at the end.
   Note: Incase of Mid Exams, the Course tutors/coordinators have to hand over the exam papers directly to the invigilators in the exam rooms at least 15 minutes before the start of the exam. Then the invigilators should return the answer scripts to HoD of the concerned department.

2. Be present in the respective exam halls 15 min before the start of the exam and check whether the room is unlocked before entering and ensure that the number of desks fits the number of students.
   Note: During midterm, classes run after the exam and the halls are kept open. The Invigilator should ensure that the desks are well arranged and clean without any notes written for malpractice. The student should be informed that they bear responsibility of any written materials on the desk.

3. Give randomly a seat number to every student entering the exam hall from the set of cards. The student should sit in the appropriate number of the desk.

4. Ensure that all mobiles (GSM), pagers, dictionaries, programmable calculators and any related materials are taken away from the examination place. It is advisable to keep the GSM (switched off) down on the floor near the student’s chair.

5. Ensure that students are sitting in their seat numbers before the start of the exam.

6. Make sure the students are seated in rows with maximum possible distance between the seats.

7. Inform the students about the examination rules especially cheating trails.

8. Distribute the exam papers with FACE DOWN then tell the students to write their full name, ID and any other required details.

9. Distribute alternatively, if a question paper is in two different forms A and B,

10. Ensure that no student answers using pencil. Answer must be given using pens only.

11. Circulate the attendance sheet to collect students’ signature in front of their names. Check the college ID card of each student with his name written on the answer paper while taking the attendance,. Note down the absence cases (with red
color) and the total number of student attended the exam. write their names and sign. Attach the attendance sheet to the answer sheet envelope.

12. Check when a student without the college ID card has any other identification like driving license/resident card, In case there no any identification and there is a suspect of someone writing the exam instead of that student, report immediately the case to the chief invigilator and write down a note on the answer script of that student.

13. Disallow latecomers, 30 min after the start of the exam. Similarly, disallow any student to leave the exam hall before 30 min from the start of the exam.

14. Inform the chief invigilator in case of any student who is late or confused about his/her section or exam hall. Calm down the student and allow him/her to sit in your room or a nearby room where his/her exam is there.

15. Decide in his/her discretion whether there is enough reason to shift a student from one place to another inside the exam hall or even remove him from the exam hall owing to cheating or disorderly conduct. Always make note of the student’s name, registration number and the course of event/s as well as notify the chief invigilator (or equivalent) of the occurrence/s

16. Be aware that he/she should not be an invigilator or a chief invigilator for his/her unit. On the day of his/her unit exam, he/she should not go round the exam halls. In case of students’ queries, he/she has to convey clarifications through the chief invigilator.

17. Be aware that he/she is not authorized to talk to students during the examination. He/she is not authorized to explain any doubts, ambiguities and questions raised by students. In case there is a query by many students, he/she can convey a message to the course tutor to do that.

18. Accompany the student and stipulate which washroom shall be used. Visits to washroom may be taken only after permission from the invigilator and under the condition that the invigilator’s instructions given on the particular occasion are followed. The invigilator can ask the assistance of the chief invigilator.

19. Make suitable arrangement for proper medical attention, when a student falls ill during the exam and is unable to complete the examination, No student shall re-enter the exam hall after leaving it unless he/she was under approved supervision during the full period of absence.
20. Collect the seat cards before the end of the exam and arrange them in an ascending order.
21. Announce the time left for completion during the last half an hour of the exam, once in beginning and later before 5mins.
22. Go around collecting the answer books from the students while they are in their seats. Do not allow any student to stand up during the last few minutes of the exam.
23. Check carefully the exact number of answer sheets and put them in the specified envelope and submit the envelope/s to the chief invigilator/ exam officer in the exam office.

Note: In Mid-term Examinations, the envelope should be submitted to HoD of the concerned department or the course tutor can collect it personally in the examination hall.

6.4 CHIEF INVIGILATOR

The Chief invigilator should
1. Be present in the exam office at least one-hour before the start of the exam to assist the General Exam Officer (Assistant Dean of Academic Affairs) to distribute the sealed envelopes of exam papers on the day of the exam.
2. Go round the exam rooms to make sure that invigilation is being carried out properly and report any irregularities if any to the GEO.
3. Take immediate action to look for a substitute for absent invigilators with the help of the HoD of the corresponding department/center.
4. Make it clear to the invigilators that cheating must be dealt with very seriously. Ask the invigilator to collect any evidence and to write a report about the cheating case/s. Names of dishonest students should be noted down and attached to the envelope.
5. Ensure attendance sheets for all sections with signatures of the students in front of their names and also the names and signature of the invigilators. Remind the invigilator to keep these sheets in the answer sheet envelope.
6. Inform invigilators to write a note in red pen on the answer script for any student without ID, even if the student had brought a certificate.
7. Record the names & IDs of students who are not sitting their exam room and ensure that they are writing exactly the same course they supposed to write.
8. Have a record of absent students. Cross check the absent students with the students who are not sitting in their respective exam rooms.
9. Make a round before the end of exam and inform the invigilators to make sure that the number of answer books received is equal to the number of students who sat for the exam.
10. Assist the exam officer in receiving the answer scripts along with the students' attendance from the invigilators after the exam.
11. Assist the exam officer to hand over the answer sheets to the unit tutors.
12. Report in the examination logbook notes about the exam progress and any problems or irregularities committed either by the invigilators or by the students.
13. The exam invigilator/s has to verify the items listed in the Appendix

7 SCHEDULE OF DOCUMENTS

7.1 Examinations Time table - Template
7.2 Schedule of Invigilation - Template
7.3 Examination Front Page – Template
7.4 Examination Packets Cover page - Template
7.5 Report of Malpractice – Form
7.6 Checklist for Chief Invigilators – Form

1. Examinations Time table - Template

(Name) Department - (Final/Mid) Examination Schedule Semester <No> / <200X – 20XX>

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7.2 Schedule of Invigilation - Template

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### NIZWA COLLEGE OF TECHNOLOGY

**<Name> DEPARTMENT – <Section>**  
Academic year 200X-20XX, Semester <No>

**FINAL EXAMINATION – <MMM>’<YYYY>**  
<COURSE CODE>; <COURSE NAME>

Date: DD-MM-YYYY  
Total Marks: <No>  
Time: <No> Hrs

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</tbody>
</table>

| PART B  
(<No>Marks Each) | Q.No | 1 | 2 | 3 | 4 | 5 |
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| PART C  
(<No>Marks Each) | Q.No | 1 | 2 | 3 |
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<tr>
<td>Marks</td>
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**GRAND TOTAL**

**General Instructions:**

1.  
2.  
3.  

Examiner 1 (Name and Signature)  
Examiner 2 (Name and Signature)

(<Name of Course Tutor>)  
(<Name of Course Coordinator>)
7.4 Examination Packets Cover page - Template
7.5 REPORT OF MALPRACTICE – Form

Report of Malpractice by a Student
Under NCT’s Academic Integrity Policy V 1.0, Dt.04/07/2009

Date: _____________

Name of the Student: ____________________________________________

ID: __________________________

Department / Section: __________________________________________

Examination Name & Code: _________________________________

Name(s) of the Invigilator(s): ___________________________________

Type of Assessment: Quiz / Homework / Mid-Exam / Final Exam
Others, Please Specify _________________________________

The above student has violated academic integrity under Item

Plagiarism ☐ Cheating ☐ Deception ☐ Facilitation ☐ Sabotage ☐

Evidences: (Please attach documentary evidence based on which the decision has been made)

(1) ____________________________________________________________

(2) ____________________________________________________________

(3) ____________________________________________________________

Signature of Invigilator(s) ________________________________________

Date: ____________________________
### 7.5 CHECKLIST FOR CHIEF INVIGILATORS - Form

The Chief Invigilator/s has to verify the following:

<table>
<thead>
<tr>
<th>#</th>
<th>Item</th>
<th>Task</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Invigilation duty</td>
<td>Attendance of invigilators</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Availability of exam papers</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Checking that no information and explanation is given by invigilators to students.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students' attendance sheet signed by invigilators.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students sitting not in their proposed rooms are writing their exact exam</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Late students reported</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Implementation of exam rules</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Seating of students</td>
<td>Even Distribution of students</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Enough spacing among seats</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Checking cleanliness of desks</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Exam Environment</td>
<td>Working condition of ACs</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Quietness and cleanliness of the exam hall.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Material related to exam</td>
<td>Course material outside the hall</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>No dictionaries and pagers</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>No programmable calculators</td>
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<td></td>
<td></td>
<td>GSMs down the seat on floor</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Checking cleanliness of students’ stationeries- malpractice</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Following exam rules by students</td>
<td>Answer using pen</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Proper distribution of question forms: A &amp; B</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Malpractice report/s</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Student Identification</td>
<td>Students without ID cards</td>
<td></td>
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<tr>
<td></td>
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<td>Checking faces of students with the photos of the ID cards</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Checking the name on the answer sheet with the name on the ID card.</td>
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PROCEDURES FOR ENSURING RELIABILITY, VALIDITY AND FAIRNESS IN EXAMINATIONS

Responsible Authority | Assistant Dean of Academic Affairs
Effective From | Date:
Amendments | This is the first written version of an existing procedure
Superseded Documents | Examination Procedures section in Academic Staff Manual
Review | Review to be done by AD Academics, Heads of ELC and Academic Departments; policy review to be done annually, preferably during the Summer Term.
File Number | **This will be assigned by QAFU.
Related Documents | 1. Examination Security Policy
| 2. Academic Integrity Policy
| 3. Student Grievance Policy
| 4. Examination Administration Procedures
| 5. Procedures for ensuring consistency of examinations
| 6. Procedures for inspecting student results
| 7. Procedures for results analysis
| 8. Student Assessment Handbook, Nizwa College of Tech.

1. POLICIES SUPPORTED
Assessment Policy
Academic Integrity Policy

2. APPLICATION
This procedure applies to all the paper based and online exams conducted throughout the college and to be followed by all academic staff.

3. EXCEPTIONS
International Exams like ICDL, TOEFL etc.

4. DEFINITIONS
4.1 Course Coordinator: An Academic staff teaching a particular course designated by the HoD to coordinate the activities of other staff teaching the same course for different sections.
4.2 **Assessment Quality Subgroup**: Members of the teaching staff who are designated by the respective Head of the departments to oversee and improve the quality of assessment in the college.

4.3 **Reliability**: It includes both the consistency of the assessment process to measure the skills of the students over a time and the consistency of the scorer to score the skills over a time.

4.4 **Validity**: It is concerned about whether the assessment undertaken measures what it is suppose to measure.

4.5 **Fairness**: It is concerned about whether an assessment process provides equal opportunities to all students irrespective of their gender and background, to demonstrate their skills.

5. **BACKGROUND**

The quality of an assessment depends on how well it is designed, implemented, administered, scored and analysed. All the staff who are involved in all the above processes are responsible for ensuring that an assessment is of high quality. Reliability, validity and fairness are the three main indicators of quality of an assessment. Further information pertaining to these indicators was available in the **Student Assessment Manual**. The procedures for ensuring all these are provided in the next section.

6. **PROCEDURES**

6.1 **PROCEDURE FOR ENSURING RELIABILITY**

6.1.1 The College’s Assessment quality subgroup will develop plans to estimate reliability in Mid-term and Final Examinations using internationally proven and adopted procedures and methods.

6.1.2 The College’s Assessment quality subgroup specifies the intended procedures to the Head of the departments, who in turn will provide all the necessary data for calculating reliability. These procedures can be

(i) **Test – Retest Reliability**

(ii) **Split-half Reliability**
(iii) Spearman-Brown Formula
(iv) Kuder – Richardson 20 (Inter-item reliability)
(v) Cronbach’s Alpha (Inter-item reliability)
(vi) Inter-rater reliability

6.1.3 Most of the methods for estimating reliability can be applied only to forced choice questions which constitutes utmost 40% of the examination marks in the college.

6.1.4 Standardized Exam Administration Procedures will be adopted while conducting Mid term and Final examinations. They include uniform environment, uniform time frame and uniform invigilation to all the students. They will be disseminated to everyone who administers the assessment to ensure uniformity.

6.1.5 The scoring procedures should be uniform for all the students. This can improve reliability when two different tutors score the same paper. (Inter-rater reliability).

6.1.6 The scoring of marks should be based on the answer key prepared in advance to the administration of exam. The answer key should clearly show the internal distribution of marks for long answer questions. It should also show the criteria or the information expected in a descriptive answer and its individual weightage.

6.1.7 Provision of ample time improves the reliability of an examination. So the examiner should keep the time factor in mind while preparing the assessment item.

6.1.8 The student should not be unfairly penalized for errors in grammar, spelling, neatness, vocabulary etc when they do not form the criteria for assessment.

6.1.9 Any alternative methods, that are deemed appropriate, to obtain the answer may be mentioned in the answer key, if possible. Due consideration should be given to the answers arrived alternatively to a question.

6.1.10 If a student answers extra questions when there is a choice in the questions, all the extra questions attempted should be scored and the questions with maximum score can be included for the final marks.
6.1.11 While scoring descriptive questions, it is always better to take one question at a time of all the students to improve reliability in scoring i.e. scoring answers to question no.1 of each student at the same time.

6.1.12 Also while scoring descriptive questions, the chances are very high for the scorer to be prejudiced and unreliable if the identity of the student is known. The scorer can be biased to award high marks influenced by the high-scoring history of the student. So it is better to hide the names of the student before scoring.

6.1.13 The order in which the answer papers are scored also have impact in the grading of the student. A teacher can grow more critical or become more lenient after reading through many papers thus the early papers may receive lower or higher scores than the papers of same quality scored later.

6.1.14 The marks achieved by the student in the previous questions or sections could also influence the scorer while scoring the current item. So it is suggested to keep those scores out of sight.

6.1.15 Two scorers are used to increase the reliability and authenticity in assessment.

6.1.16 Insights gained while scoring could serve as valuable indicators for a tutor to self check and rethink the design of a test item in future with respect to its clarity and difficulty. This could considerably improve the reliability of the exam.

6.1.17 The number of students answering a specific question correctly or incorrectly can justify the examiner’s assumption regarding the difficulty of the question.

6.1.18 Question items that are answered by majority of the students are very easy. This can justify a teacher’s assumption regarding the difficulty of a question. The possibility that such questions containing clues to the answer should be verified.

6.1.19 Question items that are answered by fewer students are very difficult. There can be a difficult question answered by more poor students than better students. This affects reliability. Other possibilities include incorrect answer for this question in the answer key and poor wording of the question which should be corrected.
6.1.20 Besides, if a difficult question is answered by a low scoring student, there is a possibility that the question can be answered by a guess, in which case it has to be reframed and moved to a different variety. For example, if the difficult question is a True/False question, it has to be shifted to another category. This can improve reliability by reducing guesswork.

6.1.21 A question answered by none or very less number of students may indicate it is too difficult. This may require further instruction from the teacher.

6.1.22 The overall performance of a student in the examination can be compared with their performance in the individual question or item (Item-test Correlation). The questions for which most of the high scoring students answered correctly are consistent with the exam as a whole. Also a question for which most of the low scoring students answered incorrectly are also consistent with the exam as a whole. The other questions which have low correlations can be removed or reframed.

6.1.23 In multiple choice questions, the options not selected by the students may be not good enough to distract them. In this way, the design of distractors could be refined.

6.1.24 The lesser the chance for obtaining answers by guesswork, the greater the reliability. So questions should be designed to discourage obtaining answers by chance.

6.1.25 Stricter measures and tighter controls during invigilation should be ensured to discourage cheating in any forms. Cheating affects the stability of the assessment.

Better test items can always improve reliability and can be constructed following the guidelines mentioned in Section 2.2.2.2 of the Student Assessment Handbook.

6.1.26 Reliability in scoring the papers is also another important factor that affects the quality of the assessment.

6.1.27 Mis-scoring an assessment item reduces the reliability.

6.1.28 Two course tutors scoring a paper for two sets of students should use a common answer key. The scoring should be uniform and strictly according to the answer key.
6.1.29 This would also apply when two course tutors score a paper of the same student.

6.2 PROCEDURE FOR ENSURING VALIDITY

6.2.1 The College’s Assessment quality subgroup will develop plans to ensure validity in Mid-term and Final Examinations with the administrative support of the Head of the departments.

6.2.2 All assessment items should be matched with the goals and objectives of the course. The exam should comprise items that cover the objectives of that specific course. For e.g. it does not assess writing skills, when it is supposed to measure problem solving (Content Validity). This could be ensured with the current Moderation Form. Statistical methods cannot be used to check this type of validity. A wide range of assessment items with more number of relevant questions will ensure this validity.

6.2.3 The assessment appears like it does measure the construct of interest. For e.g. It appears more valid when a TV program’s popularity is measured with the number of viewers than with the number of TV sets switched ON (face validity). This could be ensured by reviewing the paper with another subject expert. Statistical methods cannot be used to check this validity.

6.2.4 Compare the results of assessment of a particular course with the results of another related course taken by the same student. For e.g. the results of workshop technology course and the results of manufacturing process of the same student would closely match. (Convergent validity).

6.2.5 Compare the results of the students in one section with the results of the students in the other sections. If there is a close relationship, then assessment has external validity (Transfer and Generalizability).

6.2.6 Assessment items that require students to respond from memory should be strictly avoided.

6.3 PROCEDURE FOR ENSURING FAIRNESS
6.3.1 The Assessment criteria for each course has to be clearly disseminated to the students through oral and written means before the examination.

6.3.2 Directions and instructions should be clear and should be given in simple language.

6.3.3 Both judgemental and statistical review would be employed to improve fairness in assessment.

6.3.4 The Assessment items will be judged for fairness by the Moderator, Head of section and Head of Department. Any items that are seemed to be biased to one group of students would be either reviewed or deleted. (Pre-assessment)

6.3.5 The Assessment quality subgroup would carry out a statistical review of the exam questions. The questions that are most answered by the students would be taken as a first group and the others as second group. The groups could then be analysed for any bias. (Post-assessment)

6.3.6 While scoring descriptive questions, the chances are very high for the scorer to be prejudiced if the identity of the student is known. The scorer can be biased to award high marks influenced by the high-scoring history of the student. So it is better to hide the names of the student before scoring. This could improve fairness.

6.3.7 The order in which the answer papers are scored also have impact in the grading of the student. A teacher can grow more critical or become more lenient after reading through many papers thus the early papers may receive lower or higher scores than the papers of same quality scored later. This could improve fairness.

6.3.8 The marks achieved by the student in the previous questions or sections could also influence the scorer while scoring the current item. So it is suggested to keep those scores out of mind and sight.

6.3.9 A piece of work submitted by a student satisfying the assessment criteria should have the same marks as a similar work. This can reduce complaints from students claiming that they have received less mark than the other student who has written the same answers.

6.3.10 A past performance of a student can influence current scoring, knowledge of student gender could also influence scoring as there is a general belief that
girls are more sincere, hardworking and usually write exams well. So it is suggested to hide the names before scoring.

7. REFERENCES


Nizwa College of Technology

ASSESSMENT MODERATION POLICY

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<th>Responsible Authority</th>
<th>Assistant Dean of Academic Affairs</th>
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<td>1. HoC of English Language Centre, Ext. No. 595</td>
</tr>
<tr>
<td></td>
<td>2. HoD of Engineering Department, Ext. No. 510</td>
</tr>
<tr>
<td></td>
<td>3. HoD of IT Department, Ext. No. 544</td>
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<td>4. HoD of Business Studies Department, Ext. No. 531</td>
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<td>Superseded Documents</td>
<td>Academic Staff Manual.</td>
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<td>2. Procedures for ensuring validity, reliability and fairness in Examinations</td>
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<td>3. Assessment Moderation Policy.</td>
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<td>4. Procedures for inspecting student results.</td>
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<td>5. Student Assessment Handbook, Nizwa College of Tech.</td>
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Policy Statement

Nizwa College of Technology will ensure the credibility of the student grades through a fair, valid and reliable moderation by analyzing, comparing and evaluating the assessment process and its results.

1 Purpose

1.1 The purpose of this policy is to ensure that:

   a. the assessment covers the learning outcomes with approved items and clear criteria of measurement.
b. the student assessment is uniform, specifically when it is done by different staff
to different student.
c. the student grades in a particular course are fairly distributed and any abnormal
results are to be analyzed for quality assurance purposes.

2  **Scope**

2.1 This Policy applies to the Course work assessment, Mid-term and Final
Examinations of the Foundation and Academic departments of the college.

3  **Definitions**

3.1 **Moderation**: A quality assurance process through which the comparability and
quality of assessment is ensured.

3.2 **Assessment item**: Objective and Descriptive questions in an assessment.

3.3 **Validity**: It is concerned about whether the assessment undertaken measures
what it is supposed to be measured.

3.4 **Reliability**: It includes both the consistency of the assessment process to
measure the skills of the students over a time and the consistency of the scorer to
score the skills over a time.

3.5 **Fairness**: It ensures that all the students are assessed equally without any bias
and do not discriminate against members of any ethnic/racial or gender group or
against students with disabilities.

3.6 **Pre-assessment moderation**: It refers to the processes that ensure the clarity,
content, distribution of items based on difficulty, timeframe and standard of an
assessment method.

3.7 **Post-assessment moderation**: It refers to the processes that ensure the grades
are in accordance with the set marking criteria and the college's academic
standards.

3.8 **Course Coordinator / Internal Moderator**: A member of teaching faculty who is
also an expert in that subject or one of the course tutors appointed by the HoD.

3.9 **External Moderator**: A member from another institution or organisation who shall
review the questions papers and marked answer scripts for moderation. This
member will be recommended by the HoD during the start of a semester and shall
continue to function throughout an academic year.

4  IMPLEMENTATION

4.1  Pre-assessment Moderation

4.1.1 Questions have to be set as per the prescribed norms (referring to the assessment methods & test specification agreed in the council meeting No.2 on 25/9/2006)

4.1.2 For courses with large number of sections and taught by many tutors, the course coordinator is to be in-charge for meeting all tutors to agree for a common exam paper. Each tutor should participate in setting the paper taking into consideration the standards, outcomes coverage etc.

4.1.3 Each course tutor/coordinator has to submit a model answer key to the HoD with a clear marking scheme and in case of more number of sections, all the course tutors should follow the same answer key.

4.1.4 Every question paper should have a cover page with the course name, duration of the exam, total marks, detailed marking statements, name of the staff, etc. according to PROCEDURES FOR ENSURING RELIABILITY, VALIDITY AND FAIRNESS IN EXAMINATIONS.

4.1.5 The Question paper shall be reviewed by the Moderator for

h)  A Standard Exam format.

i)  Balanced distribution of questions, i.e. easy, moderate and challenging parts.

j)  Clear Marking scheme.

k)  Authenticity of exams, i.e. not repeated from previous exams.

l)  Coverage of the exams to the objectives and outcomes of the course.

m)  Time period of the exam to fit the length and number of questions.

n)  Clarity and language proof.

All the other PROCEDURES FOR ENSURING RELIABILITY, VALIDITY AND FAIRNESS IN EXAMINATIONS should be followed.

4.1.6 In case of any disagreement between the moderator and the course tutor, the decision of the Head of the department is deemed final.

4.1.7 Course tutors should keep a record of the objectives and outcomes which are covered in all types of assessments.

4.1.8 The course tutor shall complete a **Moderation Form** which shall be duly counter
signed by the Moderator and approved by the HoS and HoD along with the question paper.

4.2 **Post Assessment Moderation**

4.2.1 While the course tutor marks the scripts using a RED pen, the Moderator shall mark using a PINK pen. After Exam administration, the moderator is entitled to verify whether

- all assessment items and all scripts are marked
- all scripts are marked according to the marking scheme.
- Totaling and Sub-totaling in all scripts are correct
- all marks have been correctly transferred to the front page cover of script.
- all pages are considered including all rough work.
- any question is answered twice, it shall be ensured that the marks are taken into account for one attempt which is awarded with the maximum marks.

If the student has answered more questions than indicated by the examination rules, the marks from one or more questions must be disregarded in order to obtain the appropriate number of question marks. The lowest –mark question or questions shall be disregarded.

4.2.2 The moderator should also carry out the following duties.

- Each page that has been considered by moderator must have some indication to this effect. If a page attracts no mark or comment internal moderator should put a line down the outer margin to indicate that the page has been seen.
- The cases where there is a discrepancy between the marking and the variation in the total marks exceeds 10% of the total, the scripts shall be returned to the course tutor for correction.
- The total and subtotal of each section / part by verifying the number of questions allowed to answer when there are choices given. For example, if in part B, when a student is allowed to answer any 5 out of 6 questions, the best 5 answers shall be taken into account.
- No answer shall be left unmarked /unchecked even if it is written outside the assigned space.
4.2.3 The External Moderator will also review the scripts and submit an overall report to the HoD.

4.2.4 The Course tutor / Course coordinator submits the evaluated answer scripts to the Head of department.

4.2.5 The Head of Department will form a moderation committee for each branch / specialization / subjects to moderate the marks.

4.2.6 The committee shall choose at least 30% of the answer scripts either randomly for each section or from the scripts in maximum, average and minimum range of marks and check them in accordance with the **PROCEDURES FOR ENSURING RELIABILITY, VALIDITY AND FAIRNESS IN EXAMINATIONS**.

4.2.7 The Head of the department shall consult with the moderation committee regarding any abnormality in marks and shall take decisions regarding any appropriate change in marks.

4.2.8 The Head of the department also decides on borders of failure cases and borders of grades cases on merit.

4.2.9 The Head of the department shall submit the marks to the approval of the college council.
5 Schedule of Documents
5.1 Moderation Form
5.2 External Moderator Report
5.3 Department Moderation Committee – Minutes

6 References
“Principles of moderation of assessment (2008)”, Australian Catholic University,

7 Revisions

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<td>04/03/09</td>
<td>Dr. Bader Ahmed AD, Academic</td>
<td>N/A</td>
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<td>Assistant Deans, HoCs-ETC, ELC, HoDs – Academic Depts.</td>
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QUESTION PAPER MODERATION FORM

Course Name: 
Course Code: 
Section: 1 
Level: 
Semester 1 2009-2010

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Comments of the Moderator:

Name and signature of the moderator  Date Signed

NOTE: Moderators should note down the suggestions/corrections made by them in the form or if necessary on the backside of the paper. Example [Qn 1-Word short, Qn 2-Answer not available etc]

Action taken by the course Tutor:

Name and signature of the course tutor  Date Signed

NOTE: Here the course tutor should write about the suggestions/corrections like accepted suggestions/corrections or reasons if any if they disagree

Head of Section’s signature/date  Head of Department’s signature/date

[Head of section shall verify the entries above before approving the same]
**EXAMINATION SECURITY POLICY**

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<th>Assistant Dean of Academic Affairs</th>
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| **Contact Details**   | 1. HoC of English Language Centre, Ext. No. 595  
                         2. HoD of Engineering Department, Ext. No. 510  
                         3. HoD of IT Department, Ext. No. 544  
                         4. HoD of Business Studies Department, Ext. No. 531 |
| **Authorization**     | NCT College Council  
                         Decision No. ___ Date: ____________ |
| **Effective From**    | Date: |
| **Amendments**        | This is the first written version of an existing policy. |
| **Superseded Documents** | Academic Staff Manual. |
| **Review**            | Review to be done by AD Academics, Heads of ELC and Academic Departments; Policy review to be done annually, preferably during the Summer Term. |
| **File Number**       | AC-STF-003 |
| **Related Documents** | 1. Academic Integrity Policy  
                         2. Examination Administration Procedures  

**Policy Statement**

Nizwa College of Technology will ensure high degree of credibility and responsibility among the members of the staff to uphold the integrity and safety of all the examinations.

1 **Purpose**

1.1 The integrity and credibility of examinations decides the quality of learning in an educational institution. As such, NCT strives to ensure that major examinations such as the midterm and final exams are credible and free from any doubt of tampering or leakage.
1.2 All members of the staff are strictly advised to follow strict rules in maintaining confidentiality and integrity of exam scripts and to ensure as well that strict guidelines are followed in the storage, distribution and retrieval of these exam scripts.

1.3 This document provides necessary information that staff should follow regarding this matter, as well as related general principles in exam scripts preparation, storage, distribution and retrieval.

2 Scope
2.1 This Policy applies to all the members of the staff who are directly or indirectly involved in examination processes.

3 Definitions
3.1 Portable media: Any digital storage device like CD, DVD, Hard-disks, Flash drives Memory cards, etc.

4 IMPLEMENTATION
4.1 All the examination papers shall be developed by the course tutor for single section of the course or by the course coordinator for more than one sections of the same course.

4.2 The course coordinator/tutor shall follow strict security measures while drafting the exam script in the computer. The exam script shall be prepared in the computer of the course tutor/course coordinator only.

4.3 While the exam script is still being drafted, the course coordinator/tutor shall disconnect the computer from the college network so as to avoid any unauthorized access through hacking. The course tutor shall remove the network cable to disconnect.

4.4 A password shall be assigned to the file to avoid access by unauthorized persons of the exam script. No files shall be saved in a shared drive. Examination paper shall neither be transferred through the college’s messaging system to anyone nor be sent through mailing services.

4.5 While the exam script is still being drafted, the computer shall never be left unattended by the course tutor / course coordinator.
Printing of the exam script should be done personally by the concerned course coordinator/tutor, preferably in the department/center where he/she belongs.

The course coordinator/tutor should make sure that immediate action be made on changing the exam paper in case it is suspected that there is a leak of the exam or any related incident such as loss of portable media where the exam is saved.

Copies of the examination script shall be done by the course coordinator/tutor by visiting the college reprographic center personally.

High degree of care shall be taken to ensure that no examination script are left in the photocopying center.

Only the course coordinator/tutor and the HoD/HoS are allowed to handle the examination scripts prior to the examination.

During the examination period, the Chief Invigilator is also given authority in handling/securing the examination papers. In this regard, no other third party is allowed to handle the examination script before, during or immediately after the actual examination.

It is the responsibility of the course coordinator/tutor to submit the correct number of examination sheets to the General Exam Officer (AD of Academic Affairs) two (2) working days before the actual date of examination, duly sealed in a secure envelop with a clear marking of the contents. A cover page provided in the Examination Administration Procedures shall be used.

The General Exam Officer has the full responsibility in securing the storage of the exam papers in the Central Examination Office.

The Assistant Dean, Administrative affairs shall ensure the after-hours safety of the examination papers by appointing security personnel for the Central Examination Office.

On the day of actual examination/utilization of exam paper, and after the allotted time for the examination is over, the course tutor shall collect the answer scripts from the Central Examination Office, physically count the number of answer sheets handed over to him/her, and correspondingly sign in the acknowledgement book.

During the conduct of the exam/use of the exam paper, the invigilators shall ensure the safe custody and handling of the exam scripts, as well as the assurance of no leakage of the paper before the start of the exam.
4.17 After the examinations, the answer scripts shall be collected in person by the course tutor from the central examination office in case of final examination and from the invigilator in case of Mid-term examination.

4.18 The member of the academic staff who is authorized to handle the examination scripts at a particular stage of the examination shall deemed to be responsible for any disclosure, leaking or tampering at that stage.

4.19 Any sanctions against such staff shall be carried out in accordance with the College’s Academic Integrity Policy.

4.20 The General Examination Officer shall postpone any examinations prior to its administration, if there is a doubt about the integrity of the examination or any evidence of leaking of question papers has been presented.

4.21 The General Examination Officer shall cancel any examinations after its administration, if there is a doubt about the integrity of the examination or any evidence of leaking of question papers has been presented.

4.22 Suitable arrangements shall be made by the GEO to arrange such examinations in a different date after consulting with the Head of Departments.

4.23 The Head of department shall ensure that all the students are intimated with the new dates of the re-examination.

5 Revisions

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NCT
Nizwa College of Technology

ACADEMIC INTEGRITY POLICY for STAFF

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| Authorization                          | NCT College Council  
Decision No. ____ Date: ____________ |
| Effective From                         | Date: Sep 2009 |
| Amendments                             | This is the first written version of an existing policy. |
| Superseded Documents                   | n/a |
| Review                                 | Review to be done by AD Academics, Heads of ELC and Academic Departments; policy review to be done annually, preferably during the Summer Term. |
| File Number                            | AC-STF-004 |
| Related Documents                      | Procedures for Handling Academic Integrity Violations by Staff |

1. Policy Statement

The intellectual reputation of the college depends on maintaining high standards of academic integrity. Commitment to these standards is a responsibility of every staff of Nizwa College of Technology.

2. Purpose and Scope

Academic integrity is essential to the realization of mission of higher educational institutions and violations of academic integrity are serious offenses against the academic community. Every member of the college academic community bears responsibility for ensuring that standards of academic integrity are upheld through the five fundamental values; honesty, trust, fairness, respect and responsibility. Only through proper communication and interaction among students, staff and administrators, NCT will be able to maintain the necessary commitment to academic integrity.

Since academic integrity is one of the foundations of the college’s commitment to the principles of equal and free acquisition of information and knowledge, staff are responsible for teaching and upholding high-standard course material development, project undertaking, ethics and rapport. In the college academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. Any work that staff do must be the product of their own effort and must be consistent with appropriate standards of the college code of ethics. Academic dishonesty which includes fabrication, plagiarism and other forms of unethical behavior is prohibited.
Academic staff, through the guidance of respective HoDs, are responsible for monitoring their own individual works pertaining to academic integrity. Likewise, academic staff share the responsibility for educating students about the importance and principles of academic integrity.

College authorities (HoDs, A.D. Academic) are responsible for informing staff about the particular expectations and consequences of academic integrity violations. They should also keep them aware of the procedure to avoid any sort of violation that breaches the academic integrity values. This should cover individual and college work of staff including permissible limits of legal use of resources to prevent plagiarism & fabrication, acceptable citation format, academic rapport, etc.

This policy applies to all staff, including administrators of the college.

3. Definitions

**Cheating.** Cheating is any attempt to give or obtain assistance in a formal academic exercise without due acknowledgement. Moreover, cheating is the use of impermissible or unacknowledged materials, information, or study aids in any academic activity. Similarly, staff may not request others to conduct or prepare any academic work for them.

**Plagiarism.** Plagiarism is the representation of words or ideas of another as one’s own in any academic work. This can range from borrowing without attribution a particularly apt phrase, to paraphrasing someone else's original idea without citation, to wholesale contract cheating. To avoid plagiarism, every direct quotation must be identified by quotation marks, or by appropriate indentation, and must be cited properly according to the accepted format. Acknowledgement is also required when material from any source is paraphrased or summarized in whole or in part in one’s own words.

**Fabrication.** Fabrication is the falsification or invention of any information or citation in an academic work. This includes making up citations to back up arguments or inventing quotations. It includes data falsification, in which false claims are made about project/research performed, including selective submitting of results to exclude inconvenient data to generating bogus data. “Invented” information may not be used in any laboratory or other academic work without permission from authorized individuals or groups.

**Deception.** Deception is providing false information to a HoD concerning a formal academic task. Examples of this include taking more time on a take-home duty than is allowed, giving a dishonest excuse when asking for a deadline extension, or falsely claiming to have submitted work.

**Sabotage.** Sabotage is when a staff prevents others from completing their work. This includes cutting pages out of library books or willfully disrupting the work of others.

**Facilitating violations of academic integrity.** It is a violation of academic integrity for someone to aid others in violating academic integrity. A staff who knowingly or
negligently facilitates a violation of academic integrity is as culpable as the party who receives the impermissible aid, even if the former staff does not benefit from the violation. Similarly any staff who, in one way or another, tries to provide unfair assistance to students by bowing to student’s or someone’s pressure for giving additional marks, ignoring students’ trails for plagiarism, cheating, etc. is also considered a serious violation.

Professorial Misconduct. Professorial misconduct includes improper grading of students' papers and oral exams, deliberate negligence towards cheating or assistance in cheating. This can be done for reasons of personal bias towards students (favoritism), for a bribe, or to improve the teacher's own perceived performance by increasing the passing rate.

4. Implementation

Any violation of academic integrity is a serious offense and is therefore subject to an appropriate penalty or sanction. Academic integrity violations at Nizwa College of Technology are classified into four levels according to the nature of violation. For each level of violation a corresponding set of sanctions may be taken.

The recommended sanctions at each level are not binding, but are intended as general guidelines for the academic community. Moreover, due to mitigating circumstances, a recommended sanction may not be imposed, even when the perpetrator is found responsible for a given violation. Culpability may be assessed and sanctions imposed differently for those with more or with less experience as members of academic community.

The following are examples for each level of violation of academic integrity as described in this policy for Nizwa College of Technology. These are meant as illustrations only and should not be taken all inclusive.

a. Level One Violations

Level 1 violations may occur because of ignorance, inexperience or lack of knowledge of the principles of academic integrity and are often characterized by the absence of dishonest intent on the part of the staff committing the violation. These violations generally are quite limited in extent, occur in minor activities, and represent a small fraction of the total work. Examples include:

- Non-familiarity with college rules and regulations regarding academic integrity
- Ignorance of code of ethics regarding Intellectual Property Rights (IPR)
- Failure to give proper acknowledgment in a small/limited section of a paper or an article

Sanctions for this level violation may be:
b. **Level Two Violations**

Level 2 violations are breaches of academic integrity that are more serious and affect a more significant aspect or portion of the course materials and other related works compared with Level 1 violations. Examples include:

- Quoting directly or paraphrasing to a moderate extent without acknowledging the source, e.g. in course materials and/or course notes
- Using data or interpretative material for a laboratory work/report without acknowledging the sources or the collaborators. All contributors to the acquisition of data and/or to the writing of the report must be acknowledged
- Failure to acknowledge assistance from others in a paper or a project report
- Giving undue assistance to students in doing their assignments, projects, etc.

Sanctions for Level Two violations may include one or more of the following:

- Disciplinary warning or probation
- Required participation in a seminar/workshop on ethics or academic integrity

c. **Level Three Violations**

Level 3 violations are breaches of academic integrity that are more serious in nature or that affect a more significant aspect or portion of the course materials, papers and other academic works of staff compared with Level Two violations. Examples include:

- Repeating Level Two violations.
- Presenting the work of another as one’s own.
- Plagiarizing major portions of a written report or research paper
- Conspiring before an exam to develop methods of illicitly exchanging information with students during the exam.
- Altering examinations for the purposes of re-grading.
- Acquiring or distributing copies of an examination script from an unauthorized source prior to the examination period to students.
- Bowing to pressure from students, parents or other influences to modify marks.
- Unfair marking of answer scripts, assignments, lab reports, etc.
- Leaking exam papers or disclosing exam questions or giving clues to students about examination papers.
- Threatening students to lower their grades or fail them.
- Dishonest academic rapport with students
- Removing or damaging posted or reserve materials, or preventing others from having access to these.
- Fabricating data by inventing or deliberately altering material. Fabrication includes citing “sources” that are not, in fact, sources.
- Using unethical or improper means of acquiring data.

The sanction of Level Three violations may be suspension or termination of contract of the staff member, depending on the seriousness of the violation.

d. **Level Four Violations**

Level 4 violations represent the most serious breaches of academic integrity. Examples include:

- Committing a violation of academic integrity after returning from suspension for a previous violation of academic integrity
- Committing a violation of academic integrity that breaks the law or resembles criminal activity such as forging a grade form or transcript, taking or using an examination script from another lecturer without his knowledge, or altering the record of work done at the college
- Sabotaging another’s work through actions designed to prevent the concerned individual from successfully completing a project.

The sanction for Level Four violations may be the termination of work contract.

e. **Repeat Offenses**

As already stated, a repeat violation at Level Two will ordinarily be treated as a Level Three violation. Likewise, any violation of academic integrity committed after returning from suspension from a Level Three violation will be treated as a Level Four violation.

5. **Academic Integrity Principles**

1. Academic misconduct includes cheating, fabrication, plagiarism, or facilitating academic dishonesty or as further specified in college bylaws, professional code of conduct for staff, or student handbook.
2. Lecturers shall make a reasonable effort to explain to students at the outset of a course the behavior expected of them when taking examinations or preparing and submitting other course work. They are also responsible in monitoring the integrity of their own course materials and other works, and should practice academic honesty at all times.
3. In the event that academic misconduct is suspected, due process shall be respected. The procedures related to this policy shall be invoked to determine the facts of the case and to decide upon both academic and disciplinary sanctions where appropriate. All steps need to be carefully documented in writing and should be completed in a timely manner.
4. All members of the college community who suspect violations of academic integrity should report it to the HoD of the department offering the course. If so desired by the concerned individual, the HoD will maintain the staff’s identity in strict personal confidence.

5. The HoD is responsible for recommending to the AD Academic Affairs the academic sanctions to be imposed. Academic sanctions may include reduced marks, reduced grade in the course, or failing grade in the course for students, or warning, suspension or termination for staff.

6. Disciplinary sanctions are recommended by the AD of Academics or the Disciplinary Committee of the college.

7. The decision of the committee is final. Appeals to the College Dean will be considered only for alleged violation of due process.

8. In cases of academic misconduct involving more than one staff, the committee will coordinate their decisions to ensure that disciplinary sanctions are applied fairly.

9. No narrative evaluation will be issued until the process outlined is completed and a final decision on the charges and the sanctions are imposed. The concerned individual may appeal against the sanctions.

10. In serious cases in which academic misconduct has been determined, a notation of misconduct shall be entered for a specified period on staff’s official records.

a. Roles and Responsibilities

The Assistant Dean of Academic Affairs has the ultimate responsibility for implementing and overseeing the Academic Integrity Policy in the college. The Asst. Dean of Academic Affairs is responsible for deciding the sanction for individuals found responsible for violations of academic integrity on campus. The AD Academic Affairs shall exercise this responsibility personally or delegate it to the Head of Department under consideration; however serious cases which need detailed investigation shall be forwarded to the Dean.

HoDs shall assume the role of academic integrity facilitators and shall help in increasing the awareness of staff concerning academic integrity. They shall also advise on matters concerning academic integrity procedures.

b. Communication

This policy is disseminated through the College Policy Manual as well as the college intranet.

c. Procedures and Forms

The following procedure describes how to handle academic integrity violations for the staff in the college.

- HoD shall explain the policies regarding academic integrity to all staff and the consequences of any violation.
- HoD shall establish a departmental Academic Integrity Committee (AIC) which will have the responsibility of dealing with staff violation cases. It is
to be headed by the HoD with membership of HoSs and senior faculty members if necessary.

- AIC has to monitor cases of violation which could include but are not limited to:
  - Checking random samples of bypassing plagiarism violations by students and still giving marks.
  - Verification of teaching materials violating IPR.
  - Bowing to students’ and/or parents’ pressure to modify the marks.
  - Unfair evaluation of answer scripts, assignments, labs reports, etc.
  - Giving undue assistance to students in doing assignments, projects, etc.
  - Leaking exam papers or disclosing exam questions or giving clues to students about examination papers.
  - Threatening students to reduce their marks or to fail them.
  - Dishonest academic rapport with students.

- The HoD has the right to evaluate any academic material from the faculty member before it is distributed to students.

- The AIC decides on the level of violation and the sanction(s) to be taken in consultation with the A.D. Academics.

- Serious cases which need detailed investigation have to be reported to the Asst. Dean of Academic Affairs who has to forward it to the College Dean. An Investigation or Fact-finding Committee may be established by the College Dean and sanctions shall be taken based on the committee report.

- Violation cases related to administrative staff shall be monitored and investigated by higher authority.

- The staff member has the right to cross-appeal against the violation sanction within one week to the College Dean whose decision will be final.

- Copy of violation reports should be kept in the department file with one set to be sent to the Asst. Dean of Academic Affairs.

6. References


UC Santa Cruz. *Official University Policy on Academic Integrity for Undergraduate Students.* 1 September 1999.


7. Revisions

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Since academic integrity is one of the foundations of the college’s commitment to the principles of equal and free acquisition of information and knowledge, students are responsible for learning and upholding high standards of writing, assessment and ethics in their specializations. In the college academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. Any work that students submit, written or otherwise must be the product of their own effort and must be consistent with appropriate standards of code of ethics. Academic dishonesty which includes cheating, plagiarism and other forms of unethical behavior, is prohibited.
Academic staff share the responsibility for educating students about the importance and principles of academic integrity. Individual faculty members are also responsible for informing students of the particular expectations regarding academic integrity within individual courses, including permissible limits of student collaboration and acceptable citation format. All academic staff should report violations of academic integrity they encounter.

This policy applies to all students of the college.

3. Definitions

**Cheating.** Cheating is any attempt to give or obtain assistance in a formal academic exercise (e.g. examination) without due acknowledgement. Moreover, cheating is the use of impermissible or unacknowledged materials, information, or study aids in any academic activity. Using books, notes, calculators, etc. when their use is forbidden constitutes cheating. Another example of academic dishonesty in this area is a dialogue between students in the same class but in two different time periods, both of which a test is scheduled for that day. If the student in the earlier time period informs the other student in the later period about the test, that is considered academic dishonesty, even though the first student has not benefited himself.

**Plagiarism.** Plagiarism is the representation of words or ideas of another as one’s own in any academic work. This can range from borrowing without attribution a particularly apt phrase, to paraphrasing someone else's original idea without citation, to wholesale contract cheating. To avoid plagiarism, every direct quotation must be identified by quotation marks, or by appropriate indentation, and must be cited properly according to the accepted format. Acknowledgement is also required when material from any source is paraphrased or summarized in whole or in part in one’s own words.

**Fabrication.** Fabrication is the falsification or invention of any information or citation in an academic work. This includes making up citations to back up arguments or inventing quotations. It includes data falsification, in which false claims are made about research performed, including selective submitting of results to exclude inconvenient data to generating bogus data. “Invented” information may not be used in any laboratory report or other academic work without authorization from the lecturer, instructor/technician, or other authorized individuals or groups.

**Deception.** Deception is providing false information to a teacher/instructor concerning a formal academic exercise. Examples of this include taking more time on a take-home test than is allowed, giving a dishonest excuse when asking for a deadline extension, or falsely claiming to have submitted work.

**Sabotage.** Sabotage is when a student prevents others from completing their work. This includes cutting pages out of library books or willfully disrupting the experiments of others.

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Any violation of academic integrity is a serious offense and is therefore subject to an appropriate penalty or sanction. Academic integrity violations at Nizwa College of Technology are classified into four levels according to the nature of violation. For each level of violation a corresponding set of sanctions is recommended.

The recommended sanctions at each level are not binding, but are intended as general guidelines for the academic community. Moreover, due to mitigating circumstances, a recommended sanction may not be imposed, even when the perpetrator is found responsible for a given violation. Culpability may be assessed and sanctions imposed differently for those with more or with less experience as members of academic community.

The following are examples for each level of violation of academic integrity as described in this policy for Nizwa College of Technology. These are meant as illustrations only and should not be taken all inclusive.

f. **Level One Violations**

   Level 1 violations may occur because of inexperience or lack of knowledge of the principles of academic integrity and are often characterized by the absence of dishonest intent on the part of the student committing the violation. These violations are generally quite limited in extent, occur in minor activities, and represent a small fraction of the total work. Examples include:

   - Working with another student on a course work activity when such collaboration is prohibited.
   - Failure to give proper acknowledgment in a small/limited section of an assignment.

Sanctions for this level violation may be:

   - Recommendation to attend in a counseling session in the Advising & Counseling Center of the college with undertaking to be signed by student.
   - Recommendation to amend the original assignment and re-submitting it
   - No credit for the original assignment
   - Disciplinary warning

 g. **Level Two Violations**
Level 2 violations are breaches of academic integrity that are more serious and affect a more significant aspect or portion of the course work compared with Level 1 violations. Examples include:

- Quoting directly or paraphrasing to a moderate extent without acknowledging the source, e.g. assignments and reports
- Submitting the same work or major portions thereof to satisfy the requirements of more than one course without permission from the lecturer to whom the work is submitted for the second or subsequent time
- Using data or interpretative material for a laboratory work without acknowledging the sources or the collaborators. All contributors to the acquisition of data and/or the writing of the report must be acknowledged.
- Failure to acknowledge assistance from others in a paper or project report

Sanctions for Level Two violations may include one or more of the following:

- Zero for the plagiarized part of the assignment
- A failing grade or reduced mark for the course
- Disciplinary warning or probation

h. Level Three Violations

Level 3 violations are breaches of academic integrity that are more serious in nature or that affect a more significant aspect or portion of the course work, reports and assignments of students, compared with Level Two violations. Examples include:

- Repeating Level Two violations.
- Presenting the work of another as one’s own.
- Cheating in quizzes and exams (midterm, finals, etc)
- Plagiarizing major portions of a written report or assignment
- Acting to facilitate copying/cheating during exams
- Using prohibited materials such as books, notes, or calculators during exams
- Conspiring before an exam to develop methods of illicitly exchanging information during the exam
- Altering examinations for the purposes of re-grading
- Pressurizing the tutors and other staff through coercion or similar means to increase, decrease or modify the scores of any examination paper.
- Acquiring or distributing copies of an examination script from an unauthorized source prior to the examination period
- Removing or damaging posted or reserve material, or preventing others from having access to the material
- Fabricating data by inventing or deliberately altering material. Fabrication includes citing “sources” that are not, in fact, sources
- Using unethical or improper means of acquiring data
- Cheating the college by submitting a fabricated medical reports just to miss and repeat an exam

The sanction of Level Three violations ordinarily is a failing grade for the course and suspension of one or more semesters, depending on the seriousness of the violation and in compliance with the College Bylaws.

i. **Level Four Violations**

Level 4 violations represent the most serious breaches of academic integrity. Examples include:

- Committing a violation of academic integrity after returning from suspension for a previous violation of academic integrity
- Committing a violation of academic integrity that breaks the law or resembles criminal activity such as forging a grade form or transcript, stealing an examination script from a lecturer, or altering the record of work done at the college
- Having a substitute take an examination or taking an examination for someone else
- Sabotaging another’s work through actions designed to prevent the concerned individual from successfully completing a project.
- Pressurizing, threatening or coercing the tutor, directly or through an intermediary, to modify the result of any assignment or examination.

The sanction for Level Four violations ordinarily may be permanent expulsion from the College with a permanent notation of disciplinary expulsion in case of the student’s transcript. Sanctions should be imposed in compliance with the College Bylaws.

j. **Repeat Offenses**

As already stated, a repeat violation at Level Two will ordinarily be treated as a Level Three violation. Likewise, any violation of academic integrity committed after returning from suspension from a Level Three violation will be treated as a Level Four violation.

5. **Academic Integrity Principles**

1. Academic misconduct includes cheating, fabrication, plagiarism, or facilitating academic dishonesty or as further specified in college bylaws, professional code of conduct for staff, or student handbook.
2. Lecturers shall make every possible effort to explain to students at the outset of a course the behavior expected of them when taking examinations or preparing and submitting other course work.
3. In the event that academic misconduct is suspected, due process shall be respected. The procedures related to this policy shall be invoked to determine the facts of the case and to decide upon both academic and disciplinary
sanctions where appropriate. All steps need to be carefully documented in writing and should be completed in a timely manner.

4. All members of the college community who suspect academic dishonesty should report it to the lecturer of record. If the lecturer of record is unavailable, or the case is outside the scope of the course, it should be reported to the HoD of the department offering the course. If so desired by the concerned individual, the HoD will maintain the student’s identity in strict personal confidence.

5. The lecturer on record is responsible for recommending to the HoD of the concerned department/center the academic sanctions to be imposed. Academic sanctions may include reduced marks, reduced grade in the course, or a failing grade in the course.

6. Disciplinary sanctions are determined by the AD of Student Affairs or the Discipline Committee of the college.

7. In a case of academic misconduct involving more than one student, the committee will coordinate their decisions to ensure that disciplinary sanctions are applied fairly.

8. No grade notation or narrative evaluation will be issued until the process outlined is completed and a final decision on the charges and the sanctions are imposed. The concerned individual may appeal the sanctions.

9. In serious cases in which academic misconduct has been determined to occur, a notation of misconduct shall be entered for a specified period on student’s official records.

a. Roles and Responsibilities

The Asst. Dean of Academic Affairs has the ultimate responsibility for implementing and overseeing the Academic Integrity Policy in the college. The Asst. Dean of Student Affairs is responsible for implementing the sanction for students found responsible for violations of academic integrity on campus. The AD Student Affairs shall exercise this responsibility personally or delegate it to the Discipline Committee of the college.

Lecturers shall assume the role of academic integrity facilitators and shall help educate students and other staff concerning academic integrity. They shall also advise on matters concerning academic integrity procedures.

b. Communication

This policy is disseminated through the College Policy Manual as well as the college intranet.

c. Procedures and Forms

The following procedure describes how to handle academic integrity violations by the students in the college.

- Faculty member shall explain to her/his students the policies regarding academic integrity and the consequences of any violation.
• Any submission of assignment material, home works, reports, presentations, etc. has to be verified carefully by the faculty member.

• For clear cases of violations such as existence of plagiarized materials from internet, books, etc. or copying/photocopying of assignments (for both the student who copied and the one who gave the copy), it is within the discretion of the faculty member concerned to decide in which level of violation the case falls within, and the appropriate action that shall be taken, in consultation with the HoD if necessary.

• Doubtful cases need to be reported to the HoD and forwarded to the Plagiarism Investigation Unit (PIU) of the college. Sanctions shall be taken based on the unit report. After deciding for the action/sanction, the faculty member concerned together with the HoD should forward it to the Asst. Dean of Academic Affairs, who in turn, will approve the sanction to the student in question.

• The students have the right to cross-appeal against the violation sanction within one week to the College Dean whose decision will be final.

• Copy of violation reports should be kept in the course file with one set to be sent to the HoD.

6. References


UC Santa Cruz. *Official University Policy on Academic Integrity for Undergraduate Students*. 1 September 1999.


7. Revisions

<table>
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## سياسة الأمانة الأكاديمية للطلاب

<table>
<thead>
<tr>
<th>الجهة المسلولة</th>
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</tr>
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<tbody>
<tr>
<td>مساعد العميد للشؤون الأكاديمية</td>
<td>مجلس الكلية التقنية بنزوى</td>
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<tr>
<td>1. رئيس قسم اللغة الإنجليزية. رقم الموصل.595</td>
<td>قرار رقم</td>
</tr>
<tr>
<td>2. رئيس قسم الهندسة. رقم الموصل.510</td>
<td>سبتمبر 2009</td>
</tr>
<tr>
<td>3. رئيس قسم تقنية المعلومات. رقم الموصل.444</td>
<td>تبدا فعالية هذا المشروع من</td>
</tr>
<tr>
<td>4. رئيس قسم الدراسات التجارية. رقم الموصل.531</td>
<td>التعديلات الجديدة</td>
</tr>
</tbody>
</table>

**المفوضات**

- سوف يتم من مساعد العميد لشؤون الأكاديمية ورئيس مركز اللغة الإنجليزية ورؤساء الأقسام الأكاديمية. ينفذي القيام بمراجعة السياسة العامة سنويا وفكس خلال الفصل الصيفي.

- سوف يتم تعينهما من قبل وحدة منظمة ضمان الجودة وإجراءات معالجة التفاوتات الأكاديمية من قبل الطلاب.

- لا يوجد الوثائق المستخدمة.

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### 1- بيان سياسة الأمانة الأكاديمية

السماحة الفكرية للكلية تعتمد على الحفاظ على مستويات عالية من معايير النزاهة الأكاديمية والالتزام بهذه المعايير مسؤولية كل من موظفي وطلاب الكلية التقنية بنزوى.

### 2- الغرض والمجال

تعتبر الأمانة الأكاديمية ضرورية لإدراك مهام مؤسسات التعليم العالي، وبناءً على ذلك فإن أي انتهاك لهذه الأمانة هو تدمي خطير على المجتمع الأكاديمي. من هذا المنطلق فأن كل عضو في مجتمع الكلية الأكاديمية يتحمل المسؤولية عن ضمان معايير الأمانة الأكاديمية من خلال التسجيل بالقيم الخمس الأساسية: الصدق والثقة والأمانة والاحترام والمصداقية. وعلى ذلك، فإن التواصل السليم والتفاعل المستمر بين الطلاب وأعضاء هيئة التدريس وإدارة الكلية هو ما يكفل للكلية التقنية بنزوى الالتزام بمعايير الأمانة الأكاديمية.

وبما أن الأمانة الأكاديمية هي واحدة من الأسس التي قامت عليها الكلية في التزامها بمبادئ المساواة وحرية اكتساب المعلومات والمعرفة، فإن المسؤولية تقع على عاتق الطلاب من أجل تطوير قدرات عالية من الكتابة والتققيم والأخلاقيات والقيم في تخصصاتهم. وعلى ذلك فإن من الضروري لأي مجتمع أكاديمي يؤمن بأهمية الحقيقة أن يعر فعلى هذا الإيلام من خلال عدم التساهل مع أي حالة تجاوز الأمانة العلمية. لهذا فإن أي عمل يقده الطالب يجب أن يكون من
نتائج جهودهم الشخصية وأن يتماشى مع معايير الكلية لأخلاقيات المهنة. وعليه فإن خيانة الأمانة الأكاديمية - والتي
تشمل الغش والسرقة العلمية وغيرها من أشكال السلوك غير الأخلاقي - تعتبر محرمة.

وعود من هذا المنطلق فإن من واجب الموظفين الأكادميين تعريف الطلاب بأهمية الأمانة الأكاديمية ومبادئها.

وأعضاء هيئة التدريس هم أيضا مسؤولون عن إبلاغ الطلاب بالموضوعات التي يمكن أن تعترض منهم وعوائق أي خروقات
للأمانة الأكاديمية، بما في ذلك العدوان المسموح به للطلاب بالتعاون والتنسيق والاقتباس. وبناء عليه فإن على جميع
أعضاء هيئة التدريس التبليغ عن أي انتهاك للأمانة الأكاديمية.

وهذه الإجراءات تنطبق على جميع طلاب الكلية.

3. التعريفات

الفشل: الفشل هو أي محاولة لإعطاء أو الحصول على المساعدة في الواجبات الأكاديمية الرسمية (الامتحان مثلا).

وبعد النصوص لفهم ذلك، وبدلاً من ذلك يجب الآن أن ننظر في دائرة الفشل استعمال أي مواد أو معلومات غير معروفة بها أو غير مسموحة في
أي نواحي أكاديمية، كاستخدام الكتب والمكتبات والآلات الحاسوبية... الخ. ويشمل مفاهيم الفشل في الفصل بين طلاب نفس
المقرر ولكن من شعب صفية مختلفة، ولديهم امتحان في نفس اليوم ولكن في فترات زمنية مختلفة يعتبر انتهاك في حالة
أخير الطلاب في الفترة الزمنية الأولى طالب آخر في الفترة الزمنية التالية لامتحان عن الامتحان، وإن لم يستفد الطالب
الأول شيئا.

السرقة العلمية: السرقه العلمية هي أي نسب شخص ما لنفسه أي فكرة أو عمل لكاتب آخر. وتتراوح هذه السرقة بين
الأقتباس من دون صياغة التغريدة اللازمة للأقتباس، أو إعادة صياغة فكرة تكتب من دون عمل التوثيق اللازمة إلى
السيرة الكاملة لنفس معي. وتجنب السرقة العلمية، يجب تحديد كل أقتباس مباشر من خلال وضع علامات الأقتباس،
أو من خلال عمل المسافة المناسبة من دون تجاوز التوثيق (ذكر المصادر) بشكل صحيح وفقاً لصيغة مقبولة.

كما أن الإقرار مطلوب في حالة إعادة صياغة أو تخفيف أي فكرة من مكتبة أخر أن تكون هذه الصياغة بكلمات
الباحث نفسه.

التشويه: التتشويه هو تغيير أو تلفيق لمعلومات غير موجودة في العمل الأكاديمي المستشهد به. ويشمل هذا الإتيان
بالاقتباسات غير صحيحة لدعم فكرة معينة أو تلفيق أقتباسات غير موجودة للنشر الغربي، وهو ما يتضمن تغيير البيانات
من خلال عمل إدعاءات كاذبة عن مشروع أو البحوث التي أنتجتها ذلك عن طريق إتقان معلومات بعينها واستخدام
المعلومات التي لا تناسب مع أفكار البحث وبالتالي الخروج بين بيانات وهمية "المعلومات الملموسة لا يمكن استخدمها
في أي تقرير أو غيرها من عمل الأكاديمي دون الحصول على إذن من محاضر، مدرس، في، أو غيرهم من الأفراد أو
الجمعيات.

التفصيل: التفصيل هو تقديم معلومات كاذبة لمعارض بشأن ممارسات واجبات أكاديمية رسمية. ومن الأمثلة على ذلك
أخذ وقت أكثر من المسموح به في القيام بواجب منزلي أو اختلاك الأعدار من أجل الحصول على وقت أكثر لإنجاز العمل
أو الإدعاء بتسليم العمل دون القيام بذلك.
التخريب: التخريب هو أي فعل يقوم به الطالب بهدف منع الآخرين من إكمال أعمالهم. ويشمل هذا الفعل على تمزيق الأوراق من كتب المكتبات أو التدوين بشدة على الأوراق في أثناء عملهم.

تسهيل انتهاكات الأمانة الأكاديمية: يعتبر يعد الفعل للمعنى لأجل انتهاك الأمانة الأكاديمية أحد صور الانتهاك الأمانة الأكاديمية. عليه أن من طلاب يسهل هذا الانتهاك سواء كان على درجة أو كان متجاهلاً يعتبر شريكاً في هذا الانتهاك حتى ولو لم يكن مستفيداً من هذا الانتهاك.

4. التنفيذ

أي انتهاك للأمانة الأكاديمية، هو تغذي خطير وبالتالي فإن صاحبه يكون عرضة للعقوبة أو للطرد.

الانتهاكات الأمانة الأكاديمية في الكلية التقنية تنوى تصنف إلى أربعة مستويات وفقاً لطبيعة الانتهاك. كل مستوى من الانتهاكات عقوبات تناسب مع حجمه.

العقوبات الموصى بها على كل مستوى ليست ملزمة، ولكن يشدد بها أن تكون مبادئ توجيهية عامة للمجتمع الأكاديمي. بالإضافة إلى ذلك، فإن العقوبة الموصى بها يمكن أن لا تطبق في حال إعطاء تسهيلات توضيحية، حتى عندما يكون المرتكب هو المسؤول عن الانتهاك معين. تقييم أي تعدى على الأمانة الأكاديمية ونوع العقوبة قد يختلف بناءً على خبرة أعضاء المجتمع الأكاديمي.

وما يلي أمثلة لكل مستوى من انتهاك الأمانة الأكاديمية كما هو موضح في هذه السياسة لكلية التقنية بنزوى. وتهدف هذه كامثلة فقط. وينبغي ألا تتخذ جميعها بشمولية.

أ. المستوى الأول من الانتهاكات

المستوى الأول من الانتهاكات قد يحدث بسبب قلة الخبرة أو نقص في المعرفة في مبادئ الأمانة الأكاديمية، ولذا ما يتميز بعدم وجود نوايا غير صادقة من جانب الطالب مرتكب الانتهاك. هذه الانتهاكات عموماً محدودة للغاية إلى حد ما تحدث في أنشطة ثانوية، وتمثل جزءاً صغيراً من إجمالي العمل. ومن الأمثلة على ذلك:

• العمل مع طالب آخر في نشاط محفور.
• الفشل في تقديم المعلومات المناسبة في قسم صغير أو محدود من الواجبات المنزلية.
• عقوبة لانتهاك هذا المستوى قد تكون:
  • التوصية لحضور جلسة التوجيه والمشورة في مركز الإرشاد في الكلية مع تعهد بوقفه.
  • التوصية بتعديل الواجبات الأصلية وإعادة تقديمها.
  • عدم منح أي درجة للواجب الأصلي.
• إخطار تدبيبي مكتوب.

ب. المستوى الثاني من الانتهاكات:

المستوى الثاني من الانتهاكات هو الانتهاكات الأكثر خطورة مقارنة بالمستوى الأول والتي تؤثر على جزء أكثر أهمية من أعمال المادة. ومن الأمثلة على ذلك:

• النقل المباشر أو إعادة الصياغة إلى حد معقّد دون الاعتراف بالمصدر، على سبيل المثال في الواجبات والتقارير.
• تقديم العمل نفسه أو أجزاء كبيرة منه لتلبية احتياجات أكثر من مادة واحدة دون الحصول على إذن من محاصر المادة.
• استخدام البيانات أو المواد التفسيرية للأعمال والتقارير المخبرية من دون الاعتراف بالمصدر أو المتعاونين.
• وبناء على ذلك فإن الموجب الإعتراف بكل من يساهم في الحصول على أي بيانات أو كتابة التقارير.
• عدم الإعتراف بالحصول على مساعدة من الآخرين في كتابة ورقة أو تقرير المشروع.

عقوبات على المستوى الثاني الانتهاكات قد تشمل واحدة أو أكثر من التالي:

• الصفر بالنسبة للجزء مسروق من الواجبات.
• الرسوب أو خفيض معدل المادة.
• إخطار تدبيبي مكتوب أو الوضع تحت المراقبة.

ج. المستوى الثالث من الانتهاكات:

المستوى الثالث من الانتهاكات الأكاديمية هي أكثر خطورة في طبيعتها وتؤثر على جوانب أو أجزاء أكثر أهمية من أعمال المادة وغيرها من الأعمال الأكاديمية للطلبة بالمقارنة مع المستوى الثاني من الانتهاكات.

• تكرار الانتهاكات في المستوى الثاني.
• تقديم عمل شخص آخر على أنه عمل الشخص المتقدم بالعمل.
• الغش في الامتحانات المفاجئة أو امتحانات منتصف الفصل الدراسي، أو النهائية، الخ.
• السرقة العلمية لأجزاء كبيرة من تقارير مكتوبة أو الواجبات.
• العمل على تسهيل الغش في أثناء الامتحانات.
• استخدام مواد محظورة مثل الكتب والمذكرات والقصص، أو الألات الحاسة أو غيرها في أثناء الامتحانات.

•
التواطؤ والتخطيط قبل الامتحانات لإيجاد أساليب غير مشروعة لتبادل المعلومات في أثناء الامتحان.

- تغيير إجابات الامتحانات بهدف تغيير الدروس الممولة.
- الضغط على المحاضرين وغيرهم من الموظفين عن طريق التهديد أو التوسل أو التهديد أو وسائل مشابهة لزيادة أو انقاص أو تغيير الدرجات من أي ورقة من أوراق الامتحان.
- الحصول على نسخ من امتحان معين عن طريق مصدر غير مسنول قبل فترة الامتحانات أو توزيع نسخ هذا الامتحان.
- إزالة أو تخريب مواد محفوظة أو مرسلة أو منع الآخرين من الحصول عليها.
- التفليس في إجابات طالب عن طريق اختراها أو التغيير في نتائجها. ويشمل هذا على تقديم مصادر على أنها استخدمت في عمل وما في حين أن هذه المصادر ليس لها وجود.
- استخدام طرق غير أخلاقية أو غير مناسبة للحصول على معلومات أو بيانات.
- خداع وتغفيش الكلية عن طريق تقديم تقارير طبية مختلفة أو مزورة لتقوية وفاء الامتحان.

العقوبات في المستوى الثالث من الانتهاكات هي الرسوب في المادة أو تأجيل فصل دراسي أو أكثر اعتمادا على النواح التنظيمية للكلية.

د. المستوى الرابع من الانتهاكات

ومثل الانتهاكات في هذا المستوى الخروقات الخطر بين جميع المستويات للأمانة الأكاديمية.

- تكرار التحدي على الأمانة الأكاديمية بعد الوعد من فترة بناء على الأمانة الأكاديمية.
- التحدي على الأمانة الأكاديمية التي تتسبب في خرق القوانين أو تشاؤه أعمال إجرامية من قبل تزوير الدرجات أو أخذ واستخدام امتحان ما من مشتبه أو تغيير البيانات لعمل تم القيام به في الكلية.
- أن يقوم بديل عن الطالب أو الطالبة بداء الامتحان أو أن يقدم الطالب أو الطالبة الامتحان لشخص آخر.
- محاولة تعديل الآخرين من اللازم بواجباتهم من خلال أعمال تهدف إلى منعهم من أعمال واجبهم بنجاح.
- الضغط أو التهديد أو الإكراه للمعلم سواء بشكل مباشر أو عن طريق وسط، لتغيير النتيجة في الامتحانات والواجبات.

العقوبات في المستوى الرابع عادة ما تكون الرسوب من الكلية مع تسجيل الطرد التدابير في التقرير النهائي للطالب. مع العلم أن كافة العقوبات التي تفرض يجب أن تكون متوافقة مع بنود اللائحة التنظيمية لكلية التقنية والخاصة بذلك.

ه. تكرر المخالفات
كما سبق ذكره، سيعامل أي انتهاك متكرر من المستوى الثاني عادة باعتباره انتهاكاً من المستوى الثالث. وبالنسبة
سوف يعامل أي انتهاك للأمانة الأكاديمية بعد فترة الإيقاف بسبب انتهاك من المستوى الثالث باعتبار أنه انتهاك من
المستوى الرابع.

5. مبادئ الأمانة الأكاديمية

1. يشمل سوء السلوكي الأكاديمي على الغش، والتفاوت، والسرقة العلمية، أو تسهيل عدم الأمانة الأكاديمية أو كما هو
مفصل أكثر في القواعد الخاصة بالكلية، وقواعد السلك المهني للموظفين، أو كبيراً لذات الطالب.

2. على المحاضرين بذل كل جهد يمكن لضمان القبولهم من بداية الدورة التعليمية كل السلوكيات المتوقعة منهم خلال
الامتحانات أو في أثناء أدائهم لواجباتهم الدراسية.

3. في حال الشك العلوي السلوكيّ الأكاديمي على جميع احترام الإجراءات المتبعة. الهدف من هذه الإجراءات هو
الوقوف على حقائق هذه الحالة واتخاذ القرارات التدريبية المناسبة في حالة ثبوت وقوع الحالة. كل الإجراءات
يجب توثيقها أولاً بأول ويجب إنهاؤها في وقت محدد.

4. على جميع أعضاء المجتمع الأكاديمي إبلاغ المحاضرين المباشرين في حال الشك في قيم الأمانة
الأكاديمية. في حالة غياب المحاضرين المباشرين أو كانت حالة التعدى خارج نطاق المادة، فإنه يتم تبلغ رئيس القسم
عن ذلك. وسيتم التحقيق على هوية الشخص المقدم بالبلاغ في حالة طلبه لذلك.

5. تقع المسؤولية على المحاضر برفع التوصيات المناسبة بخصوص العقوبات المناسبة لأي انتهاك للأمانة الأكاديمية
لرئيس القسم. وتشمل هذه العقوبات على خفض الدرجات أو الرسوب في المادة.

6. يقوم مساعد العميد للشؤون الطلابية ولجنة البيضاطة بالكلية برفع التوصيات بشأن العقوبات التدريبية.

7. في حال اشتباه أكثر من طالب في سوء السلوكي الأكاديمي فإن اللجان تستعمل على فرض العقوبات على المشاركين
بصورة عادلة.

8. لن يصدر أي تقرير مكتوب حتى الانتهاء من الإجراءات المحددة واتخاذ القرار النهائي وتطبيق العقوبة. وباستطاعة
الشخص رفض رسالة تظلم بخصوص العقوبات المفروضة.

9. في حالات سوء السلوكي الخطيرة والتي تم تحديدها فإن الحالة ستستقر في السجل الرسمي للطالب المرتكب للانتهاك.

الأدوار والمسؤوليات
يمتلك مساعد العميد للشؤون الأكاديمية الحق في تطبيق ومراقبة سياسات الكلية بما يتعلق بالأمانة الأكاديمية. ويكون مساعد العميد لشؤون الطلاب مسؤولاً عن إصدار وتنفيذ العقوبات للطلاب الذين يتهمون بانتهاك الأمانة الأكاديمية في الحرم الجامعي. ومساعد العميد لشؤون الطلاب يمارس هذه المسؤولية شخصياً أو أن تخضع إلى لجنة الاضطلاع في الكلية ووفق اللائحة التنظيمية للكلية.

على المحاورين القيام بواجباتهم من أجل تسهيل المحافظة على الأمانة الأكاديمية من خلال نوعية طلابهم عن الأمانة الأكاديمية. كما أن عليهم تقديم المشورة لهم فيما يتعلق بتطبيق الأمانة الأكاديمية فيما يتعلق بتوزيع هذه السياسة فلقد تم نشرها في دليل سياسات الكلية وعلى موقع الكلية في شبكة المعلومات.

ب. الاتصالات

فيما يتعلق بتوزيع هذه السياسة فلقد تم نشرها في دليل سياسات الكلية وعلى موقع الكلية في شبكة المعلومات.

ج. إجراءات وثامن

ويصف الإجراء التالي كيفية التعامل مع انتهاكات الأمانة الأكاديمية من قبل الطلاب في الكلية.

• يقوم أعضاء اللجنة بشرح سياسات الكلية بخصوص الأمانة الأكاديمية لطلاب أسماهم وتوضيح النتائج المترتبة على أي خرق لهذه الأمانة.

• على أعضاء هيئة التدريس التأكد بعناية من تقديم الواجبات والتدريس العروض التعدد على الأمانة الأكاديمية يكون واضحاً من خلال الدراسة العلمية من الإنترنت أو الكتب الخ. كذلك فإن النسخ أو التصوير للعمال والواجبات (كل من الطالب الذي ينسخ أو الذي نسخ منه) يعتبر نوع من أنواع انتهاكات الأمانة الأكاديمية وعليه فإن من المسؤولية المرسل في هيئة التدريس تقرر مستوى هذا الانتهاء واتخاذ الإجراءات المناسبة، بالتشاور مع رئيس القسم إذا لزم الأمر.

• يجب إبلاغ رئيس الاسم بالحالات المشتبه فيها وإرسالها إلى وحدة التحقق في السرقة العلمية في الكلية وسوف تتخذ العقوبات استناداً إلى تقرير الوحدة. بعد تحديد العقوبة، فإن على عضو هيئة التدريس ورئيس الاسم إبلاغ هذه الحالة إلى مساعد العميد للشؤون الأكاديمية والذي سوف يقوم بدوره بالموافقة على عقوبة الطالب.

• من حق أي طالب طلب الاستئناف في القرار المتخذ ضد خلال أسبوع من إصدار القرار وذلك لمعديل الكلية والذي سيكون قراره نهائياً.

• يجب الاحتفاظ بنسخة من تقارير التحقق في أي انتهاك في ملف المحاضر. كما سيتم إرسال نسخة أخرى إلى رئيس الاسم.

6. المصادر

• مجلس الاعتماد الأعمالي. الأمانة الأكاديمية وتحري السرقات العلمية. وحدة تدريبية رقم 24. أخر تعديل في 31 مايو 2008.

التعريف:
- يوسي سانتا كروز. الدليل الرسمي لسياسة الأمانة الأكاديمية للطلاب الجامعيين. 1 سبتمبر 1999.
- جامعة روتجرز. سياسة الأمنية الأكاديمية. أخر زيارة للموقع 4 يوليو 2009.

المراجعات:

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<th>تفاصيل التعديلات</th>
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<th>الموافقة</th>
<th>المؤلف</th>
<th>التاريخ</th>
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<td>رئيس وحدة متابعة ضمان الجودة، مساعد العميد لشؤون الأكاديمية، د. بيوجاري محاضر بقسم الدراسات التجارية</td>
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5 أكتوبر 2009.
1. **Policy and Procedures for Recruitment of Academic Staff**

1.1 The Ministry of Manpower and any agencies with which it enters into contractual arrangements take responsibility for recruiting new academic staff for the Colleges.

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

1.3 Staff are then recruited by the Ministry or its appointed agents through:

- Placing advertisements in appropriate national or international newspapers, or by advertising on websites.
- Scrutinizing application forms and/or curricula vitae.
- Conducting panel interviews.

1.4 The College selects Heads of Department according to the criteria and procedures set out below.

**Criteria:**

1. Academic achievement such as degrees earned, employment record and experience in education.
2. Administrative and managerial capacity and experience.
3. Industrial links and experience.
4. Awareness of quality assurance issues.
5. Personality, character, conduct and other personal factors.

**Procedure:**

Procedure 1:

Head of Department position can be decided from within the department council and faculty through a ballot. This process is to take place every two years or whenever it is necessary to do so (resignation, end of service etc.). The department then passes the name of elected Head of Department to the assistant Dean for Academic Affairs for approval.

Procedure 2:

Head of the Department can be nominated by the Assistant Dean for Academic Affairs.

Regardless of the Procedure, the nominee to get the approval of the college council and the authorities at the Ministry.
# Staff Appraisal Policy

<table>
<thead>
<tr>
<th>Responsible Authority</th>
<th>Dean, Assistant Dean Academic Affairs, Heads of Centres and Departments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Contact Details</strong></td>
<td>1. Dean, NCT, Ext No. 555</td>
</tr>
<tr>
<td></td>
<td>2. Assistant Dean Academic Affairs, Ext No. 550</td>
</tr>
<tr>
<td></td>
<td>3. HoC, Educational Technologies Centre, Ext No. 500</td>
</tr>
<tr>
<td></td>
<td>4. HoC, English Language Centre, Ext No. 595</td>
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<td></td>
<td>5. HoD, Business Studies, Ext No. 531</td>
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<td>6. HoD, Engineering, Ext No. 510</td>
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<td>7. HoD, Information Technology, Ext No. 544</td>
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**Authorization**

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<th><strong>Effective From</strong></th>
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<tr>
<td><strong>Amendments</strong></td>
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<tr>
<td><strong>Superseded Documents</strong></td>
<td>Review to be done by AD Academics, Heads of ETC, ELC and Academic Departments; policy review to be done annually, preferably during the Summer Term</td>
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<tr>
<th><strong>File Number</strong></th>
<th>AC-STF-008</th>
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| **Related Documents** | 1. Policy Statement  
Appraisal of the performance of the staff is vital for the efficient working of an organization. It is not an instrument of termination of services, rather a tool for self improvement and personal development.  

2. **Purpose and Scope**  
The appraisal of the staff is a continuous ongoing process. All staff are appraised in two stages; an initial appraisal during the probation period, and subsequently on regular basis (semester plus annual)  

3. **Definitions**  
3.1 **Initial Appraisal**  
It is the first appraisal of staff conducted during the probation period. It includes;  

**one to one interview** by the Head of Department/Centre, assessment of qualifications, review of experience, strengths and weaknesses, skills possessed, subjects taught, research carried out etc.  

**class visit** by the Head of Section, Head of Department, Assistant Dean Academic Affairs, Dean or anyone nominated by the Competent Authority  

**student feedback** of the teachers teaching and methodologies used  

3.2 **Periodic Appraisal**
These appraisals are carried out throughout the career of the staff. It is carried out every semester and a consolidated appraisal is done yearly preferably before the Summer Semester. It comprises of: student feedback on the prescribed form, listing twenty attributes

head of section feedback assessment of the staff using the performance appraisal proforma

head of department feedback of the staff by validating the head of sections assessment

3.3 Appraisal in Special Circumstances
In case of students’ complaints, or any reason for re-evaluating a staff, the head of department can conduct a detailed reassessment using the steps in the Initial Appraisal format or a modified format as required

4. Implementation
Following is the process of staff appraisal to be followed by the centres and academic departments;

4.1 Staff Profile File in the academic department
In addition to the existing employee’s file in the administrative department, a separate file for each lecturer is to be made in all academic sections of the college comprising:

a. A copy of CV
b. Copies of periodical and annual reports
c. Copies of time-tables
d. Curricular and extra-curricular activities assigned to each lecturer by the Dean, the Department Council or the Head of Department.
e. Committee membership formed by the Ministry, College or Department.
f. Leave of absences and vacations
g. Additional activities related to the lecture’s work
h. Students complaints after verification and notification
i. Problems with colleagues, administrative and/or academic staff. In such cases, the head of the department should monitor whatever decision taken on the part of the lecturer

4.2 Performance-based assessment by the Head of the academic department
The head of the academic department assesses each lecturer on the basis of the following factors which can be found in appendix 1:

a. Final examination results compared with the results of other lecturers
b. Teaching duties as shown in lecturer’s time-table
c. The department’s need for the lecturer
d. Ability to teach different subjects related to his/her specialization
e. Participation in extra-curricular activities
f. Adherence to the work he or she is doing
g. Relationship with staff members
h. Students’ complaints supported by facts
i. Willingness to improve an up-date oneself
j. Punctuality
k. Adherence to the subject he or she is teaching
l. Organizing times of academic activities & assessing them in a fair manner
m. Meeting with deadlines and completing duties at appointed time
n. Response to directives of the ministry and decisions of the college and/or department
o. Respecting Omani traditions and customs
p. Maintaining good relationship with seniors
4.3 Performance-based assessment through students' feedback
A questionnaire will be distributed at the end of each semester to students in all departments comprising the following items as shown in appendix (2):

a. Organization of class time  
b. Adherence to the subject matter of the lecture  
c. Communicating teaching goals and objectives  
d. Response to students doubts inside and outside class  
e. Motivating and maximizing students’ learning  
f. Attainment of course/syllabus taught  
g. Respecting students & providing opportunities for them to participate in class  
h. Using effective techniques in teaching  
i. Organization of handing in and submitting academic activities & assignments  
j. Attending classes on time  
k. Fairness of lecturer in assessing students  
l. Controlling classes and providing a pleasant atmosphere for learning  
m. Lecturer’s proficiency level  
n. Integrating the various components of the syllabus during each semester  
o. Students’ willingness/desire to study other subjects with the lecturer  
p. Comparing lecturers on the basis of a particular subject/course they all teach

4.4 Performance-based assessment through class observation
Class observation will be carried out using the proforma which includes assessment of:

a. appearance  
b. personality  
c. class management  
d. attracting students’ attention  
e. communicating teaching goals  
f. knowledge of the material to be taught  
g. respecting all students in class discussion  
h. respecting students and providing opportunities for all to participate in class  
i. advance preparation of lectures  
j. delivery plan and following-up it  
k. use of modern techniques in teaching  
l. organization of lecture time  
m. fair distribution of duties and activities  
n. students’ impression about lecturer and attainment of course/syllabus taught  
o. Students’ complaints or their preference for the lecturer to continue teaching them

4.5 Grading Criteria
Lecturers are assessed according to the following criteria:

a. **No Class Visits:**

Students’ opinion/impression
Head of department’s evaluation

<table>
<thead>
<tr>
<th></th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students’ opinion/impression</td>
<td>30</td>
</tr>
<tr>
<td>Head of department’s evaluation</td>
<td>70</td>
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</table>

Total

100 %

b. **With Class Visits**

Students’ opinion/impression
Head of department’s evaluation

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<tbody>
<tr>
<td>Students’ opinion/impression</td>
<td>30</td>
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<tr>
<td>Head of department’s evaluation</td>
<td>40</td>
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Class observation

<table>
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<tr>
<th>Total</th>
<th>100 %</th>
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Key

<table>
<thead>
<tr>
<th>Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90 – 100</td>
<td>Excellent</td>
</tr>
<tr>
<td>80 – 89</td>
<td>Very good</td>
</tr>
<tr>
<td>70 – 79</td>
<td>Good</td>
</tr>
<tr>
<td>60 – 69</td>
<td>Average</td>
</tr>
<tr>
<td>Less than 59</td>
<td>Weak</td>
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</table>

Those lecturers whose grades range between good and excellent can continue working, while those who get average or weak grades will be warned. They will also be given an opportunity to improve their academic performance and/or put under probation for a maximum period of one semester. If s/he fails to improve, his/her services will be terminated.

5. Revisions

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<th>Author</th>
<th>Approval</th>
<th>Sections Modified</th>
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Appendices

1) Staff Member Model Appraisal Form to be completed by the head of the department

2) Student Questionnaire

3) Class Observation Report
# Annual Staff Appraisal
*(Based on Ministry of Manpower format)*

<table>
<thead>
<tr>
<th>Name of staff</th>
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<tbody>
<tr>
<td>Gender</td>
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<td>Nationality</td>
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</tr>
<tr>
<td>Section</td>
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<td>Head of Section</td>
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</tr>
<tr>
<td>Head of Department</td>
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<tr>
<td>Date of Appointment</td>
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</tr>
<tr>
<td>Sponsor</td>
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<td>Period under review</td>
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## Qualifications

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<th>Specialization</th>
<th>Year of specialization</th>
<th>University/Country</th>
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### Academic Responsibilities

<table>
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<th>Courses taught</th>
<th>Class level</th>
<th>No of teaching hours</th>
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### Administrative responsibilities

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<th>Committee</th>
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<th>Member/Chairperson</th>
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Other responsibilities if any (please specify)
### General attributes

<table>
<thead>
<tr>
<th>Sr</th>
<th>Quality</th>
<th>1 V poor</th>
<th>2 Poor</th>
<th>3 Average</th>
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<th>5 V good</th>
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<td>110</td>
<td>Acceptance of growth or progress</td>
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</table>

### Teaching attributes

<table>
<thead>
<tr>
<th>Sr</th>
<th>Quality</th>
<th>1 V poor</th>
<th>2 Poor</th>
<th>3 Average</th>
<th>4 Good</th>
<th>5 V good</th>
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<tbody>
<tr>
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<td></td>
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<tr>
<td>202</td>
<td>Decides teaching methods for lesson</td>
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<tr>
<td>203</td>
<td>Delivery plan according to the academic calendar</td>
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<tr>
<td>204</td>
<td>Has up-to-date knowledge of the subject</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>205</td>
<td>Good use of teaching aids</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>206</td>
<td>Has fair evaluation of students performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>207</td>
<td>Uses good language</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>208</td>
<td>Contributes to the development of the department through innovation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>209</td>
<td>Maintains good student progress records</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>210</td>
<td>Punctual and regular</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL FOR SECTION**

**Total score**

Key:
- Excellent 90 – 100%
- V Good 80 – 90%
- Good 70 – 80%
- Fair 55 – 70%
- Weak less than 55%
**Observation of official
Strengths**

**Weaknesses**

**Other comments if any:**

<table>
<thead>
<tr>
<th>HoS’s and HoD’s opinion of the faculty member</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Please initial in relevant square, Only <strong>One</strong> please)</td>
</tr>
<tr>
<td>His qualifications and abilities do not support him to have higher responsibilities</td>
</tr>
<tr>
<td>He is in a position that matches his abilities</td>
</tr>
<tr>
<td>He has mastered his recent work and his abilities qualify him to have more responsibilities</td>
</tr>
</tbody>
</table>

Based on the above mentioned assessment, how could the faculty member overcome his/her weaknesses eg; suggesting/recommending some courses/training, if need be.

Recommendations to the staff (to be communicated to staff).

Recommendations to the College Administration (confidential).
Name of HoS _______________________ Signature ___________________ Date

Comments of HoD

<table>
<thead>
<tr>
<th>Do you agree with the assessment of the HoS?</th>
<th>Yes:</th>
<th>No:</th>
</tr>
</thead>
</table>

Name of HoD _______________________ Signature ___________________ Date

Remarks of Assistant Dean/Dean

Name ______________________________ Signature ___________________ Date
<table>
<thead>
<tr>
<th>No</th>
<th>Query</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The delivery plan, course objectives, assessment methods and course materials are distributed and explained at the beginning of the semester. The lecturer reviews the assessments and assignments to be submitted by the students.</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>Marking of exams, assignment and quizzes are fair and on time.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Fluency and clarity in the use of language of instruction.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>I always find the lecturer well prepared for the class.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Ability to stimulate student interaction and participation.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>The lecturer is punctual in conducting classes.</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>The lecturer controls the class effectively.</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>The lecturer delivers the subject matter clearly and effectively in a logical order.</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Lecturer knowledge in the subject and ability to answer students’ questions.</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Ability to link subject with real life examples &amp; convincing evidences.</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>The lecturer uses different teaching methods, aids and demonstrations to allow students to understand.</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>The feedback provided to me on the progress of my learning.</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>The lecturer has good influence on students and motivates them all the time.</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>The staff generally maintains good rapport and corrects my errors without embarrassing me.</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Availability for consultation out of class room.</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Encouragement given to use textbook, internet and library.</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>The lecturer continuously follow-up the understanding difficulties of students by raising frequently variety of questions about the lecture material.</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Discussion on exam, quiz and assignment questions while distributing the answer sheets.</td>
<td></td>
</tr>
</tbody>
</table>
Support given to the weak students through tutorial classes. 

What are the strengths of the teacher?

What are the weaknesses of the teacher?
# Nizwa College of Technology
## Self Assessment
### Staff Appraisal through Class Visits

<table>
<thead>
<tr>
<th>No</th>
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<tr>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>1</td>
<td>Appearance</td>
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<td>2</td>
<td>Punctuality</td>
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<tr>
<td>3</td>
<td>Personality &amp; Class control</td>
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<tr>
<td>4</td>
<td>Communication &amp; Clarity of Language</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Pulling Students’ Attention while lecturing</td>
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</tr>
<tr>
<td>6</td>
<td>Design &amp; clarity of lecture objectives</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Subject mastery and in-advanced preparation of lecture</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Following-up Teaching Plan</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Proper use of teaching aids and teaching methods</td>
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</tr>
<tr>
<td>10</td>
<td>Lecture management &amp; Organization of class -time</td>
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</tr>
<tr>
<td>11</td>
<td>Use of convincing evidences &amp; examples</td>
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</tr>
<tr>
<td>12</td>
<td>Checking learning feedback of students</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Awareness of students’ difficulties in understanding</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Linking &amp; stressing important points of the lecture</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Encouraging students’ participation &amp; discussion in class</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Relationship with students, treatment, sympathy, etc.</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Returning &amp; discussing assignments in class</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Students’ Opinion about the Lecturer</td>
<td></td>
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<tr>
<td>19</td>
<td>Maintenance of course file &amp; student records</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Teacher’s Competency and Creativity</td>
<td></td>
</tr>
</tbody>
</table>

Total Mark ..................
Other Remarks (use back of the page if necessary) ............................................................
...........................................................................................................................................
...........................................................................................................................................
...........................................................................................................................................

Name of Visitor:  

Signature:
1. **Policy Statement**

The college should ensure transparent, fair and unbiased distribution of load to academic staff following the articles on load distribution in the College Bylaws, as well as relevant decrees and circulars from the Ministry of Manpower and the College Council.

2. **Purpose and Scope**

The college should ensure that the time spent of the academic staff in the college is focused on the teaching-learning process. As such, there should be a clear identification of the various works of the staff, and these should be reflected in his/her load for the semester. This is envisaged to provide a clear picture of the individual staff function, including specific timings, on the part of both administration and students, such that, whenever support is needed, they can refer to the staff load for guidance.

This policy applies to all academic staff of the college.

3. **Definitions**
Academic Staff. Academic staff refers to all NCT staff with a teaching load, either full time or part-time, in the college for the duration of the current semester. This includes lecturers, instructors, laboratory assistants, and technicians.

4. Implementation

An academic staff can be assigned a maximum of three (3) different courses with not more than four (4) sections of students in total.

An academic staff member who is handling two (2) different courses should not be given more than five (5) sections of students in total.

The following additional functions should also be considered in the distribution of load for the academic staff:

1. Advising
2. Office Consultation Hours
3. Preparation of Course Materials
4. Class/Lab/Workshop Preparation
5. Assessment Activities
6. OJT and EPT Activities
7. Administrative works

1. Advising 1 hour per week for each 10 advisees
2. Office Consultation Hours 2 hours per week for each section
3. Preparation of Course Materials 2 hours per week for each course being taught
4. Class/Lab/Workshop Preparation 0.5 hours per week for each section
5. Assessment Activities 2 hours per week for each section
6. OJT and EPT Activities As per the policy of the OJT/EPT Unit of NCT
7. Administrative works Maximum of 2 hours for each activity (e.g. QA, Committee membership, Coordinator, etc)

It should be noted that the total maximum hours load for each staff should be 35 hours per week.

5. Communication

This policy is disseminated through the College Policy Manual as well as the college intranet.

6. Revisions

<table>
<thead>
<tr>
<th>Version</th>
<th>Date</th>
<th>Author</th>
<th>Approval</th>
<th>Sections Modified</th>
<th>Details of Amendments</th>
<th>Distributed To</th>
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<tr>
<td>1.0</td>
<td>09 / 11 / 2009</td>
<td>Dr. Bader Ahmed – AD Academics; Dr. Rolando Lontok – Head QAFU</td>
<td>n/a</td>
<td></td>
<td>This is the first written version of an existing policy.</td>
<td>HoC – ELC, HoDs – Academic Depts.</td>
</tr>
</tbody>
</table>
1. Policy Statement

Nizwa College of Technology (NCT) will encourage its staff to undertake research activities that are beneficial for teaching and training Omani students, and support academic activities such as presenting papers, conducting workshops, and giving lectures, in both national and international settings.

2. Purpose and Scope

The development of NCT students depend on the skills and capabilities of its staff. The knowledge and skills that will be transferred to NCT students will be timely and relevant only if the staff are kept abreast of new developments in their areas of specialization. In this context, it is encouraged by the college that its staff continue improving their craft through participation in various conferences, seminars, symposium and other related events. In this way, it is envisioned that knowledge and skills gained by NCT staff through these activities will be shared to other staff and more importantly to students, which will result in the further development of students in the college.

This policy applies to all staff, including administrators, of the college.

3. Implementation
As attending conferences, particularly those outside of the Sultanate, is not sanctioned by the Ministry of Manpower, the following principles apply, and should be considered by all staff whenever they request for participation in out-of-the-country conferences and similar events:

3.1 Principles

a. A college staff is allowed to attend a maximum of one (1) international event each academic year.
b. The international activity must be reputable, peer reviewed, indexed, organized by an internationally acclaimed institution or organization, and must have an impact factor.
c. The college staff/applicant must provide a credible evidence of acceptance of paper by the inviting institution at the time of the application.
d. The concerned HoD must ensure that the teaching work of the applicant is not compromised by his/her attendance to the international event.
e. After his/her attendance to the event, the college staff must provide copies of the event’s official programme, listing the name, designation and affiliation of the college staff as presenter to the College Dean. Likewise, a copy of the paper published – which should include the college name and preferably the department – must be provided.
f. The time spent by the college staff attending the international event will be adjusted against his/her emergency leave.
g. The college staff/applicant will be allowed to spend a maximum of three (3) days attending the international event. This is broken down as follows:
i. One (1) day travel to the event
ii. One (1) day paper presentation
iii. One (1) day travel back to the college
h. Concerned authorities have the right to deny the college staff/applicant his/her request without giving any reason/justification.

3.2 Communication

This policy is disseminated through the College Policy Manual as well as the college intranet.

3.3 Procedures and Forms

1. Attendance to International Conference Checklist

4. Revisions

<table>
<thead>
<tr>
<th>Version</th>
<th>Date</th>
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<td>9/12/2009</td>
<td>n/a</td>
<td>n/a</td>
<td>This is the first written version of an existing policy.</td>
<td></td>
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</table>
### Attendance to International Conference Checklist

<table>
<thead>
<tr>
<th>Name of Applicant</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Department</strong></td>
<td><strong>Designation</strong></td>
</tr>
<tr>
<td><strong>International activity applied for</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Institution and country to visit</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Nature of participation</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Dates applied for leave</strong></th>
<th><strong>From</strong></th>
<th><strong>To</strong></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Sponsor</strong></th>
<th><strong>Self</strong></th>
<th><strong>Other, specify</strong></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Sr</strong></th>
<th><strong>Item</strong></th>
<th><strong>Yes</strong></th>
<th><strong>No</strong></th>
<th><strong>Remarks</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Has the faculty member availed of a conference leave in the current academic year?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Has the HoD certified that the teaching work of the incumbent is not compromised by attending the international activity?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Is the international activity reputable, peer reviewed, conducted by an internationally acclaimed institution, indexed and having an impact factor?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Has the applicant provided credible evidence of acceptance of his/her paper by the inviting institution at the time of application?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>After the event, the incumbent must provide copies of official programme listing the name, designation and affiliation of the presenter.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>The copy of the paper published must be provided to the committee below.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Does the paper include the name of the college (NCT) and due acknowledgement be given to the College and department?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Is Emergency Leave form appended?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Committee Recommendation:

HoD-Member A.D. Admin-Member A.D. Academics-Member

Decision by College Dean: **RECOMMENDED / NOT RECOMMENDED**

Dean’s Signature: __________________________
1. Policy Statement

Nizwa College of Technology (NCT) staff will ensure high standard of maintenance and safekeeping of college property.

2. Purpose and Scope

The college needs to provide standard procedures, guidelines and appropriate actions to ensure standardization and compliance for the accountability, responsibility, safekeeping and control of college equipment and tools. Accountability in perspective is primarily concerned with record-keeping, while responsibility is concerned with control (custodial care) and safekeeping. It is the commitment of HoC/HoD and their respective HoS to exercise strong supervision over the equipment, tools and materials entrusted in their care and under their control.

The Technician-in-Charge is responsible for controlling all pieces of equipment, tools and materials of the centre/department under the approval of the concerned Head of Section. The maintenance of an accurate and current inventory system is essential. Everyone’s assistance and participation in the control process is needed to make it work.

This document provides necessary information that staff should follow regarding this matter, as well as related general procedures and form(s) relevant to the safekeeping of equipment, tools and materials that are related to ICT and multimedia such as computers, printers, LCD projectors, and the like.

This policy applies to all academic staff of the college.

3. Implementation
College equipment and tools should be kept at the highest level of functionality at all times. As such, end-users – whether they are staff or students – should adhere to strict rules regarding their maintenance and safekeeping. The following sections provide details on how this can be achieved:

3.1 Roles and Responsibilities

a. Inasmuch as college properties such as computers, printers, projectors and related equipment, tools and materials serve a useful purpose in computer laboratories and in servicing end-users, negligence in the exercise of reasonable caution in the preservation and safekeeping of these properties may result in personal financial responsibilities for losses incurred.

b. Ultimate responsibility and accountability for the safekeeping of equipment, tools and materials related to ICT and multimedia technologies in the college is vested with the concerned HoC/HoD and HoS.

c. The HoC/HoD/HoS should assign a technician-in-charge to control and monitor all incoming and outgoing equipment, tools and materials using relevant and necessary forms.

d. Each staff or student to whom the equipment is assigned for a particular time, after signing in the acknowledgement receipt and accepting said equipment, will have the responsibility for the item throughout the duration stated in the receipt.

e. ICT and multimedia equipment and tools, as well as other related properties are to be used only for college activities; personal use is not authorized. All equipment, materials and tools leaving the college premises must be authorized and approved in advance by the AD Admin & Finance and HoC-ETC.

3.2 Communication

This policy is disseminated through the College Policy Manual as well as the college intranet.

3.3 Procedures and Forms

Procedures related to this policy are as follows:

1. Procedures for borrowing equipment and/or tools:
   i. Each centre/department must have a logbook for equipment/tools requisition, as well as the corresponding Borrower Form;
   ii. Any staff/student who wants to borrow equipment and/or tools must initiate and submit a Borrower Form to the HoS for approval;
   iii. The staff/student should then photocopy the approved form and submit it to the Technician-in-Charge for the release of equipment and/or tools;
   iv. Any staff who wants to request an equipment for class demonstration or for use in class should follow the following procedures:
      1. Staff must inform the technician-in-charge one day in advance of the actual date the equipment is needed;
2. In cases where assistance of the technician is needed, the technician will set-up the equipment 15 minutes before the start of class depending on the availability of venue;

3. Staff who requested the equipment must sign in the logbook after the technician handed over the equipment and/or finished the set-up;

4. For safety purposes, the staff must immediately notify that he/she had finished the class, and is advised to wait for the technician to arrive before leaving the equipment unattended;

5. Turnover of the equipment to the technician-in-charge is the sole responsibility of the requester who signed the borrower form and the logbook;

6. Staff will again sign in the logbook after he/she had turned over the equipment to the technician-in-charge.

2. In cases where equipment is not available in the concerned department and needs to be requested from the ETC, the following procedures will be followed:

   i. Any staff from other departments who wants to request for equipment, tools and materials must submit a letter of request to his/her HoD;
   
   ii. The HoD will note the letter and sign and forward it to the AD Admin & Finance for approval;
   
   iii. Upon approval of AD Admin & Finance, the requester must submit the Equipment/Material Requisition Form to the HoC of ETC together with the approved letter of request for review and availability;
   
   iv. Upon receipt of the item requested, copy of the form will be given by the requester to the AD Admin & Finance.

3. Equipment placed on loan will be approved only under certain conditions and in the best interest of the college. In this regard, the following procedures must be followed:

   i. The requester must initiate and submit a request letter (indicating the purpose) and must fill-up a borrower form in advance of the actual date needed;
   
   ii. He/She must obtain an approval from his HoD;
   
   iii. He/She must hand carry the request letter and the borrower form to the Head of Section, CSS for an administrative review and to the HoC-ETC for approval.
   
   iv. The requester will then give the approved form to the Technician-in-Charge for the release of the item.

4. Revisions

<table>
<thead>
<tr>
<th>Version</th>
<th>Date</th>
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<th>Details of Amendments</th>
<th>Distributed To</th>
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<tr>
<td>1.0</td>
<td>8/03/2010</td>
<td>Ramon Mangampo – ETC Technician; Dr. Rolando Lontok – ETC HoC</td>
<td>n/a</td>
<td>This is the first written version of an existing policy.</td>
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NCT
Nizwa College of Technology

OJT POLICY

<table>
<thead>
<tr>
<th>Responsible Authority</th>
<th>Assistant Dean of Student Affairs</th>
</tr>
</thead>
</table>
| Contact Details       | 1. HoD, OJT Department, Ext. No. 542  
  2. HoD of Engineering Department, Ext. No. 510  
  3. HoD of IT Department, Ext. No. 544  
  4. HoD of Business Studies Department, Ext. No. 531 |
| Authorization         | NCT College Council  
  Decision No. _____ Date: ____________ |
| Effective From        | Date: |
| Amendments            | This is the first written version of an existing policy. |
| Superseded Documents  | n/a |
| Review                | Review to be done by AD Student Affairs, Heads of Academic Departments; policy review to be done annually, preferably during the Summer Term. |
| File Number           | AC-STF-012 |
| Related Documents     | |

Policy Statement

NCT commits itself to train and introduce the students to the real work environment by implementing theory and principles learned in classes in an industrial environment.

Purpose and Scope

The Ministry of Manpower has started a new programme in consultation and collaboration with, all sectors of Trade and Industry for young Omani Nationals which provides opportunities for their professional training to meet the needs of the various sectors of Business and Industry.

The General objectives of this OJT Programme is

- Demonstrate the broad role and importance of the technician in industry / commerce.
- Give the student an opportunity to establish an interest in industrial /commercial activities.
- Provide general work experience, so that the student can apply skills previously acquired at the college and acquire new relevant skills.
- Provide a foundation for and prepare the student for working efficiently and productively in industrial / commercial establishments.
- Create a two-way link between the trade & industry and the colleges of Ministry of Manpower so that the graduates of the colleges fulfill their needs and requirements.

This policy applies to all the students and the staff of the Academic departments.

Implementation
Roles and Responsibilities

1. **General Responsibilities of On the Job Training (OJT) Department**
   
   f. Coordination between the Heads of Academic Department in matters relating to industrial relations and other relevant factors.
   
   g. Archiving of all data related to the Department activities at a data base relevant to industry concerned and areas of employment, training, vacant jobs, and other related aspects.
   
   h. Organizing exchange visits between academic staff members and officials of industrial facilities and the promotion of joint activities between the two.
   
   i. Organizing of the On Job Training for students in coordination with the departments and industries concerned and developing the commitment of the trainees to work on the systems and rules established.
   
   j. Enforcement of the standard consolidated evaluation system which is committed to follow-up the training on the job.
   
   k. Arrangement for visiting lecturers, exhibitions and seminars in coordination with the departments and industries concerned.
   
   l. Submission to the Assistant Dean of Student Affairs of a quarterly report on the work of the students in the Department.
   
   m. Developing performance appraisal reports for the staff of the department.

2. **Specific Responsibilities and Functions of the OJT Department**

   a. **Find training opportunities for students.** The OJT Department identifies institutions and activities relevant to students’ specification. It coordinates with lecturers of the institution to familiarize the institutional system and practices through which students can exercise the practice of their chosen profession. It takes charge of distributing students to on job training in coordination with the Supervisor of training in the institution, the students, and the relevant section in the institution.

   b. **Establish close relation with other institutions.** The OJT Department creates linkage between the college and the public and private institutions to meet common interests and serve the students in the following:

   1. On the job training
   2. Student field visits to the institutions
   3. Implementation of graduation projects
   4. Jobs Fair
   5. Cooperation in related academic activities such as lectures and symposiums

   c. **Organize OJT recording.** The OJT Department ensures proper recording of students undergoing on the job training and the promotional training taking into account that before recording the on job training, the student finishes all academic courses successfully. The on job training and the promotional training are considered in the decision to complete the study required for graduation, so the student must register in the on job training and promotional training as any other academic material registration. On job training is recorded after the announcement of results, and it includes the following steps:
1. The student obtains the registration form from the OJT Department, Academic Advisor, Registration Department, or from the College Website.
2. He goes to the Registration Department and fills out the form relevant to the on job and promotional training.
3. The head of OJT Department, Academic Advisor, and the Registration Department sign the form.
4. Four (4) copies of the form are provided to the Registration Department, the Academic Advisor, the OJT Department, the Head of Training Section, and another one to be maintained by the student.

d. **Seek training opportunities for students.** The OJT Department seeks training opportunities in public and private sectors. After given the approval for training, the department informs the student to start training in the institution. The students observe the following procedure:

1. A student who qualifies for the training is presented to the OJT Department.
2. After seeking the Advisor’s approval, the student obtains two (2) OJT manuals from the Academic Advisor before going to the company or institution.
3. The student is expected to note in the booklet all daily works relevant to the on job training. He needs to daily sign in as he reports and signs out when leaving the institution.
4. The supervisor regularly visits the students in the training place to see the students’ work and the effect of training on them.
5. Upon completion of the on job training, the student writes in the booklet a report or summary of accomplishment and then submits it to the academic advisor in the form of detailed report of the achieved tasks. The report also covers the merits and demerits and the proposed solutions to resolve the problems, if any.
6. The student gives a presentation of his on job training activities to the Advisor.
7. After completion of the on job training the student registers for the promotional training observing the same procedure in applying for the OJT. In case the student gets a job before or during the training, he or she produces a copy of employment contract from the institution and submits it to the OJT Department, Registration Department, and the Academic Advisor. Then calculate the first four months within the on job training and the promotional training will and register by the same previous stages.

e. **Organize training coordinators visits to the institutions.** College OJT Coordinators visit the student trainee in the training location or institution in the first week of the program. The coordinator also visits the trainee in the training location once every two weeks to determine the course of the training process through the discussion with the trainee and supervisor and observation of the record of training. Each visit is documented in the training register signed by the resident and the supervisor with date in each visit. The OJT Department strictly follows–up the report of the residents after each visit by reading these reports through the automated system in the Department.

f. **Make follow-up on problems which affect student’s OJT performance.** The OJT Department calls the student and the coordinator and pays visit to the institutions that is training the student to solve problems that may hinder the completion of on job
training. The OJT Department follows-up the academic department’s coordinators through the following:

1. The Department Coordinator explains the training process to the trainee once and to the College OJT supervisor twice at least two weeks before the start of on job training.
2. The College OJT supervisor visits the training institution a week before the start of training and prepares the training plan in coordination with Industrial Supervisor. The training plan can be changed or modified later once the opinion of both the College OJT supervisor and Industrial Supervisor is needed.
3. A copy from training activities evaluation register is submitted to the Industrial Supervisor.
4. One day before the start of training, the College OJT supervisor introduces the student to the location and nature of work and dates, objectives, and desired results of certain level of training and outputs of training.
5. A copy from the training register is submitted to the student. Each level of training allocates three hours of study. The College OJT supervisor gives the rate of 40% in the total evaluation and the Industrial Supervisor gives a rate of 60%.
6. The evaluation of on job training is on two periods: the first is by the end of the fourth week and the second is by the end of the eighth week.
7. At the end of the training the student prepares a detailed report in a sealed envelope about the period of practical training and submits it to the college resident.
8. A presentation is conducted at the end of training to evaluate the student abilities and self confidence and skills gained in the OJT.
9. Successful completion of training for 8 weeks and 300 hours as a minimum of real training enables the student to obtain a diploma and higher diploma respectively with a condition that the student has completed six to twelve hours of promotional training.

**g. Make follow-up on the duties and responsibilities of the on job training supervisor.** The OJT department strictly ensures the observance of the proper on the job training procedure before, during, and after the training as follows:

1. Before the start of training:
   a. It identifies the on job training project from the college resident.
   b. It sees the practical training register and inquires about any information or data to be clarified by the college resident.
   c. It prepares the training program based on the possibilities of training institution and the requirements of the OJT.

2. During the training period:
   a. It interviews the trainee and introduces him or her to the institution.
   b. It introduces the trainee to the institution departments.
   c. It introduces the trainee to the laws and regulations of the organizational company and institution, work schedules, safety regulations, security, and other institutional policies.
   d. It explains the practical training to the trainee.
i. It maintains a record of attendance and absence and the emphasis on the trainee to record all daily training activities in the on job training register.

ii. It notifies the college resident in the absence of the trainee and the violation of the institution or company’s system and regulation.

iii. It identifies activities for the trainee according to the on job training plan and program.

iv. It takes notes on the evaluation of performance level of the trainee, and it provides advice and guidance from time to time to improve the abilities and skills.

v. It discusses the trainee’s performance level with the college resident.

vi. It conducts continuous assessment of the trainee and determines the degree of evaluation once every four weeks during training period.

3. At the end of the training:
   a. It evaluates the trainees’ performance level and completes the OJT evaluation paper.
   b. It prepares a detailed report about the trainee.
   c. It submits all OJT related documents to the college resident.

h. Implement relevant lectures. In cooperation with the Academic Department, the OJT Department conducts series of lectures to the officials of both public and private sectors to discuss issues relevant to the academic programs and useful to the students’ future career. It is tasked to host the senior officials in the institutions.

The OJT Department strictly implements periodic job fair by hosting companies offering jobs to the students and gives them chances to recognize the labor market. It also conducts several events associated with the job fair like the lectures, workshops on job application and follow-up, how to write a CV, and how to handle job interview.

The OJT Department organizes the administrative work and screening of applications submitted to the section as follows:

<table>
<thead>
<tr>
<th>NO</th>
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<tbody>
<tr>
<td>1</td>
<td>Register on job training and promotional training courses</td>
<td>OJT Department/ Registration Department/ Academic Department</td>
</tr>
<tr>
<td>2</td>
<td>Request to register the course of promotional training before the on job training</td>
<td>Assistant Dean of Students Affair / Training Department / Registration Department / Academic Department</td>
</tr>
<tr>
<td>3</td>
<td>Request to register the promotional training course with the academic course</td>
<td>Assistant Dean of Students Affair / Training Department / Registration Department / Academic Department</td>
</tr>
<tr>
<td>4</td>
<td>Request to postpone the on job training and the promotional training</td>
<td>Assistant Dean of Students Affair / Training Department / Registration Department / Academic Department</td>
</tr>
<tr>
<td>5</td>
<td>Request to change the place of the on job training</td>
<td>On Job Training Department / Academic Department Coordinator / Training Resident.</td>
</tr>
<tr>
<td>6</td>
<td>Request of on job training</td>
<td>On Job Training Department / Academic Department</td>
</tr>
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</table>
i. **Provide periodic reports.** The OJT Department provides the regular reports to the concerned various departments as follows:

<table>
<thead>
<tr>
<th>NO</th>
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<tr>
<td>1</td>
<td>OJT / FORM B1</td>
<td>Assistant Dean of Students Affairs / Department of Industrial Relations in the Ministry</td>
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<td>2</td>
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</tr>
<tr>
<td>3</td>
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<td>4</td>
<td>EPT / FORM D2</td>
<td>Assistant Dean of Students Affairs / Department of Industrial Relations in the Ministry</td>
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<tr>
<td>5</td>
<td>Form P Projection of Eligible OJT Students &amp; Staff Requirements</td>
<td>Assistant Dean of Students Affairs /Department of Industrial Relations in the Ministry</td>
</tr>
<tr>
<td>6</td>
<td>Mapping Sheets</td>
<td>Assistant Dean of Students Affairs / Department of Industrial Relations in the Ministry</td>
</tr>
<tr>
<td>7</td>
<td>Assessment Parameters and Evaluation of Assessment During OJT</td>
<td>Assistant Dean of Students Affairs / Department of Industrial Relations in the Ministry</td>
</tr>
<tr>
<td>8</td>
<td>OJT &amp; EPT Registration Form</td>
<td>The trainees</td>
</tr>
<tr>
<td>9</td>
<td>Application for a vehicle</td>
<td>The resident</td>
</tr>
</tbody>
</table>

j. **Evaluate the OJT program.** The OJT Department distributes a number of questionnaires for evaluation in order to achieve the highest level of efficiency in services. These questionnaires are as follows:

a. Questionnaire for OJT Trainee Student.
b. Questionnaire for EPT Trainee Student.
c. Questionnaire for OJT Industrial Supervisor.
d. Questionnaire for EPT Coordinators Assessors.

### Revisions

<table>
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<th>Date</th>
<th>Author</th>
<th>Approval</th>
<th>Sections Modified</th>
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FEEDBACK POLICY

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| Contact Details               | 1. English Language Centre, HoC Office, Ext. No. 595  
2. Engineering Department, HoD Office, Ext. No. 510  
3. IT Department, HoD Office, Ext. No. 544  
4. Business Studies Department, HoD Office, Ext. No. 531 |
| Authorization                 | Asst. Dean of Academic Affairs |
| Reference: NCT QA Manual Sections 4.3.4 & 4.8.2 |
| Effective From                | Date: |
| Amendments                    | This is the first written version of an existing policy. |
| Superseded Documents          | n/a |
| Review                        | Review to be done by AD Academics, Heads of ELC and Academic Departments; policy review to be done annually, preferably during the Summer Term. |
| File Number                   | AC-STU-013 |
| Related Documents             | **Related procedures and guidelines will be listed here as they become available. |

1. Policy Statement

Nizwa College of Technology, in its efforts to achieve its goals commits to establish a feedback system that is accurate, fair and transparent.

The feedback collection process at Nizwa College of Technology underpins the continuous review of performance towards developing a motivated and committed workforce to achieve the mission and vision of NCT. This activity helps individuals, teams, departments of the college to maintain and improve performance at all levels and support the achievement of individual and organisational goals.

2. Definition

Feedback collection is a process of gathering information to develop better understanding of college goals which includes high quality teaching, training and learning, excellent service, transparent and reliable assessment techniques, relevant curriculum, employment opportunities for its students based on knowledge and training, etc., in order to draw
conclusions to the merit, worth or value of these goals and to the factors that are helping or hindering their realization.

3. Scope of Feedback Collection Activities

The goals of NCT can be achieved through proper feedback collection which endeavors:

- to strive towards excellence in teaching, training and learning and provision of high quality professional and support services
- to ensure that the college’s aim of delivering quality teaching, training and learning across all courses & programs and across different modes of delivery is being met
- to ensure that the college obtains timely information in regard to professional development needs
- to ensure that students’ views/feedback are provided to the college and its staff in the most helpful and productive way
- to ensure that students know that their views and feedback are valued through appropriate response, such as improvements/changes made pursuant to their comments;
- to ensure that academic staff receives timely and constructive feedback / advice / counsel on their teaching from both their students, peers and administrators in such a way as to allow appropriate professional development where such is required;
- to ensure that academic staff are provided with evaluations of their teaching that is consistent across various departments which demonstrates a reasonable objective.

4. Principles of Feedback Collection

The following are the principles behind this policy:

- Provides an opportunity to review an individual member of staff’s performance in a positive and constructive manner. This review will include all teaching, training and learning activities.
- Feedback collection must be carried regularly and continuously by all stakeholders: teachers, departments and college level and external bodies. Semester wise feedback is advised for teachers, annual feedback for departments and annual or biannual feedback is recommended for college wide and other external bodies.
- Data collection should be conducted in a systematic manner. See fig: 1
- Multiple data collection technique and sources should be used in order to access a range of perspectives and to maximize the validity of the process.
- Data collection procedures for each of the techniques and sources should be standardized across the departments of the college.
- Feedback Data pertaining to an individual lecturer or learner are kept confidential.
- The data collection and use of it should be designed and implemented in ways that will foster healthy teaching, training and learning processes.
5. Approaches to Feedback Collection

The requirements and approaches adopted for feedback collection may vary according to purpose/s for which the feedback is being undertaken. Multiple data collection techniques and sources need to be used for any given purpose.
The approach to feedback collection involves:

![Feedback Approach Diagram]

Figure: 2  Feedback Approach

Each feedback activity involves many facets for which the feedback is required. These facets are listed as below:

i. **Quality on teaching & learning practice**:
   Teaching methodology, effectiveness of teaching & learning methodology, best teaching & learning practices.

ii. **Academic and Administrative supports provided to the teacher**:
   Technical support from persons in charge for laboratories and other educational technologies, supervisory guidance, support and motivation from the Heads of sections, departments, centers and groups.

iii. **Services provided by the college**:
   Facilities of class rooms, library, laboratories/workshops, e-learning, OJT & EPT, PC & internet, parking, office hours, sports and entertainment, mosque, SAC, support given to weak students, motivation, registration, counseling, advising, grievances & complaints handling, examination system, assessment system, appeal on results.
iv. **OJT & EPT:**
Satisfaction on students discipline, technical knowledge, ethical knowledge, professional skills, communication skills, learning skills, degree of competence, entrepreneurial skills, social & moral responsibilities and awareness, interpersonal skills.

v. **Employment of its graduate:**
Individuals ethical and moral principles, technical knowledge and skills, critical and analytical skills, degree of competence, professional skills, communication skills, self development and learning skills, interpersonal skills, entrepreneurial skills.

6. **Implementation**

Feedback data comes from a number of sources, including staff, student, industry, and other stake holders. It is encouraged that improvement of various feedback activities involve data from these various sources.

**A. Student feedback**

NCT can get feedback from students either or both in summative or formative forms to monitor its various activities which provide its students a high quality technical knowledge which are as follows:

i) **Quality in teaching training and learning**
A formal student feedback on teaching will be expected of every lecturer employed by the college. Feedback will occur on a regular basis with a minimum requirement of once every semester and need only to occur in one course.

Feedback on teaching is designed to provide: a) evidence of teaching performance of individual staff, b) evidence of teaching performance of teams of lecturers, and c) quality of teaching, including all matters of design and delivery.

The formal student feedback on teaching will address core sets of issues. Academic centre/departments may augment these core questions to reflect their own particular situations and needs. The centre/department will also facilitate the distribution and collection of these student questionnaires at the end of every semester.

Furthermore, the college encourages teachers to collect and respond to feedback on their teaching at least every two weeks from students, and may do the same from
colleagues and peers, as well as from other stakeholders, regularly. These may come from a range of sources such as:

- formative and summative assessment of students
- complaints, comments and suggestions
- classroom and office discussions
- reports and analysis of stakeholders and other observers
- feedback from various sources such as student questionnaires, online comments and suggestions, discussion forums, etc

The collected feedback should be included as part of the teacher’s course file, which can be used for immediate adjustment of teaching styles and approaches to address students’ difficulties and in general to be used in the improvement of teaching, and learning process.

ii) Other Feedback Activities

Students feedback on other activities like the Services provided by the college, OJT & EPT, NCT curriculum is also collected every semester to monitor the improvements in each activity and hence depict quality in teaching training and learning.

B. Staff feedback

As mentioned the quality of teaching, training and learning in NCT not only involves students but also staff members who are involved in imparting good knowledge and skills in the field of technology, hence feedback data comes from a number of sources, including staff course portfolio, student learning outcomes, teacher self-reflection and analysis, peer review of teaching, and evaluation from center/department administrator.

The major modes of feedback on teaching, training and learning with respect to all individual performances, team teaching situations and conduct of courses and programs that can be carried out are:

k. Self-reflection by the teacher
The self-reflection and analysis of teaching for academic staff will include matters such as teaching philosophy and activities, curriculum planning and development activities in courses for which the teacher is responsible, as well as assessment on students’ work focusing on methods used.

I. **Peer review of teaching**

Peer review for teachers should be conducted according to the following:

Where the teacher wishes to use peer review(s) as part of the evaluation process, the procedures to be used will be subject to agreement between the lecturer and a colleague of his own choosing, without the intervention of the head of the academic department concerned. The teacher may choose up to two of his peers to conduct the review for the sole purpose of using the results obtained for teaching improvement and development. This may also involve the use of an evaluation panel as agreed upon by the teacher and the College Staff Development Committee.

m. **Administrator feedback on teaching**

Center/Department administrators (HoDs and HoSs) may also participate in the improvement of teaching, training and learning through class visits. In this regard, there should first be an agreement between the teacher concerned and the administrator as to the nature of the visit, that is, mainly for improvement purposes. As such, the administrator is expected to give suggestions on aspects such as lesson delivery, presentation of topic, teacher interaction with students during class, teaching techniques, topic organization, and the like. Comments and suggestions of the administrator should be written in a form specially made for the purpose and sent to the concerned teacher for discussion and other possible

Also feedback is collected from the staff members for the all other activities which are addressed to the students, so as to have a balanced review system which monitors the developments in each activity.

C. **Industry and Parents feedback**

The contribution of industry and parents also plays a vital role in the development of NCT’s mission and vision hence they too are addressed with activities like survey on
college & curriculum, OJT & EPT, Services provided by the college, graduates attributes, market needs of new specialization, for feedback. The data collected will be processed to monitor the growth, developments and improvements in NCT.

7. Roles and Responsibilities

The administration of evaluation of the collected feedback data for improvement and development purposes will be the responsibility of all the concerned staff and will be carried out according to the following:

n. The committee authorized by the concerned department is responsible in administering the formal student, staff, industry and parents evaluation instrument.

o. The completed formal student evaluation forms will be processed by the QAFU department.

p. A report of the collated responses (quantitative and qualitative) of the formal student evaluation towards teaching, learning and training will be sent to the teacher with a copy of this report sent to his HoD.

q. Information regarding individual staff evaluation will remain confidential to the individual, his HoD, Assistant Dean Academics and the College Dean.

r. All raw data will be retained by the QAFU for a period of one year and then destroyed.

s. Other forms of feedback, comments and suggestions, as well as other related information from students, colleagues, and other stakeholders should likewise be analyzed by the QAFU and copy sent to Asst. Dean Academics and concerned HoD.

8. Communication

This policy is disseminated through the College Policy Manual as well as the college intranet.

9. Procedures and Forms

All the procedures in general involve:

i. Questionnaire preparation addressing all the attributes of teaching

ii. Distribution and collection of the feedback forms
iii. Analysis of the collected data for necessary improvements.
iv. ADRI model is to be used in the assessment of all feedback activities.

Procedures and Forms related to this policy are as follows:

1. Procedures for Student Evaluation of Teaching by the Staff
2. Procedures for Student Evaluation of Teaching by the Centre/Department
3. Student Evaluation of Teaching Questionnaire
4. Staff Evaluation of Teaching Questionnaire
5. Student Evaluation of services provided by NCT Questionnaire
6. Staff Evaluation of services provided by NCT Questionnaire
7. Industry and Parents evaluation of College and its curriculum Questionnaire
8. Student Evaluation of OJT & EPT Questionnaire
9. Staff Evaluation of OJT & EPT Questionnaire
10. Industry Evaluation of OJT & EPT Questionnaire
11. [please include here other related procedures and forms]

10. Guidelines (if necessary)

Guidelines related to this policy include:

1. Guideline in completing/writing Self-Reflection of Teaching
2. Guideline for collecting and summarizing feedback
3. Guideline for responding to online comments and suggestions
4. [please include here other relevant guidelines]

11. Acknowledgments

2) www.rmit.edu.au
3) staffcentral.brighton.ac.uk
4) www.canterbury.ac.uk
## 12. Revisions

<table>
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<th>Version</th>
<th>Date</th>
<th>Author(s)</th>
<th>Approval</th>
<th>Sections Modified</th>
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<td>Assistant Deans, HoCs-ETC, ELC, HoDs – Academic Depts.</td>
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# NCT
Nizwa College of Technology

## STUDENT GRIEVANCE POLICY

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<th>Dean, Assistant Deans of Academic and Student Affairs, HoDs</th>
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<tr>
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<td><strong>Review</strong></td>
<td>Review to be done by AD Academic, AD Student, Heads of ELC and Academic Departments; policy review to be done annually, preferably during the Summer Term.</td>
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<td><strong>File Number</strong></td>
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### 1. Policy Statement

NCT is committed to resolve fairly, consistently and promptly any student’s academic and none academic complaints, appeals and grievances and provide healthy studying environment so as to achieve its mission & vision and maintain its values at high standards.

### 2. Purpose and Scope

NCT believes that addressing and resolving students’ complaints, appeals and grievances is an important matter for ensuring healthy and encouraging studying and learning environment. Students should feel that they have the right to question, complain, and raise an appeal or grievance concerning any matter in the control of the college that is directly related to him/her as a student. They have the right to be informed about the informal and formal resolution processes of the grievance according to the guidelines and procedures of this policy. Informal processes include direct discussions to resolve the problem in order to minimize any delay and complications from administrative formalities. Formal processes include written grievance or appeal against an outcome or a decision.

All bodies involved in handling the formal and informal grievance transactions should be consistent to the justice rules. Investigations and decisions for cases have to be prompt and fair. Any personal students’ information collected for addressing
grievances will be treated as highly confidential and will not be disclosed by the college to any internal or external body.

The timeframe for handling formal and informal grievances will consider all issues related to the grievousness and urgency for smooth student study. The college aims to have solutions within 24 hrs; however appropriate timeframes matching the college bylaws will be followed with a maximum of one week for severe cases from the date of application of the grievance.

In case the student is not satisfied with the outcome of the formal or informal grievance decision, the student has the right for appealing to the next higher authority inside the college or to apply for an external appeal based on the guidelines of this policy and the college bylaws.

All information that is included in this policy and of concern to students will be made available to them in their prospectus and as part of their Orientation or Induction programs. They will be encouraged, first, to pursue internal informal grievance processes before raising any formal grievance since this may result in relatively quick and easy resolution of the student's concern, except where the grievance relates to money allowance or restriction, suspension, temporary termination of enrolment, or expulsion from the college, in which case formal processes should be followed. In that case, students have the right to get written statement of the outcome of the grievance process including reasons for the decision taken.

Feedback on the satisfaction with grievance and appeal processes will be collected regularly from students and bodies involved in the addressing process. The information will be used for review of quality and improvement purposes.

College authorities; Dean, Assistant Deans, HoDs, and staff are responsible for addressing students' informal and formal grievances and appeals according to the procedures of this policy and the regulation given in the bylaws of Colleges of Technology. All stages of implementation will be dealt with high degree of confidentiality, trenchancy and fairness.

3. Definitions

**Complaint:** any informal statement of disagreement or dissatisfaction made by a student to a person in authority at NCT that requires action or response.

**Grievance:** a formal written statement of disagreement or dissatisfaction where a student believed he/she has been adversely affected by a decision made to a person in authority at NCT that requires action or response.

**Appeal:** a formal written statement for reconsideration of a decision made by the College or any person acting on behalf of the College. Academic appeal covers non satisfaction with exam results, probation, etc while non academic appeals cover all disciplinary decisions.

4. Implementation

5. Grievance Handling Principles
The following are the principles of this policy [1]: (need rephrasing as they are the same of the reference)

a) Accessible and simple – Students MUST know the avenues of logging a complaint and the process must be as simply as possible to follow.
b) Transparent – The processes for handling complaints and appeals must be transparent in operation and outcome.
c) Equity – Complaints are dealt with in an equitable and culturally sensitive manner.
d) Fairness – The process needs to ensure complaints are handled and judged on merit and there should be fairness to all concerned.
e) Timely – Students must have ALL complaints dealt with in a timely manner and specific deadlines.
f) Quality and improvement – The Complaint process MUST allow the College to reflect on practices and have the ability to improve them.
g) Accountability – Specific staff within each department/center within NCT need to take on a complaint advocate role. We need to instill a culture that assists with complaint handling, rather than one which passes the problem. The University is well placed with the University’s Ombudsman’s Office and having one person in each Faculty/major organization unit provides a mechanism to assist in the communication process relating to complaints.
h) Confidential – The College will ensure information pertaining to the grievance will be keep confidential and used for the purpose for which it was collected, unless i) The express written consent of the individual(s) concerned is obtained; or ii) The College has reasonable grounds for believing that the use of the information will reduce threat to life or health of any person; or iii) The use is specifically required by law

i) This Complaint and Grievance handling Policy and Procedures do not derogate from the rights of an individual under the Sultanate law to make or pursue a complaint through an external agency.

6. Roles and Responsibilities

The Assistant Deans have the ultimate responsibility for implementing and overseeing the grievance policy. In general, the Assistant Dean of Academic affairs will be in charge for academic grievances, disciplinary grievances for the A. D. of Student Affairs while service grievances for the A.D. Administrative Affairs, however overlapping issues will be addressed as per the college bylaws. The Asst. Deans are responsible for deciding the procedures and solutions for students having problems on campus. They shall exercise this responsibility personally or delegate it to the Head of Department/Centers which in turn can delegate it to staff under consideration; however serious cases which need detailed investigation shall be forwarded to the Dean.

7. Communication

This policy is disseminated through the College Policy Manual as well as the college intranet.
8. Procedures and Forms

The following procedure describes how to handle informal and formal grievances and appeals of students in the college:

**8.1 Informal Complaints Resolution**

Informal complaints are usually oral complaints (e.g. course delivery, biased staff rapport, marks of assignment, students service, class or exam time table, conflict, harassment, etc.) . The first step in dealing with such cases is to hold informal discussions with an aim to resolve the problem quickly avoiding time delay and complications of formalities otherwise the case could be considered for processing as a formal grievance. The following steps might help facilitating the resolution:

i. The student is required first to contact the staff responsible for the area in which the claimed grievance has occurred.

ii. Staff in charge should listen carefully to the student inquiry and provide informal advice and support to enable the student finding justification and solution.

iii. The staff should explore all options and implications of resolving the case before deciding to refer the student to higher authority or asking the student to apply for a formal grievance.

iv. In case the concerned staff could not provide a convening resolution to the problem or not advising the student to contact next authority, then the student can contact the higher authority; supervisor, registrar, HoS, etc. who should also first start orally resolving the problem. Likewise, the student could reach higher authorities, HoDs, HoCs, Assistant Deans and Dean who should help getting resolution in a similar way.

v. The student should follow the organizational hierarchy in raising informal complaints. Thus the higher authority person should verify that the student had exhausted all lower chains otherwise the case should be referred back starting from the lowest point of the chain.

vi. In case there are many parties involved in the informal complaint, the staff/supervisor in charge of looking a resolution should contact and listen to all parties before giving a decision. Meeting with each individual and/or all individuals to collect facts on the claims have to be ensured so as to arrive at a transparent and fair resolution.

vii. Staff/supervisor in charge should keep a record of all informal complaints for use of quality and improvement. Copy could be forwarded to higher authority but not mandatory; however the higher authority should be informed at least orally.

**8.2 Procedure for Handling Formal Complaints & Appeals**

Formal complaints/appeals are usually written statement of dissatisfaction; by letter, email or a college predesigned form. Before receiving the formal complaint/appeal, the staff/supervisor in charge should advice the student for the quick informal processing and as per the procedure in 8.1 above; otherwise, the following steps could be followed to arrive at a resolution:
i. The student raising the written complaint/appeal should include all personal information; name, ID, dept/center, level and contact number. The same applies for a group of students raising one complaint.

ii. Students should be advised to mention all incidents or actions that form part of their complaints.

iii. Students should be informed that no other person or agency may complain/appeal on behalf of a student.

iv. The students should follow the college organizational hierarchy in raising formal complaints/appeals starting from the lowest chain, otherwise and as per the college bylaws, the student may submit the written complaint/appeal directly to the supervisor of concern. When a student contacts a higher authority person, the later should verify that the student had exhausted all lower chains otherwise the student should be referred back to the concerned person.

v. The staff/supervisor in charge should explore all options and implications of resolving the case before deciding a resolution or refer the student to higher authority.

vi. The staff/supervisor in charge shall request a “complaint/appeal handling reference number” which will be used to track the complaint/appeal internally and create a database for grievance information. The numbering is to be agreed within each dept/center.

vii. Under this policy the staff/supervisor who receives the complaint/appeal can delegate the investigation and resolution of the complaint/appeal to a member of staff/committee who has the authority and skills to investigate and resolve complaints.

viii. The investigating staff/supervisor may request a formal meeting with all parties involved in the complaint on individual or collective bases. Students should be advised at this point that they may bring a support person with them to any such meeting. No person or agency may appear on behalf of a complainant except in special circumstances with the permission of the person conducting the hearing. Any party has the right to be heard either through written submission and/or personal representation at any formal meeting considering their complaint.

ix. Staff/supervisor in charge shall give a written decision/resolution (via letter or electronic means) within 48 hours from the time of receiving of the complaint/appeal or within one week for complaints that require time within the investigation and or disciplinary committees.

x. Students raising complaints should be acknowledged in case of any delay more than the 48hrs or the one week due to reasons beyond the control of the college.

xi. Students can apply for external appeals to the Ministry of Manpower or any other as per the college bylaws and the Sultanate laws.

9. References

2. Student Grievances and Appeals - Governing Policy
   http://www.usc.edu.au/University/AbouttheUniversity/Governance/Policies/Grievance.htm
3. STUDENT GRIEVANCE POLICY AND PROCEDURES OF THE SYDNEY COLLEGE OF DIVINITY,

10. Revisions

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STUDENT RETENTION AND PROGRESSION POLICY

Responsible Authority | Assistant Dean of Academic/Students Affairs
---|---
Contact Details | 1. HoC of English Language Centre, Ext. No. 595
| 2. HoD of Engineering Department, Ext. No. 510
| 3. HoD of IT Department, Ext. No. 544
| 4. HoD of Business Studies Department, Ext. No. 531
Authorization | NCT College Council
| Decision No. ___ Date: ____________
Effective From | Date:
Amendments | n/a
Superseded Documents | n/a
Review | Review to be done by AD Academics, AD Students Affairs, Heads of ELC and Academic Departments; policy review to be done annually, preferably during the Summer Term.
File Number | AC-STU-015
Related Documents | Course Progress Monitoring

1. Policy Statement

Nizwa College of Technology is committed to achieve and maintain high system performance through keeping track on Student retention and progress. Retention and progress analysis is a comprehensive process to attain optimum system performance.

2. Purpose and Scope

This document sets out policies and procedure for implementing a student retention process. The principle and aspirations that underlie that process are consistent with those expressed in college vision, mission and strategic plan.

The Academic department heads will make every reasonable effort to inform all appropriate constituencies about the principles, aspirations, policies and procedures outlined in this document and to solicit their cooperation in making this system effective.

The authorities of academic affairs and the authorities of students affairs of NCT, support a regularized system for monitoring academic and professional (example: affective, ethical, social) aspects of individual students performance. Although professional aspects are not separate from such academic indicators as grade averages, the later are monitored by a centralized system that is designated to
ensure that exceptionally strong or weak performance will be noticed and will receive timely recognition and attention. The staff and faculty members of Nizwa College of Technology wish to be at least equally confident that professional aspects of student performance are receiving timely recognition and attention.

3. Definitions

a. General definitions for retention and progression monitoring

- **Original Department In-take (Admission)(Original Freshmen):** The act of admitting the student in the Academic department, from NCT foundation, if he/she fulfills the minimum criteria viz., passing all foundation courses and TOFFEL.

- **Transferred:**
  - **In:** The student studying in Academic department may be transferred from other colleges to NCT on personal request for the following reasons.
    - to continue the higher level program.
    - to study the specialization which is not offered in other colleges.
    - family or personal reasons (middle of any level).
  - **Out:** The student studying in Academic department may move to another technical college on personal request for the following reasons.
    - to continue the higher level program.
    - to study the specialization which is not offered with NCT.
    - family or personal reasons (middle of any level).

- **Promotion:** The act of continuing the studies of a student in Academic department, after successful completion of a program, moving to the next higher level program. For example moving from certificate to diploma level.

- **Graduation:** The successful completion of a program (certificate/diploma/higher diploma) of study, by a student got admitted in the Academic department. This includes completion of the training requirements like OJT and EPT.

- **Dismissal:** The termination of a student studying in Academic department at any point of time due to academic reasons, absenteeism or disciplinary reasons as per article 72 of the college bylaws.

- **Withdrawal:** The student studying in Academic department, at any point of time stop continuing his/her studies voluntarily and abruptly due to various reasons and having a chance for continuing their studies later.

- **Postponement:** The student studying in Academic department may be putting off their studies to a future time (may be after one semester or two semesters).

- **Discontinue of study:** The successful completion of a program (certificate / diploma/higher diploma) of study, by a student got admitted in the Academic department.
department having eligibility to the next higher level but having no intent to continue his/her studies.

- **Readmission**: The graduated student in any level from Academic department for want of continuing his/her studies may be getting admitted in the department.

- **Repetition**: The number of semesters that the student spends in the level in which he/she is enrolled.

- **Temporary Dismissal**: The student studying in Academic department may be suspended from his/her studies for one semester for academic reasons like cheating or disciplinary reasons.

- **Change of department**: The student studying in Academic department in the certificate level may move to another department on request if eligible.

- **Change of Specialization in Higher Diploma**: The student studying in Academic department in Diploma/Higher Diploma level may move to another specialization on request if eligible.

**b. Key Performance Indicators (KPIs)**

- **Promotion rate**: is the proportion of students who have successfully completed a level (certificate/diploma/higher diploma) and proceeded to the next level.

- **Graduation rate**: is the proportion of students who have successfully completed a level (certificate/diploma/higher diploma) and graduated.

- **Repetition rate**: is the proportion of students who repeat a level. The repetition rate of level L, year Y is obtained by dividing repeaters of level L, year Y+1, by intake in level L, year Y. (L=1 → Certificate, L=2 → Diploma, L=3 → Higher Diploma)

- **Drop-out rate**: is the proportion of students who leave the system without completing the given level in the given year.

- **Input-Output rate**: is the proportion relating output to the Input of an Intake.

**4. Implementation**

We propose to implement a process that

a. is comprehensive as to the sources of input about each student’s progress and in terms of establishing a cumulative record in case of concern.

b. takes a case by case approach and allows for variety of responses.

c. involves collaboration in professional judgment.
When making collaborative decisions about the continuation of students in the program the following are expected from the staff (Academic and Non-Academic) for students:

1. Demonstrated effectiveness in developing interpersonal relationship in individual and group contacts
2. Demonstrated aptitude for counseling, student personnel services, or related human development responsibilities
3. Demonstrated commitment to a career in counseling or college student personnel services
4. Demonstrated potential for establishing facilitative relationships with people at different levels of development and with various needs and problems
5. Demonstrated openness to self-examination and personal and professional self-development
6. Demonstrated commitment to and practice of ethical principles

5. Retention and Progress Principles [2]

(i). Encourages Contact between Students and Faculty
Frequent student-faculty contact in and out of classes is the most important factor in student motivation and involvement. Faculty concern helps students get through rough times and keep on working. Knowing a few faculty members well enhances students' intellectual commitment and encourages them to think about their own values and future plans.

(ii). Develops Reciprocity and Cooperation among Students
Learning is enhanced when it is more like a team effort that a solo race. Good learning, like good work, is collaborative and social, not competitive and isolated. Working with others often increases involvement in learning. Sharing one's own ideas and responding to others' reactions sharpens thinking and deepens understanding.

(iii). Encourages Active Learning
Learning is not a spectator sport. Students do not learn much just by sitting in classes listening to teachers, memorizing pre-packaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences and apply it to their daily lives. They must make what they learn part of themselves.

(iv). Gives Prompt Feedback
Knowing what you know and don't know focuses learning. Students need appropriate feedback on performance to benefit from courses. When getting started, students need help in assessing existing knowledge and competence. In classes, students need frequent opportunities to perform and receive suggestions for improvement. At various points during college, and at the end, students need chances to reflect on what they have learned, what they still need to know, and how to assess themselves.

(v). Emphasizes Time on Task

116
Time plus energy equals learning. There is no substitute for time on task. Learning to use one’s time well is critical for students and professionals alike. Students need help in learning effective time management. Allocating realistic amounts of time means effective learning for students and effective teaching for faculty. How an institution defines time expectations for students, faculty, administrators, and other professional staff can establish the basis of high performance for all.

(vi). Communicates High Expectations
Expect more and you will get more. High expectations are important for everyone -- for the poorly prepared, for those unwilling to exert themselves, and for the bright and well motivated. Expecting students to perform well becomes a self-fulfilling prophecy when teachers and institutions hold high expectations for themselves and make extra efforts.

(vii). Respects Diverse Talents and Ways of Learning
There are many roads to learning. People bring different talents and styles of learning to college. Brilliant students in the seminar room may be all thumbs in the lab or art studio. Students rich in hands-on experience may not do so well with theory. Students need the opportunity to show their talents and learn in ways that work for them. Then they can be pushed to learn in new ways that do not come so easily.

Teachers and students hold the main responsibility for improving higher education. But they need a lot of help. College expected to provide an environment that is favorable to good practice in higher education.

6. Roles and Responsibilities
The Assistant Dean of Academic Affairs and Assistant Dean of Students Affairs have the ultimate responsibility for implementing and overseeing the Retention and Progression Policy in the college. Lecturers (Course tutors) shall assume the role of identifying the retention students and help them to progress. The advisors shall share the role of identifying the retention students and reporting to the students’ affairs department for the necessary counseling.

7. Communication
This policy is disseminated through the College Policy Manual as well as the college intranet.

8. Procedures [1]
The following points describe how to monitor retention and progression in the college.
➢ Students within the department will be informed about the retention policy early in the admission process.
Students will receive a paper copy upon admission to the oriented graduation programs.

Regularized system of monitoring our students’ performance will require liaison efforts between the academic departments and the other supportive departments.

Any faculty member/advisor may request a meeting at any time to express concern about student's deficiencies.

When a concern about a student is reported, the Assistant Dean academic affairs and the Assistant Dean students’ affairs will make a judgment about what kind of response is appropriate, within the guidelines of this document. The most common response will be to contact other persons who have been associated with the student to ascertain whether or not other professionals have similar concerns about the student.

As a result of these contacts and discussions, the Assistant Deans will, with the combined judgment of those acquainted with the student's performance, decide whether or not further action should be taken at this time, and if so, will establish what the appropriate steps are, given the conditions of concern.

In cases where student performance is deficient, the student should be informed (by the persons stipulated above) about the nature of the deficiency, should be encouraged to state his or her views of the situation, and, except in extreme or dangerous circumstances, given an opportunity to improve.

9. References

[1]. Kansas State University, Department of special education, counseling and student affairs – student retention policy Accessed: 14Nov2009
[3]. United Nations Statistical Institute for Asia and the Pacific (SIAP)-Compilation of Education Indicators.

10. Revisions

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NCT
Nizwa College of Technology

Student Progression Monitoring Procedures

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<th>Assistant Dean of Academic Affairs</th>
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| Contact Details       | 1. HoC of English Language Centre, Ext. No. 595  
                        2. HoD of Engineering Department, Ext. No. 510  
                        3. HoD of IT Department, Ext. No. 544  
                        4. HoD of Business Studies Department, Ext. No. 531 |
| Authorization         | NCT College Council  
                        Decision No. ___ Date: ____________ |
| Effective From        | Date: |
| Amendments            | This is the first written version of an existing procedure. |
| Superseded Documents  | n/a |
| Review                | Review to be done by AD Academics, Heads of ELC and Academic Departments; Policy review to be done annually, preferably during the Summer Term. |
| File Number           | **This will be assigned by QAFU.** |

1. **Purpose**

This procedure describes how the NCT will:

- systematically monitor, record and assess the student progression in each course in the level they are enrolled in;
- be proactive in notifying, supporting and counseling students who are at risk of failing to meet progression requirements.

2. **Scope**

This procedure articulates the NCT’s practices on student progression monitoring as per Student Retention and Progression Policy.

3. **Definitions**

**At Risk:** An ‘At Risk’ student is a student who is unsatisfactorily progressing by scoring less than 40% in an assessment made in a course.

**Program:** A full-time registered program of education on NCT for the attainment of graduation.

**Course Progress:** The measure of advancement through academic merit or skill-based competencies towards the completion of a course as per course guidelines.
**Intervention Management Tool:** A method, tool or process that allows the following processes:
- Recording of assessment tasks and the marks awarded.
- Identify whether the student is above or below the designated ‘At Risk’ level,
- Recording of communication with student.

**Intervention Strategy:** Any documented action targeted at addressing the needs of an ‘At Risk’ student.

### 4. Implementation

The course guidelines specify the progress requirements for each course that forms a part of a program. These guidelines are communicated to staff and students. (Like outcomes and objectives, delivery plan, assessment plan etc.)

Actions required to meet this procedure are outlined as follows:

<table>
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<th>#</th>
<th>Steps</th>
<th>Faculty in charge</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Assess progress of all students after completion of one month of the course from the start of the semester.</td>
<td>Course Teacher</td>
<td>All progress assessments occurred up to one month completion point of the course like quizzes, tests, assignment, etc. The assessments should be made optimal in a way that will demonstrate the real ‘At risk’ student. The 40% is determined based on the average of all quizzes, home works, tests etc.</td>
</tr>
<tr>
<td>2.</td>
<td>Record and Analyze the assessment progress results.</td>
<td>Course Teacher</td>
<td>Using intervention management tool, the data is analyzed to identify ‘At Risk’ students. This must be used in conjunction with their attendance records and their CGPA of previous conduct.</td>
</tr>
<tr>
<td>3.</td>
<td>Unsatisfactory progress--Reported to the Advisor and course coordinator.</td>
<td>Course Teacher</td>
<td>The ‘At risk’ students’ list will be reported to the respective advisors and course coordinator.</td>
</tr>
</tbody>
</table>
| 4. | Aggregate the number of ‘At risk’ students in a specific course. Reported to HoS. | Course Coordinator         | a) Collect the names of the ‘At risk’ students from all the course teachers, teaching the same course.  
b) A plan for remedial/tutorial classes requested with the HoD through HoS. Office hours by course tutors may be enough if the number of at risk students in all sections of the course is small. |
<p>| 5. | Planning for Remedial Class and communicating to the course teachers. | Course Coordinator / HoS/HoD | Scheduling for remedial classes and assigning one of the teachers, teaching that specific course to conduct the class will be done by HoS/HoD. |</p>
<table>
<thead>
<tr>
<th></th>
<th>Communicating the schedule to the students.</th>
<th>Course Teacher</th>
<th>Communicating the remedial class schedule to the students personally.</th>
</tr>
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<tbody>
<tr>
<td>7</td>
<td>Check the ‘At risk’ students’ overall performance.</td>
<td>Advisor</td>
<td>Collecting records of at risk students from all course coordinators. Check the previous academic records of each student and his/her performance in other courses of the same semester.</td>
</tr>
<tr>
<td>8</td>
<td>The ‘At risk’ students are counseled.</td>
<td>Advisor</td>
<td>The factors affecting the students’ academic progression will be identified.</td>
</tr>
</tbody>
</table>
| 9 | Intervention Process: Based on the factors identified, after HoDs’ approval, the Intervention Strategy is activated and communicated directly to student via college e-mail and personally. | Advisor and HoD | Intervention strategy will be activated to every student at risk based on the reasons; 
**a. Academic reasons:** Students advised with remedial schedule only. 
**b. Non-academic reasons:** advised with the referral to the students’ counseling department and the remedial class schedule if needed. (Using the referral form attached with the procedure) |
| 10 | Reassess all students’ course progress after mid-exam results. | Course Teacher | Follow step 2, 3 and 6 as stated above for second cycle of monitoring. |
| 11 | Aggregates number of ‘At risk’ students of the second cycle of monitoring. | Course coordinator | Follow step 4 and 5 as stated above for scheduling the second cycle of remedial classes. |
| 12 | Check the ‘At risk’ students’ overall performance. | Advisor | Follow step 7, 8 and 9 as stated above for second cycle of monitoring. |
| 13 | Report on achievements | Course Teacher | A common report must be submitted to the course coordinator by the course teacher that shows the achievements on monitoring the academic progress of ‘At risk’ students. A copy can be kept in the course file. |
| 14 | Consolidation of achievement reports given by the teachers teaching the same course | Course coordinator | Consolidated report must be submitted by the course coordinator to the HoD through the HoS. |
| 15 | Report on achievements | Advisor | The report must be submitted to the HoD by the advisor that shows the achievements on advising ‘At risk’ students. |

**5. Forms**
6. References

[1]. University of Ballart Australia, official university progress monitoring.
   Last Accessed: 14Nov2009

7. Revisions

<table>
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<td>This is the first written version of an existing procedure.</td>
<td>Assistant Deans, HoCs-ETC, ELC, HoDs – Academic Depts.</td>
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Intervention Strategy Recommendation and Undertaking

Date ...../....../.....

Student Name ........................................

Student ID .............................................

Level ....................................................

Course ...................................................

Advisor ..................................................

Insert Student Name has been assessed as being at risk of not satisfactorily meeting course progress requirements. After consultation with the student, I recommend the following intervention strategy be activated:

e.g.1. Plan for the remedial classes:[Schedule- approved and signed by HOD will be communicated by course teacher in the class]
e.g.2. Referral to the students’ counseling centre[pl. fill page 2].

Signature:

Advisor: ...................... HOD:......................

Date....../....../.....

Student Name ........................................

Student ID .............................................

Course ...................................................

I agree to the Intervention Strategy activated to assist me in meeting satisfactory course progress and will comply with all the recommendations above.

I understand that a copy of this agreement will be kept on file and may be used to assist the NCT in any subsequent academic progress determinations.

Signed ..............................
Transfer Form to Students’ Counseling Centre

Date …../…../……

Student Name .............................................

Student ID ..................................................

Level ......................................................

Course .....................................................

Department: ..............................................

Please accept the above student for referral to the Student Counseling Centre for the following reasons:

......................................................................................
......................................................................................
......................................................................................
......................................................................................
......................................................................................
......................................................................................
......................................................................................

Advisor Name: ..............................................

Signature: ....................................................

Ext No.: .....................................................

Date: .........................................................

Cc to HOD.
Program Review and Development Policy

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<th>Assistant Dean for Academic Affairs</th>
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<td>2. HOD Information Technology, Ext: 544</td>
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<td>3. HOD Business Studies, Ext: 531</td>
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<td>4. HOC English Language Center, EXT: 595</td>
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<td>Authorization</td>
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<td>Related Documents</td>
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1. **Policy Statement**

   Nizwa College of Technology endeavor to regularly review and update its curriculum by incorporating new technology requirements as provided through analysis of existing and forecasted market needs in order to fulfill its strategic goals and to achieve the college mission and vision.

2. **Purpose and Scope**
The purpose of the policy is to provide the route map to the internal core specialization committee members from different specializations of different departments or centers, who are involved in the review of existing programs or working towards the development of new programs for the college to keep up the modern developments that the market is looking for.

The aim of the policy is to
- review and develop academic programs which is a crucial aspect for any educational institution
- review the suitability of program’s objectives and outcomes with market needs
- track the success of each program and to identify its unique strengths
- collect feedback from different stakeholders to update the existing programs to suit the ever changing requirements of the industry or to introduce new programs
- provide necessary suggestions to the specialization committee for developing new programs
- provide suggestions to the specialization committee after reviewing the existing curriculum with market needs for improvement

This policy applies to all the members involved in the internal core specialization committee of the college.

3. Definitions
   
i. **Academic programs**
   An Academic program is a series of courses in which a student is enrolled to obtain an academic degree.

   ii. **Curriculum**
   A Curriculum is the set of courses and their goals, objectives, outcomes, credit hours, theory contact hours, practical contact hours, etc., offered at a college.

   iii. **Curriculum Development**
   Curriculum Development includes the process associated with review and development of new curriculum, changes to the existing curriculum.

   iv. **Program Development**
   Program Development includes the process associated with review and development of new programs or changes to the existing programs.

   v. **Market needs**
Market needs refers to the attributes that the employers are looking for from the graduates of the college.

**vi. Industry**

Industry is any government or private organization which is in need of employment services of the graduates of the college.

**vii. Specialization Committee**

A committee framed in the ministry to look into the obstacles during the implementation of any academic program. The committee will present its recommendations to the Dean’s Council.

**viii. ELC Committee**

A committee framed in the ministry to look into the obstacle during the implementation of any general foundation program. The committee will present its recommendations to the Dean’s Council.

**ix. Dean’s Council**

It is an assembly of all the seven colleges of technology Deans in Oman who decides on the common issues of colleges of technology.

**x. OJT Assessors**

OJT Assessors are the staff members of the academic departments who will visit the organizations (where the students of NCT are getting the on job training) to assess the students.

**xi. OJT Coordinators**

OJT Coordinators are the staff members in each academic department who will coordinate the on-job training with the academic departments and industrial establishments with the help of OJT Department in the college.

**xii. Course Coordinators**

Course coordinators are the lecturers nominated by the Heads of the academic departments in any semester to coordinate with the lecturers who teach any course with more than one section to track the teaching among the sections and will provide the feedback on the course to the internal core specialization committee and then to the Heads of the sections weekly or fortnight.

**xiii. ELC Level Coordinators**

ELC Level coordinators are the staff members of English language center, who will coordinate with the lecturers in their particular level and will provide feedback to
the HOSs of curriculum and then to the Head of the Center about the courses in their level regularly.

xiv. **Industry Advisory Board**

Industry advisory board is a unit which is composed of 3 external members of college council and is also responsible for giving advises to the college in terms of technology and industrial requirements.

xv. **Internal Core specialization Committee**

Internal Core specialization committees are the internal units formed within each department for each specialization, and will find the gaps within the programs and will make recommendations about new program requirements.

4. **Implementation**

i. A Systematic way can be devised to develop and review programs and it includes –

   a. Course Tutors review on course objectives, outcomes, student’s feedback, course material, prerequisites, graduate attribute mapping, course level & grading, Course fitness to the market needs etc.,

   b. Feedback from the industry with the help of OJT department

   c. Bench marking with reputable institutions

   d. Continued ability to address the market demand

   e. Availability of Qualified staff in the specialization

   f. Success of the program in terms of student attributes.

ii. OJT department will conduct market surveys, field visits, workshops, conferences, job fairs with employers with the help of OJT coordinators and assessors.

iii. Industry advisory board will meet regularly to provide the necessary inputs for the curriculum development.

5. **Program Development Principles**

i. Roles and Responsibilities

   The Assistant Dean of Academic Affairs is responsible for implementing and overseeing the Program development and Review Policy in the college. The Asst. Dean of Academic Affairs is also responsible for recommending the suggestions to the specialization committee. The AD Academic Affairs shall exercise this responsibility personally or delegate it to the Heads of Departments under consideration.

ii. Communication
This policy is disseminated through the College Policy Manual as well as the college intranet.

iii. Procedures

i. Course Tutors to review the course objectives, outcomes, course prerequisites, course level and grading, its fitness to market needs regularly and the feedback to be given to the course coordinators.

ii. In every department & center, Internal Core Specialization Committees (ICSCs) are to be formed for each specialization, with the membership of Head of sections and a minimum of two teaching experts from the concerned specialization. Course coordinators will provide their feedback to this committee which will be consolidated by the HOS and HOD.

iii. HOD report before submitting for the approval of Academic council should be discussed within the department or center meetings.

iv. Representatives from the College Marketing unit, Survey team, OJT department, Industry advisory board, Internal Core Specialization Committee and OJT coordinators from various departments need to collaborate in finding out the market needs pertaining to various specializations by conducting market surveys, field visits, and workshops within the college or with employers / industry.

v. Review the currently offered programs to identify the gaps considering the requirements of the market and the feedback collected from the stakeholders.

vi. Detailed deliberations need to be carried out periodically with participations from the industry based on the survey findings in the development of new programs.

vii. The survey result or feedbacks shall be used by the internal core specialization committee by coordinating with the industry advisory board, OJT Department to specify the technology requirements for every course that are used in the industry/ market.
viii. Training programs needs to be arranged if required for the staff members in their specialization in the market driven latest technologies and to address for shortages.

ix. In case of general foundation program, ELC level coordinators will collect the feedback from the course tutors, and will be discussed with the HOSs of Curriculum which will be discussed further in the center meeting.

x. All the findings will be sent for academic council’s approval and then for college council’s approval.

xi. College council approved suggestions need to be recommended to the specialization committees for their discussions.

6. References

   www.adelaide.edu.au/policies/glossary/

   http://www.ubalt.edu/policies/index.cfm?page=730

   http://www.ous.edu/about/provcouncil/pacapp.php

   http://www.wikipedia.com

   Bylaws of Colleges of Technology (Article 57)

7. Revisions

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<td>0.3</td>
<td>10/5/2010</td>
<td>Mr. Arun Kumar K, QAFU Representative, Reviewed By Mr. N K R Nair HOD, Engineering,</td>
<td>Dr. Bader Ahmed, College Dean,</td>
<td>n/a</td>
<td><em>This is the first written version of an existing policy.</em></td>
<td>Members of internal core specialization Committee, HODs – Academic Departments, HOCs, Staff members of College</td>
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</table>
Nizwa College of Technology (NCT) commits itself to uphold the rules of the international IPR stated in the WIPO [1] and the Law on the protection of the intellectual property rights promulgated through Royal Decrees of Oman No. 37/2000[2] and 82/2000 [3]. Staff members of NCT including technicians and administrative personnel are advised to follow IPR rules strictly in accordance to this policy. They are reminded that it is illegal to reproduce, disclose the copyrighted materials without getting formal permission from the parties of concern. Both the individual requesting such services and those performing them may be liable for IPR infringements which lead to disciplinary and legal actions.

2. Purpose and Scope

This Policy will cover all academic materials of NCT which may come under Intellectual property rights, patents, copyrights, and trademarks etc. The academic documents would include, but not restricted to:

i. Course Materials
ii. Teaching aids
iii. Student projects and assignment reports
iv. Electronic materials such as software packages, operating systems, videos, audios etc.

3. Definitions:

All definitions and interpretations would be applied to this policy are as found and applied in the WIPO and Royal Decrees quoted. However, the most frequently referred definitions are given under for ready reference:

(i) Intellectual property (IP): “The term intellectual property refers broadly to the creations of the human mind. Intellectual property relates to items of information or knowledge, which can be incorporated in tangible objects at the same time in an unlimited number of copies at different locations anywhere in the world. The property is not in those copies but in the information or knowledge reflected in them”, [1]

(ii) Copyright: “Copyright relates to artistic creations, such as books, music, paintings and sculptures, films and technology-based works such as computer programs and electronic data bases. The expression of copyright refers to the main act which, in respect of literary and artistic creations, may be made only by the author or with his authorization. That act is the making of copies of the work”, [1].

(iii) Patent: “A patent is an exclusive right granted for an invention, which is a product or a process that provides, in general, a new way of doing something, or offers a new technical solution to a problem”, [1].

“The patent entitles its holder the right to utilize the invention by manufacturing, usage, import whatever is being manufactured and offer it for sale, whether the subject of invention was material produce, industrial operation or manufacturing process. Others may not utilize the patent without the patent holder’s permission”, [3]

(iv) Trademark: A trademark is a sign capable of distinguishing the goods or services of one enterprise from those of other enterprises, [1].

4. Implementation

Checking of copyright and other IP infringement will be done through random evaluation by the Dean, Asst. Deans, and HoDs, HoSs and Lecturers.

4.1 Roles and Responsibilities

The administration of evaluation of copyright infringement will be the responsibility of the Dean for the works of Asst. Deans. The Asst. Dean- Academics would be responsible for evaluation of works of Heads of departments. HoDs would be responsible for evaluation of works of the faculty and technical staff. The faculty would be responsible for the works of students.
i. The Dean/ Asst., Deans/ HoD/teacher concerned is responsible for facilitating and making arrangements regarding random review and informal evaluation of his/her subordinates’ works/materials.

ii. The completed evaluations will be processed by the committee authorized for the purpose.

iii. A report on the copyright and other IPR infringements (if any) will be sent to the concerned individual with a copy of this report sent to the concerned Superior for further action and according to the Sultanate law.

4.2 Communication

This policy is disseminated through the College Policy Manual as well as the college intranet.

4.3 Guidelines

Usage of Copyrighted Materials

All usage of copyrighted materials may be done strictly adhering to the Royal Decree. Chapter 1V of the Decree [2] permits the following usage without obtaining legal permission from the rights holder:

“Reproduction of protected works by public libraries, non-commercial documentation centers, educational establishments and scientific and cultural institutions, provided that such reproduction and the number of copies are limited to the needs of their activities and serve their purposes and that such reproduction does not cause prejudice to the legitimate interests of the author” (ref:1)

WIPO offer the following guidance for free use of copyrighted materials:

“Particular acts of exploitation, normally requiring the authorization, of the rights owner, which may, under circumstances specified by law, be carried out without authorization” such usage is called as free use. “Examples of free use include:

Quoting from a protected work, provided that the source of the quotation and the name of the author are mentioned, and that the extent of the quotation is compatible with fair practice; Use of works by way of illustration for teaching purposes;” [1]

Any usage beyond the scope provided in the Decree must be strictly carried out only after formal written legal permission from the rights holder(s).

Teaching Materials:

All teaching materials may be prepared strictly in adherence to legal practices.

Chapter 1V, section C, [2] of the Decree permits educational establishments to reproduce copyrighted materials without the consent of the rights holder. However, it puts restrictions on the number of copies to be made. So,
• The total number of reproductions of copyrighted materials made may not exceed the total number of students in that course.
• In case of compilations, then the total pages taken from any one source may not exceed the permission given in the source.
• All necessary acknowledgements may be provided at the cover page of the materials. In case of taking short phrases or paragraphs due acknowledgements may be made at the bottom of the concerned page.

Students’ Submissions:

All care must be taken to ensure that only original works may be submitted. If certain parts of the submissions are taken from copyrighted source, then necessary acknowledgements may be given.

Usage of digital/electronic works or materials:

It must be noted that computer programs, audio visual works are also protected and covered in the Decree (ref: 1). Hence what applies to printed materials would also apply to electronic or digital materials.

However materials in the public domain uploaded by the right holders or authors intending to make their work available for free use can be made use of with due acknowledgements.

4.4 Procedures and Forms

Procedures related to this policy are as follows:

The concerned responsibility holders will make ad-hoc and random inspections of their sub-ordinate’s works for infringement. In case of any observation or suspicion of infringement, then such cases may be referred to the Dean for action.

5. References

• 3. Royal Decree No.82/ 2000 – 1421, No.82, Promulgating the Patent Law.

6. Revisions

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<tr>
<td>1.0</td>
<td></td>
<td>Dr. Bader Ahmed A.D. Academic Mr. David Rajesh, Lecturer, Business</td>
<td>n/a</td>
<td>This is the first written version of an existing policy.</td>
<td>All College Staff</td>
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</table>
1. **Policy Statement**

Nizwa College of Technology (NCT) commits itself to uphold the copyright law. Members of NCT are advised to use copyrighted materials strictly in accordance to copyright law and this policy. Faculty members and other staff (including technicians and administrative personnel) are reminded that it is illegal to copy material for which necessary written permission to copy has not been obtained. Both the individual requesting such services and the individual performing them may be liable for copyright infringements which lead to disciplinary and legal actions.

2. **Purpose and Scope**

The commitment of the college to maintain high standards in all its major functions requires it to uphold strict rules in the use of materials, tools, utilities and equipment that are legally bound to other authors. As such, this policy, with its accompanying guidelines, is created to guide the members of the college community on the proper use of copyrighted materials as they perform varied functions in the college.

This Policy has been drafted based on the Copyright Law of Australia, taking into account amendments up to Act No. 9 of 2006, particularly the following parts:
Part VB: Reproducing and communicating works etc. by educational and other institutions;

Division 2: Reproduction by educational institutions of works that are in hardcopy form.

In addition, the 1976 revision of the US Copyright Law has also been consulted, as this revision includes the amendments with reference to the “Fair Use” guidelines for educational purposes. The “Digital Copyright Millennium Act (USA) which deals with technological advances and electronic information has been used as the basis for the section of this policy which addresses the copyright practices of electronic data.

This policy applies to all staff of the college who have access to copyrighted materials in the college, and who use them in the performance of their official functions.

3. Definition

Copyright promotes the arts and sciences by providing legal protection to creators of original works. Section 106 of the Copyright Act (17 U.S. Code Sec. 106) generally gives the copyright owner, who is not necessarily the creator, the exclusive right to do and to authorize others to do, the following:

1. Reproduce or copy the work
2. Prepare derivative works
3. Distribute copies of the work
4. Perform work publicly
5. Display the work publicly
6. Perform the work publicly via digital audio transmission

Fair Use allows exceptions to the copyright owner’s exclusive rights by permitting others to make reasonable use of the material without the consent of the copyright owner. Fair use includes reproduction of copyrighted work for purposes such as criticism, comment, news reporting, teaching (including multiple copies for classroom use), scholarship, and research.

4. Implementation

Checking of copyright infringement will be done through random evaluation of staff or student work by the concerned HoD or lecturer respectively. The following section describes this in detail:

4.2 Roles and Responsibilities

The administration of evaluation of copyright infringement will be the responsibility of the HoD with respect to the staff, and the teacher concerned with regards to the students. It will be carried out according to the following:
t. The HoD/teacher concerned is responsible for facilitating and making
arrangements regarding random review and informal evaluation of his
subordinates’ works/materials.

u. The completed evaluations will be processed by the committee
authorized by the concerned department.

v. A report on the copyright infringement (if any) will be sent to the
concerned individual with a copy of this report sent to the concerned
HoD.

4.3 Communication

This policy is disseminated through the College Policy Manual as well as
the college intranet.

4.4 Procedures and Forms

Procedures and Forms related to this policy are as follows:

1. [please include here other related procedures and forms]

4.5 Guidelines

Guidelines related to this policy are as follows:

5. Guideline for Usage of Copyrighted Materials

The following ‘fair use’ of copyrighted materials by faculty, students and other
educators is allowed without permission from the copyright owner. Such
specific exceptions are:

**Single copying for Teachers:**

A single copy may be made of any of the following by or for a teacher at his or
her individual request for his or her scholarly research or use in teaching or
preparation to teach a class:

- A chapter from a book
- An article from a periodical or news paper,
- A short story, short essay or short poem,
- A chart, graph, diagram, drawing, cartoon or picture from a book,
  periodical or newspaper.

**Multiple Copies for Classroom Use:**

Multiple copies (not to exceed one coy per student in a course) may be made
by or for the teacher offering the course for distribution in the classroom.
However such multiple copies must carry the copyright details in the first page
or cover and no charge shall be made to the students beyond the actual cost of
the photocopying.
Works that can be used without permission:

The following works do not warrant permission hence members can use them without seeking permission:

- Works in the Public Domain
- Works with expired copyrights
- Works placed in the public domain by the creator
- Works that were first published before 1 January 1978 without a copyright notice

Unpublished Works:

Manuscripts, letters and other unpublished materials are likely to be protected by copyright even if they do not have notice of copyright.

Copying for Course materials and classroom Handouts:

Course materials or Handouts are any customized anthologies which have a collection of articles or chapters from different books bound together to be circulated to students.

Faculty preparing such course materials must exercise caution in doing so. Materials from public domain and pages from NCT e-brary (abiding by the restrictions of e-brary), other permissible works (multiple copies for class) can be collected for circulation among students.

However, if copyrighted materials are used then, the first page in the course material must display the copyright details of the contents.

Only the students of that course must receive copies and the course materials must be collected back at the end of the course in order to disable misusage of contents after tenure.

Student Use of Copyrighted Projects Materials for Class:

Students may use copyrighted project materials for learning exercises. They may include such copyrighted materials into their projects, however a clear acknowledgement and copyright details must be provided at the first page of the report.

Such Papers or product must remain the property of the student. Copies may not be retained by the teacher or the institution; it may not be shown, transmitted, or broadcast outside the classroom; and no copies may be sold or given away.

Usage of digital/electronic works or materials:

Audiovisual Materials: Classroom Use of Films and Videotapes:

Use of films and Videotapes are permitted only if the use meets the following conditions:
• They must be used in face to face teaching situations.
• They must be done within the classroom or labs or in such teaching places only
• They must be shown using a legitimate (that is, not illegally reproduced) copy with the copyright notice included.
• They must be shown as part of the instructional program
• They must be shown by students, instructors or guest lecturers.
• They must be shown only to students and educators.
• The relationship between the film or video and the course must be explicit.

Copying films or Videotapes:

Copying a copyrighted film or videos must be carried out only with due permission from the copyright owner. College departments will not duplicate any film or videotape. Those who obtain written permission must clearly indicate the number of copies that can be made, the length of time that item can be retained. Also it must be ensured to indemnify NCT against any infringement actions pertaining to the work.

Filmstrips and Slide Sets:

Copying filmstrips and slide sets in their entirety, or altering a program, requires written permission. Transferring a program to another format (e.g., filmstrip to video, filmstrip to slides) also requires permission.

Microforms: (CD, Floppy discs, USB, Hard Disc etc)

Microforms (microfilms, microfiche, etc.) are protected under the copyright act. Microform copies of old books, periodicals, and manuscripts may be copied freely if the original works are in the public domain. If the original publication is copyrighted, copies may be made using the rules that apply to books and periodicals.

Sound Recordings:

Cassettes or disks may be used in the following conditions:

• The library currently has the item in the library’s collection;
• The library’s copy is lost, damaged; deteriorating, stolen, or its current format is obsolete;

Computer software:

NCT will make all efforts to negotiate license for extensive use of software programs. This arrangement will provide all members of NCT with efficient access to computer programs that support the curriculum while assuring the copyright owner a fair royalty. Check with the Head of Educational Technology to determine the availability of particular soft ware and the license restrictions if any.

However, copying of such software is strictly limited except for backup purposes. The following are permitted:
• Make one copy of software for archival purposes in case the original is destroyed or damaged. However, if the original is sold or given away, the archival copy must be destroyed.

• Make necessary adaptations (customizations) to use the program

• Add features to the program for specific applications. These improvements may not be sold or given away without owner’s permission.

• ETC, Libraries or Labs which circulate these software inside NCT must put a warning label as indicated under:

Software Copyright Warning

Software is protected by the copyright law. In general, software may not be copied without the copyright owner’s permission. Read the software license for further restrictions that may apply.

NCT strictly prohibits the illegal copying of software. You will be held liable for damages from the illegal duplication of software. Violators will be referred to the College’s judicial process.

Software and Intellectual Rights

Respect for intellectual labor and creativity is vital to academic discourse and enterprise. This principle applies to works of all authors and publishers in all media. It encompasses respect for the right to acknowledgment, right to privacy, and right to determine the form, manner, and terms of publication and distribution.

Because electronic information is volatile and easily reproduced, respect for the work and personal expression of others is especially critical in computer environments. Violations of authorial integrity, including plagiarism, invasion of privacy, unauthorized access, and trade secret and copyright violations, may be grounds for sanctions against members of the academic community.

Software Classifications:

The EDUCOM Code defines four broad classifications of software and applies different principles to each classification as follows:

COMMERCIAL SOFTWARE - software for which a license has been purchased allowing use. Minimally, the license will stipulate that the software is covered by copyright; one backup copy of the software may be made, although it cannot be used unless the original package fails or is destroyed; and modifications to the software are not allowed. Other restrictions may apply; read the license for specific limitations.

SHAREWARE - the copyright holder specifically allows you to make and distribute copies of the software, but demands payment if, after testing the software, you adopt it for use. In general, all license restrictions for commercial software apply. Selling software as shareware is a marketing decision and does not change the legal requirements with respect to copyright.
FREEWARE - the conditions for freeware are in direct contrast to generally understood copyright restrictions. Although the software is covered by copyright, the license allows for free use, modification, and distribution of the software as long as the purposes are not for profit and credit for the original work is given to the copyright holder.

PUBLIC DOMAIN - software for which the copyright holder has explicitly relinquished all rights to the software. It must be clearly marked as "Public Domain." Since March 1, 1989, all works assume copyright protection unless the "Public Domain" notification is stated.

Computer Scanning

Computer scanning is the process of entering books, periodicals, art works, etc., into a computer by means of an optical scanner. Once a work is entered in the computer, it can be edited, manipulated, and reproduced. Scanning a text may be a fair use if it is used only for research (e.g., for textual analysis). Except for research uses, any other scanning of copyrighted texts requires the permission of the copyright holder. Scanning by students as a learning exercise may be permissible, but the copies should be promptly erased.

Database Downloading

Downloading involves copying a data transmission from a database utility to a user’s computer. Database, in any form. On-line or CD-ROM must not be copied. However, if the license agreements include fair use provisions of the copyright law then such copying may be carried out in accordance to the license provider. Printing from the data base or copying it into another form must be strictly in accordance to the vendor's license.

5. Acknowledgments

The Copyright Law of Australia Part VB. Reproducing and communicating works etc. by educational and other institutions & Division 2. Reproduction by educational institutions of works that are in hardcopy form.


6. Revisions

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1. Policy Statement

NCT will establish clear process and guideline in advising the students in specifying objectives of his/her program to ensure that the students progress to the next level in the minimum stipulated time.

2. Purpose and Scope

This document relates to the tasks that the lecturer has to carry out as academic advisor. The procedures and guidelines mentioned in this document are applicable to all NCT staff for the proper implementation of advising in accordance to the College by laws.

3. Procedure

3.1. At the beginning of every semester, the Head of Registration Department provides Heads of Academic Departments with the number of students to be admitted to their departments in order to decide on the allocation of advisors

3.2. The Head of Academic Department prepares the allocation plan of advisors in which he decides on the number of new advisees that each advisor will be assigned. He takes into account

3.3. The fairness of allocations among all advisors

3.4. Ensure the advisor to advisee ratio

3.5. Lecturers who joined in the current semester or at the end of the previous semester are not assigned advisees
3.6. The Head of Academic Department sends the allocation plan to the Head of Registration Departments.

3.7. The Head of Registration Department assigns the advisors to their advisees as per the HoD allocation plan.

3.8. The Head of Registration Department prepares the lists of new students' Intakes including the name of their advisors and then circulates it to the Head of Academic Departments in order to be announced to their students.

3.9. Head of Academic Departments circulate the new students' intake to the concerned advisors.

3.10. The Academic Advisor is to receive and meet his new advisees, open a file for each one and to record the details of their visits and the issues he discuss with them. In this first meeting with his advisees, the Academic Advisor should explain his role and encourage them to contact him regularly.

3.11. In the beginning of every semester and in the first class of their courses, all course tutors must explain the advising process and the role of the academic advisor to the whole class.

3.12. The Academic Advisor should announce his advising hours to his advisee by displaying it on his office door.

3.13. He needs to check if the advising process is explained in the first class of each subject by the course tutors.

3.14. The Academic Advisor should report to the counseling department if his advisee faces non-academic difficulties.

3.15. The Academic Advisor should contact course lecturers or tutors who teach their advisees to be aware of their progress and attendance.

3.16. The Academic Advisor has to pay special attention to the advisees who are on academic probation and follow them up with the counseling department. In GFP, Students who are repeating the level has to be treated in the same way.

3.17. At the end of every semester, the Academic Advisor should submit a report on his advising process to the Head of the Section. The report should include the issues discussed with his advisees and their performance (whether improved or not in terms of GPA, removed probation or not) as well as the cases transferred to the counseling department.

3.18. HoS will coordinate with the Departmental QAFU Coordinator to conduct a survey at least 3 weeks before the end of every semester except summer semester. (Sample of the questionnaire is attached herewith)

3.19. HoS is to get the result of survey from QAFU and prepare a report on the advising process for that semester in which he compares its result with the previous semesters and show the difficulties and improvements.

3.20. Department Council is to study the report and checks any related-KPIs in the operational plan and then provides the college council with suggestions for improving the advising process.

3.21. Discuss the report in the departmental meeting.

3.22. HoD sends the report with the suggestions to the Dean, Assistant Dean for Academic Affairs, Assistant Dean for Student Affairs and Head of Counseling Department.

4. **Guideline**

4.1. The Heads of Sections are to monitor the academic advising (Articles 24.5)
4.2. The Heads of Academic Departments is to follow-up the academic advising (Articles 22.5)

4.3. The Head of Counseling Department is to supervise the counseling/advising process and supervise the appointment of and training of the academic advisors in coordination with the concerned department (Articles 26.1, 26.2)

4.4. Assistant Dean for Academic Affairs is to supervise the college academic activities (Article 11.1) and submit periodical reports on the different academic activities to the dean (Article 11.10)

4.5. Assistant Dean for Student Affairs is to supervise the students' registration process, providing them with guidance and monitor their attendance (Article 12.5)

4.6. Advisors has to provide their advisees/students with information on the following academic activities:

4.6.1. Information for students in the General Foundation Program (GFP)

4.6.1.1. Advising process and procedure
4.6.1.2. How students are placed in the relevant levels of the GFP after the placement test
4.6.1.3. The role of the group tutor
4.6.1.4. The skills and courses that the student study in each level as well as the number of hours per week
4.6.1.5. What happens if a student fails in a certain level?
4.6.1.6. What happens if a student fails in Math or IT courses but pass in the English level or vice versa in the Intermediate or Advanced Levels?
4.6.1.7. What happens if a student fails in the TOEFL exam first time and second time?
4.6.1.8. When the students have to get external TOEFL and after how many semesters?
4.6.1.9. What type of TEOFL the student has to get from outside the college?
4.6.1.10. Tutorial class for students who fail in MATH or IT after the announcement of results.
4.6.1.11. How to use the self access center and its importance?
4.6.1.12. The requirements to successfully complete the General Foundation Program
4.6.1.13. College vision and mission
4.6.1.14. Graduate attributes
4.6.1.15. Department/center resources
4.6.1.16. Department Sections and role of heads of sections (HoS)
4.6.1.17. Attendance rules and warnings
4.6.1.18. Assessment criteria and how the student can pass the level
4.6.1.19. College policy on late submission of assignment
4.6.1.20. How the student can proceed from one level to another
4.6.1.21. Examination rules
4.6.1.22. Examination timetables and the draft copies
4.6.1.23. Study skills
4.6.1.24. Postponement of study
4.6.1.25. Dismissal rules and how the student can be readmitted to the college.
4.6.1.26. Feedback system on teaching, advising, classrooms, labs, workshops, library, computers, assessment, timetables, registration, visits, seminars, services and others
4.6.1.27. Grievance and complaint procedure
4.6.1.28. What is self-learning assignments?
4.6.1.29. Using the library and the library information system
4.6.1.30. Learning support services such as seminars, lectures, visits to industry, guest lecturers, competitions
4.6.1.31. The role of counseling department
4.6.1.32. Transfer to other college
4.6.1.33. How students can get their results
4.6.1.34. Exam Appeals procedure
4.6.1.35. The documents that the student can get when he completes the GFP
4.6.1.36. How student can change his specialization
4.6.1.37. Where to go when joining the academic department

4.6.2. **For Students in the Academic Departments**

4.6.2.1. Advising process and procedure
4.6.2.2. How the student can register for courses and what courses they can register for.
4.6.2.3. What is course registration schedule and course registration timetable and when and where they will be available
4.6.2.4. Course Grading scales (90-100(A, 4 points), 85-89.99(A-, 3.7 points), etc.
4.6.2.5. Which courses the student can register in the next semester
4.6.2.6. Explain the terms of credit hours, contact hours, prerequisites, academic probation and CGPA, SGPA and Overall GPA, Descriptive Grade.
4.6.2.7. When the student becomes on probation? And how to get rid of it?
4.6.2.8. Courses the student can repeat to improve his study
4.6.2.9. How to calculate the student's GPA and the expected GPA to avoid the academic probation (dismissal from college) or to improve the student's GPA
4.6.2.10. Courses that the student can repeat to improve his performance and GPA
4.6.2.11. The specializations in the department and their job opportunities
4.6.2.12. The degree audit(programs structure) of the students' Levels of their study
4.6.2.13. The content of the student's transcript
4.6.2.14. Facilitate any tutorials that your advisee may need with other tutors
4.6.2.15. On-The-Job Training(OJT)
4.6.2.16. Enhancement/Practical Training (EPT)
4.6.2.17. The documents that the student can get when he graduates from the college?
4.6.2.18. College vision and mission
4.6.2.19. Graduate attributes
4.6.2.20. Department/center resources
4.6.2.21. Department Sections and role of heads of sections (HoS)
4.6.2.22. Attendance rules and warnings
4.6.2.23. Assessment criteria and how the student can pass the level
4.6.2.24. College policy on late submission of assignment
4.6.2.25. How the student can proceed from one level to another
4.6.2.26. Examination rules
4.6.2.27. Examination timetables and the draft copies
4.6.2.28. Study skills
4.6.2.29. Postponement of study
4.6.2.30. Dismissal rules
4.6.2.31. Feedback system on teaching, advising, classrooms, labs, workshops, library, computers, assessment, timetables, registration, visits, seminars, services and others
4.6.2.32. Grievance and complaint procedure
4.6.2.33. What is self-learning assignments?
4.6.2.34. Using the library and the library information system
4.6.2.35. Learning support services such as seminars, lectures, visits to industry, guest lecturers, competitions
4.6.2.36. The role of counseling department
4.6.2.37. Transfer to other college
4.6.2.38. How students can get their results
4.6.2.39. Exam Appeals procedure

4.6.3. For Students in the CAT Program (Certified Accounting Technician)
4.6.3.1. Advising process and procedure
4.6.3.2. Program entry requirements
4.6.3.3. What is ACCA and the registration process including student ID.
4.6.3.4. Program Structure and the requirement to complete the program (This includes the number of papers and the passing marks of each paper and subject)
4.6.3.5. ACCA Exams schedules and location
4.6.3.6. How ACCA announces the results and how students can get them
4.6.3.7. On-the-Job-Training
4.6.3.8. The documents that the student can get from ACCA and from the college when he graduates from the college?
4.6.3.9. How student continues his study after getting CAT certificate and what other certificates he/she can get
4.6.3.10. College vision and mission
4.6.3.11. Graduate attributes
4.6.3.12. Department/center resources
4.6.3.13. Department Sections and role of heads of sections (HoS)
4.6.3.14. Attendance rules and warnings
4.6.3.15. Assessment criteria and how the student can pass the level
4.6.3.16. How the student can proceed from one level to another
4.6.3.17. Examination rules
4.6.3.18. Feedback system on teaching, advising, classrooms, labs, workshops, library, computers, assessment, timetables, registration, visits, seminars, services and others
4.6.3.19. Using the library and the library information system
4.6.3.20. Learning support services such as seminars, lectures, visits to industry, guest lecturers, competitions
4.6.3.21. The role of counseling department
4.6.3.22. Study skills
4.6.3.23. Postponement of study
4.6.3.24. Dismissal rules
4.6.3.25. Grievance and complaint procedure
4.6.3.26. Transfer to other college
4.6.3.27. Exam Appeals procedure

5. Revision

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<td>Sami Khalil Mustafa</td>
<td>N/A</td>
<td>This is the first written version of an existing procedure.</td>
<td>College Council, Academic Council,</td>
<td></td>
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2.1 INTRODUCTION

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 running the college operations.

2.2 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 college operations.

2.3 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;

- Setting out a risk management policy to support the objectives such as:
  a) avoid or minimize loss,
  b) identify opportunities and threats, and
  c) manage risks.
- Training the staff to provide a rational basis in deciding what to do with regard to any identified risks.

2.4 PROCEDURES

Step (1) Risk Identification

Step (2) Risk Analysis

Step (3) Risk Evaluation

Step (4) Risk Treatment
Step (5) Risk Monitoring

Note: For details of the procedures, see the Annexure.

2.5 Risk Management Committee
This committee is responsible for ensuring that risk management is applied to all college activities.

A. Membership
   
   **Chairman**: Dean
   
   **Members**: The ADAA, ADSA and ADAF
   Heads of Centers and Heads of Departments (HoDs and HoCs)
   College Risk Officer (CRO)

B. Roles and Responsibilities

   **Chairman**
   1. Oversees the functioning of the CRO.
   2. Reviews the identified risks along with the corresponding contingency plans submitted by CRO.
   3. Approves the contingency plan for identified risks.
   4. Ensures proper implementation of the risk management system in the college.

   **HoCs and HoDs**
   1. Promote risk awareness among staff through discussions and training.
   2. Ensure that procedures are followed in identifying, assessing, and managing risks according to policy.
   3. Inform the CRO which risk requires immediate attention.
   4. Submit risk register to CRO.

   **CRO**
   1. Oversees the risk management activities of the centers and departments.
   2. Reviews the risk register submitted by centers and departments.
   3. Evaluates and prioritizes treatment of risks.
   4. Prepares contingency plans for identified high risk cases.
   5. Reports to the Chairman of the Committee the identified risks along with the corresponding contingency plans and the actions taken by the units concerned.
2.6 RELATED DOCUMENTS

1. Bylaws of Colleges of Technology
2. Quality Assurance Manual (QAM)
3. Quality Sub-Manuals (QSMs)
Annexure

Risk Management Process

Risk management is the process of anticipating and analyzing risks and coming up with effective and efficient ways of managing and eliminating them. Managing risks is a continuous activity, which assists in making decisions to improve current work practices.

In establishing the context, risk management process requires an examination of the external and organizational aspects of the college. It also studies the environment for risk identification, analysis and treatment options. The context determines the scope for each level of the assessment.

There are different steps involved in this process, which are illustrated in Figure 1 below.

Step (1) Risk Identification: Define the types of risks that may occur, how they could happen, and which stakeholders (students, staff, community) will be affected. The table below defines the types of risks with examples.

<table>
<thead>
<tr>
<th>Types of Risks</th>
<th>Definition</th>
<th>Examples</th>
</tr>
</thead>
</table>
| Strategic      | An unexpected event which may affect the effectiveness of the management process towards meeting the college objectives. | • Planning and implementation of college strategic and operational plan  
• Major decisions taken by management |
| Operational    | Risk resulting from inadequate or failed internal systems and processes, resources, or from external events. | • Recruitment problem  
• Failure in accounting controls  
• Failure in IT systems, e.g. registration  
• Breakdown of equipment  
• Inadequate document retention or record keeping  
• Poor management  
• Lack of supervision, accountability and control |
| Financial      | The risk of having inadequate budget to meet financial obligations. | • Budget allocation  
• Links between planning and resource allocation |
| Compliance     | Risk arising from centers and departments not following policies and procedures. | • Non-adherence to new policies such as health and safety policy, parking policy and maintenance policy |
| Reputation     | Risk arising from negative opinion of others which affects the institution’s image and its ability to continue or establish new relationships or services. | • Leakage of information |
Step (2) Risk Analysis: The likelihood of the risk happening and the consequences or impact of that event occurring.

Step (3) Risk Evaluation: Describe and quantify the likelihood and consequences that risks may cause. The risks are ranked and prioritized to help in deciding the extent and nature of treatment required. The table below describes the degrees of consequences and likelihood of risks.

<table>
<thead>
<tr>
<th>Table 2. Severity</th>
<th>Level</th>
<th>Descriptor</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5</td>
<td>Very High</td>
<td>Loss would lead to questioning the viability of the college and system.</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>High</td>
<td>Loss will disrupt the functioning of the college.</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Average</td>
<td>Loss would disrupt operations or threaten the viability of an operational process.</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Low</td>
<td>Minor loss.</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Very Low</td>
<td>Loss is within acceptable or reasonable range associated with day-to-day activities.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Table 3. Occurrence</th>
<th>Level</th>
<th>Descriptor</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A</td>
<td>Very High</td>
<td>Loss is likely to occur on a day-to-day basis.</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>High</td>
<td>Loss is likely to occur at regular intervals.</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>Average</td>
<td>Loss is likely to occur within the upcoming year.</td>
</tr>
<tr>
<td></td>
<td>D</td>
<td>Low</td>
<td>Occurrence of loss in the future.</td>
</tr>
<tr>
<td></td>
<td>E</td>
<td>Very Low</td>
<td>Occurrence of loss in the near future is possible, but unlikely.</td>
</tr>
</tbody>
</table>

Step (4) Risk Treatment: Develop and implement a plan with specific solutions to address the identified risks.

Table 4. Risk Register

<table>
<thead>
<tr>
<th>Event/ Situation</th>
<th>Possible loss due to Event/Situation</th>
<th>Risk based on Severity</th>
<th>Occurrence</th>
<th>Recommended Solution</th>
<th>Resources Needed</th>
<th>Possible handling options</th>
<th>How risk options can be monitored</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computers breakdown due to electric failure</td>
<td>In-progress practical sessions need to be postponed</td>
<td>4</td>
<td>B</td>
<td>Provide generator or Powerful Uninterrupted Power Supply (UPS)</td>
<td>Generator or powerful UPS</td>
<td>Ensure the availability of resources</td>
<td></td>
<td>Technicians of centers and departments</td>
</tr>
<tr>
<td>Lack of classrooms due to increase of enrollees</td>
<td>Timetable schedules not followed.</td>
<td>3</td>
<td>C</td>
<td>*Extend the number of teaching hours * Increase number of buildings</td>
<td>Forecasting of student enrollees</td>
<td></td>
<td></td>
<td>HoCs and HoDs</td>
</tr>
</tbody>
</table>

Step (5) Risk Monitoring: Monitor the activities and processes to determine the accuracy of assumptions and the effectiveness of the measures taken to treat the risk (see Table 4 above).
1.1 INTRODUCTION

The Colleges of Technology are concerned about the health and safety of staff, students and visitors in the campus. One of the responsibilities of the colleges 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.

1.2 POLICY

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 crisis arises
- Familiarize the staff and students with 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.

1.3 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 therefore should 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 office work or in class.

1.4 PROCEDURES

a) General Procedure:
   1. Conduct awareness programs for staff and students on health and safety policies and procedures.
   2. Ensure that safety procedures are followed by staff and students.

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

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

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

e) Electrical Hazards Procedure: (QSM, page  )

Minor Situation
1. 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.
2. Call extension number _______ or _______ for requests requiring urgent action. During weekends, holidays and after working hours, the staff may call _________ for immediate assistance.
3. Fill in a maintenance form which is available in the portal for action by the maintenance department.
4. Report the case to the health and safety officer for further action.

Serious and Immediate Situation
1. Instruct and direct students to evacuate the building immediately through the nearest building exit when notified of an emergency.
2. Proceed to the assembly point.
3. Proceed to the alternative assembly point decided upon by the college authority if the designated assembly point is blocked.
4. Report the unaccounted or missing persons to the health and safety officers immediately.
5. Remain at the designated assembly point until the all-clear signal has been given by the designated health and safety officers.
1.5 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 labor law (OSH) (Ministerial decision 286/2008)

a) 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.

b) Roles and Responsibilities
Chairman
1. Oversees the activities of the committees.
2. Ensures proper implementation of health and safety system in the college.
3. Reviews the implementation of health and safety policies and recommend changes.
4. Reviews feedback reports received from HSO and takes necessary action.
5. Addresses health and safety issues requiring immediate attention.

Health and Safety Officers (HSOs) of centers and departments
1. Raise awareness of good health, safety and welfare practices among staff and students in the college through training, seminars and workshops.
2. Identify the hazardous area and safety needs of their unit and suggest improvements.
3. Ensure that the general operating guidelines for labs and workshops are strictly followed.
4. Check the facilities and safety requirements such as first aid kits, emergency exit marking, fire fighting system, assembly points, etc.
5. Facilitate the annual evacuation and fire drill activity.
6. Report to the chairman about health and safety needs of the unit and activities in the college.

1.6 RELATED DOCUMENTS
1. Bylaws of Colleges of Technology
2. Quality Assurance Manual (QAM)
3. Quality Sub-Manuals (QSMs)
# STAFF INDUCTION POLICY

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<th>College Dean</th>
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<td>Contact Details</td>
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<tr>
<td>Authorization</td>
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<tr>
<td>Effective From</td>
<td>Date: __________</td>
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<td>Superseded Documents</td>
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<td>Related Documents</td>
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## 1. Policy Statement

All newly-recruited staff at the college will receive a complete induction within the first two weeks of a new semester. Inductions will occur in the first two semesters of the academic year and will be conducted in two phases. There will be a general college induction followed by a departmental induction.

## 2. Purpose and Scope

The aim of this policy is to welcome new staff and help them integrate smoothly into their new roles. Staff inductions should help newcomers:

b) understand the college Mission, Vision and Values;

c) understand the College Bylaws

d) become familiar with the policies and procedures of the college;

e) understand the college structure and organization;

f) understand their roles and responsibilities in the college;

g) feel supported by the college;

h) meet administrators, colleagues and other staff members; and

i) become familiar with the college campus.

This policy applies to all newly-recruited staff of the college.

## 3. Implementation
3.1 Roles and Responsibilities

For the general college induction, the Head of Human Resource Department is responsible for coordinating the conduct of the induction. The HR department is likewise responsible for the development of the induction in consultation with AD Academics and AD Administration and Finance.

For departmental induction, HoDs and HoSs are responsible for facilitating the entire process.

For administrators (e.g. HoDs and HoSs), the immediate superior will conduct the induction.

3.2 Communication

This policy will be distributed through the College Policy Manual and via the college intranet.

3.3 Procedures and Forms

Procedures and Forms related to this policy are as follows:

2. Staff Induction Procedures
   3. [please include here other related procedures and forms]

3.4 Guidelines (if necessary)

Guidelines related to this policy include:

1. [please include here relevant guidelines if there is any]

4. Revisions

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<td>QAFU</td>
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<td>This is a new policy</td>
<td>Asst. Deans, HoD – HR, HoC – ELC, HoDs – Academic Depts.</td>
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1. Policy Statement

The college will provide induction programs to students at three different times during their studies as follows:

A. A foundation-oriented induction in the first week of their foundation studies
B. An induction for students in the first week of their certificate studies to introduce students to their academic departments
C. An induction for diploma/higher diploma students to brief students about their area of specialization

2. Purpose and Scope

The aim of this policy is to welcome students and help them integrate smoothly into college life. Student inductions should help students to:

a) understand the college Mission, Vision, and Values
b) become familiar with student-related policies and procedures of the college
c) understand the college structure
d) understand the college rules and regulations
e) feel supported by the college
f) be introduced to college authorities and key staff members
g) become familiar with the college campus
h) learn about the services and facilities available to them
i) help students get ready access to information and advice on student finance
j) understand the various academic programs and specializations offered at the college

3. Implementation

3.1 Roles and Responsibilities

For the foundation induction, the Assistant Dean of Student Affairs is responsible for coordinating events in conjunction with the ELC Department and the Finance Department.

For the certificate and specialization inductions, the academic departments are responsible for facilitating the entire process.

3.2 Communication

This policy will be distributed through the College Policy Manual and via the college intranet.

3.3 Procedures and Forms

Procedures and Forms related to this policy are as follows:

1. Student Induction Procedures File No. X

3.4 Guidelines (if necessary)

Guidelines related to this policy include:

1. [please include here other relevant guidelines]

4. Revisions

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163
مقترح لائحة الانتقال في الكليات التقنية

أولاً: الانتقال طلاب الكليات التقنية بين التخصصات بعد الانتهاء من السنة التاسيسية

يقترح للطلاب المقبولين في الكليات التقنية وبعد انتهائهم السنة التاسيسية الانتقال إلى التخصصات المختلفة الآخرين داخل الكلية الواحدة وذلك وفق الشروط التالية:

1. يتم تقديم طلب تغيير التخصص إلى قسم التسجيل في الكلية بعد أن يكون الطالب قد انتهى كافة متطلبات السنة التاسيسية بنجاح واجتاز امتحان الخروج والتوالف ومهارات الرياضيات والكمبيوتر.

2. يتم تغيير التخصص بعد ظهور نتائج المستوى المقدم من السنة التاسيسية وعلى أن لا يتجاوز أقرار عملية التغيير بكاملها فترة أسبوعين من بداية الفصل الدراسي الأول بمستوى الالتحاق. استيفاء شروط القبول للتخصص المطلوب للانتقال من مركز القبول الموحد والمعلنة في السنة التي تم قبول الطالب بها.

3. وجود شاغر في التخصص المطلوب للانتقال إليه. الشواغر تكون بعد الطلاب المقبولين والنسبيين والمتنقلين.

4. يعتبر التغيير نافذا بعد أقراره من مجلس الكلية للحالات المستوفية للشروط.

5. يتم اختيار المديرية العامة للتعليم التقني ومركز القبول الموحد باسما الطلبة الذين تم تغيير تخصصاتهم.

ثانياً: الانتقال بين التخصصات في مرحلة الانجاز

يمكن لأي طالب غير مستوفي لشروط التغيير في أولا الانتقال من تخصص لأخر خلال فترة الالتحاق وذلك وفق الشروط المبينة أدناه:

1. يكون الانتقال لطلاب التخصصات في الكلية الواحدة أو لكلية أخرى عندما لا توفر التخصص في كليته.

2. يتم تقديم طلب لقسم التسجيل بعد ظهور نتائج المستوى المقدم للسنة التاسيسية وقبل بداية الفصل الأول لمرحلة الالتحاق على أن لا يتجاوز فترة أقرار طلب الالتحاق اسبوعين من بدء الفصل.

3. على الطالب الحصول على درجة توقف موسمي أو علامة أكبر أو يساوي 400 من داخل الكلية 500 من خارج الكلية.

4. قبول طلبات التغيير يعتمد على عدد المواقع التي يمنحها كل قسم وفق الموارد المتاحة.

5. استيفاء شروط الالتحاق وفق المعايير المبينة في جدول رقم (1) وقبول التخصص المطلوب.

6. يخضع الطالب لامتحان تحديد مستوى بعد استيفائه لمعايير الالتحاق للتخصص الذي يطلب.

7. يحسب التالبي بقبول الالتحاق من مدة الدراسة وعلى الطالب أن لا يتجاوز المدة المقررة للدراسة في الكلية وفق اللائحة التنظيمية.

8. يسمح للطالب اختيار تخصص واحد فقط للانتقال.

9. بعد الانتهاء من بحث المواقع المحتملة يخصص ساعات الدراسة فقط للدورا المشتركة والتي تتفق مع الخطة الدراسية للتخصص الجديد. أما المقررات الأخرى فلا تدخل في حساب المعدل التراكمي.

10. يتحمل الطالب مسؤولية أي تعارض في الجدول الدراسي بسبب رغبته بالانتقال لتخصص اخر وتسجيله مواد من ذلك التخصص.

11. يعتبر التغيير نافذا بعد أقراره من مجلس الكلية للحالات التي استوفت معايير الالتحاق بنجاح.
12. يتم اختيار المديرية العامة للتعليم التقني ومركز القبول الموحد باسم الطلبة الذين تم تغيير تخصصاتهم بعد اجتيازهم معايير الانتقال بنجاح.

جدول رقم (1)

معايير الانتقال من تخصص لآخر خلال مرحلة الالتحام

<table>
<thead>
<tr>
<th>الانتقال إلى</th>
<th>الانتقال اللازم</th>
<th>المقررات المطلوبة قبل الانتقال</th>
<th>الامتحان النهائي لمجموع النقاط GPA</th>
<th>الامتحان النهائي</th>
</tr>
</thead>
<tbody>
<tr>
<td>أي قسم آخر</td>
<td>حسب الاقامة</td>
<td>1. BAMG 1100 Introduction to Business</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. BAMA 1101 Business Mathematics</td>
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<tr>
<td></td>
<td></td>
<td>1. College Algebra (compulsory)</td>
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<td></td>
<td></td>
<td>2. Fundamental of Chemistry or Engineering Graphics</td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>1. ITSE1101 Introduction to C Programming</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. MATH1100 College Algebra</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ثالثاً: الانتقال من جامعات وكليات ومؤسسات تعليمية أخرى إلى الكليات التقنية

يكون الانتقال الطلاب من المؤسسات التعليمية الأخرى من داخل أو خارج السلطنة والراعيين بالدراسة في الكليات التقنية وفق الضوابط التالية:

1. يكون الطالب عمانيًا وأن لا يزيد عمره عن 25 عامًا.
2. أن تكون المؤسسة التي يدرس فيها معترف بها من مجلس التعليم العالي العماني.
3. على الطلاب المحولون من مؤسسات التعليم العالي الحكومية والخاصة والخارجية احضار رسالة عدم ممانعة من الجهات التي يدرسون فيها.
4. على الطلاب المحولين على منحة دراسية احضار رسالة عدم ممانعة من جهة المبتعث منها.
5. في حالة تسوي القبول التراكمي للطلبة المتقندون سوف تعطى الأولوية للحاصلين على المعدلات الأعلى في الشهادة العامة.
6. يمكن احتساب 50% فقط من المقررات الدراسية التي درسها الطالب في مؤسسته، والتي حصل فيها على تقدير لا يقل عن (ج) فقط من ضمن الخطة الدراسية للقسم الذي يتحول إليه الطالب في الكليات التقنية وبالتنسيق مع المؤسسة المعنية ولكن دون احتساب التقدير (أي كميات محولة).

165
7. عن لا تزيد فترة انقطاع الطالب عن الدراسة في مؤسسته الحالية عن سنتين.
8. على الطالب احترام ما ثبت حصوله على 500 فاصل أو أكثر في اختبار التوفل العالمي أو ما يعادلها أو المستوى 5 نقاط فاصل في اختبار الإلتنس الإكاديمي.
9. استيفاء الشروط الخاصة بكل قسم من الكليات التقنية وكم هو موضح في جدول رقم (2) أدناه.
10. سوف يكون القبول في القسم وليس في التخصص، ويتم القبول بالخصوص بعد استيفاء شروط التخصص بالقسم.

جدول رقم (2)
معايير الانتقال من المؤسسات التعليمية الأخرى إلى الكليات التقنية

| الشروط الخاصة | عدد المقاعد المتوفرة لطلاب مؤسسات التعليم العالي الحكومية | عدد الساعات المعتددة التي تدرسها الطالب بقسم الدراسة المطلوب عند التقديم | العدل الانتقائي | القسم الطلب
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>الحصول على تقدير (ب) في مقرر داخل الأدوار التي تدرسها الطالب بمؤسسة</td>
<td></td>
<td></td>
<td>3.0</td>
<td>قسم الدراسات التجارية</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3.5</td>
<td>قسم الهندسة</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2.3</td>
<td>قسم تقنية المعلومات</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3.00</td>
<td>العلوم التطبيقية</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2.0</td>
<td>التصوير الصوتي</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2.0</td>
<td>تصميم الأزياء</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3.0</td>
<td>الصيدلة</td>
</tr>
</tbody>
</table>
Introduction

Academic honesty and integrity are highly valued by the Colleges of Technology (CoTs) 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 CoTs should ensure that all staff and students are aware of all aspects of plagiarism and its implications.

Policy

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 must be encouraged to use proper citations and acknowledgements to the work of others in respect of the principle of intellectual property.

Scope

- **Setting out** an 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 its forms
- **Complying with** the OAAA Policy on Plagiarism
Examples 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 not limited to, the following:

• Copying full or part (paragraphs, sentences or significant part of a sentence) of other’s work directly

• Copying from other’s work with an end reference to the original source but without putting the copied text between quotation marks

• Paraphrasing, summarising 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

Procedures

A. Dealing with Staff Plagiarism (by Department Council)

1. 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.
2. Disseminate the policy to all staff.
3. Train staff on the use of the plagiarism detection software.
4. 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 the software.
5. Require the staff to submit a signed declaration using the Staff Declaration Form and test report along with the original work to the HOD/HOC.
6. Verify the originality of work submitted.
7. Identify cases of plagiarism, if any.
8. Inform the staff in writing using the Staff Plagiarism Notice Form, in case plagiarism is detected.
9. Report the case to the Plagiarism Committee through proper channel for further actions.
10. Implement the action approved by the College Council.

**B. Dealing with Student Plagiarism (by Staff)**

1. Conduct awareness programs for all students on plagiarism and its consequences.
2. Disseminate the policy to all students.
3. Require the student to submit a signed declaration using the *Student Declaration Form*.
4. Check student work for cases of plagiarism using the plagiarism software.
5. Inform the student in writing using the *Student Plagiarism Notice Form*, in case plagiarism is detected.
6. Report the case to the Plagiarism Committee through proper channel for further actions.
7. Implement the action approved by the College Council.

**Related Documents**

1. Bylaws
2. Strategic Plan
4. OAC Plagiarism Policy
5. Staff Code of Conduct
6. Student Handbook

**Attachment 1: Suggested Plagiarism Committee**

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

**A. Membership**

Chairman : Asst Dean for Academic Affairs  
Members : HODs/HOCs  
: 1 or 2 Subject Experts (ad hoc basis)

**B. Roles and Responsibilities**

1. Conducting awareness programs and issuing guidelines on plagiarism for the college community.
2. Receiving referrals or complaints for cases of plagiarism.
3. Investigating cases of plagiarism referred or complaints received.
4. Recommending appropriate actions depending on the degree of seriousness of the case.
5. Forwarding recommendations agreed upon to the Dean/College Council for taking action.
6. Documenting cases and reports of plagiarism.
7. Reviewing the Plagiarism Policy regularly and recommending changes, if needed
8. Submitting reports to the Dean/College Council regarding cases of plagiarism heard and their dispositions at the end of each semester

Disciplinary Action for Staff Plagiarism

- **First offense**
  
  Written Warning and revise the work

- **Second offense**
  
  Dismissal from the college

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

Disciplinary Action for Student Plagiarism

- **First offense**

Attachment 2: Suggested Forms

A.  **Staff Declaration Form**

Name of the College

Department

Staff Declaration

(To accompany 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
B. Student Declaration Form

Name of the College

Department

Student Declaration

(Semester.............. Year.............)

To

The Head, Department of ........

I, .....[Student's Name].............................................................

[Student's ID]: ....... student of ..........Level, in ..................Section of ....... .............................Department, hereby declare that all my submissions/(specify, if it is for a particular submission only) ......................................................................................... as requirements for the course/program ................. are results of my own original work except for source materials explicitly acknowledged by proper citations.

I also understand that plagiarism is an offense that can lead to disciplinary depending on the seriousness of the case.

Signature:

Name:

Date:
C. **Staff Plagiarism Notice Form**

<table>
<thead>
<tr>
<th>S No.</th>
<th>Page</th>
<th>Para</th>
<th>Lines</th>
<th>Suspected Source</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

(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 plagiarism as detailed below.

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:

......................................................................................................................
D. 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 requirement for the course...(Course Code & Title)……… contains suspected cases of plagiarism as detailed below.

<table>
<thead>
<tr>
<th>S No.</th>
<th>Page</th>
<th>Para</th>
<th>Lines</th>
<th>Suspected Source</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
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<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:

.................................................................
ASSIGNMENT / PROJECT LATE SUBMISSION POLICY

1. Overview
This policy relates to the submission of assignments by all students in courses offered by the Information Technology (IT) department of Nizwa College of Technology.

2. Scope
This policy applies to all students registered in courses offered by IT department.

3. Definitions

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment or Project</td>
<td>Work other than an examination that forms part of the assessment of course</td>
</tr>
<tr>
<td>Due date</td>
<td>The date by which an assignment is to be submitted, as announced by the lecturer or posted on other documentation such as handout or Moodle</td>
</tr>
</tbody>
</table>

4. Policy Principles
1. Students are to submit assignments on or before the due date.
2. Students must retain a copy of all pieces of assessment, which must be produced if requested by the lecturer, HoS or HoD.
3. It is the student's responsibility to submit assignments by the due date in the prescribed manner.
4. Assignments submitted after the due date will attract a marking penalty unless an extension has been granted (see information under 'Extensions' below).
5. Late submissions will attract a penalty of 5% of the total mark allocated for that assignment / project for each day the work is late (including weekends) without a formally approved extension. For example, if an assignment is due by 4:00pm Wednesday and is worth a total of 10% then this means the maximum mark possible will be:

<table>
<thead>
<tr>
<th>Days late</th>
<th>Week day</th>
<th>Penalty (5% of total marks)</th>
<th>Weight 10%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>After 4:00pm Wednesday is deemed to be Thursday</td>
<td>-1</td>
<td>9</td>
</tr>
<tr>
<td>2</td>
<td>Friday</td>
<td>-2</td>
<td>8</td>
</tr>
<tr>
<td>3</td>
<td>Saturday</td>
<td>-3</td>
<td>7</td>
</tr>
<tr>
<td>4</td>
<td>Sunday</td>
<td>-4</td>
<td>6</td>
</tr>
<tr>
<td>5</td>
<td>Monday</td>
<td>-5</td>
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</tr>
<tr>
<td>6</td>
<td>Tuesday</td>
<td>-6</td>
<td>4</td>
</tr>
<tr>
<td>7</td>
<td>Wednesday</td>
<td>-7</td>
<td>3</td>
</tr>
</tbody>
</table>

6. If the student submitted the assignment after a week, the student will get 0.

5. Extensions
An extension of time may be granted by the lecturer in circumstances where:
• A written request for an extension is received before the submission due date.
• An acceptable reason is given by the student [Note: being disorganized is not an acceptable reason]. The standard acceptable reasons are illness, family tragedy, and circumstances beyond the control of the student provided a written supporting document is submitted and approved by the Registration Department or any other concerned authority.
• The reason for the extension and length of extension are reasonable and fair given the circumstances.

Any complaints over an extension or the award of marks or both will be determined by the HoD and HoS.

5. Responsibilities
The following staffs from the IT department are responsible for the maintenance and application of this policy:
  • HoD – Head of Department
  • HoD – Head of Section

6. Communication
This policy and procedures document will be communicated to –
• all staff members of the IT department by electronic means and hard copy
• students of IT department through the course delivery plan and Moodle
1. **Policy Statement**

Nizwa College of Technology (NCT) will ensure promotion and marketing of its activities and scholarly works through the use of different means such as print and broadcast media, as well as its own publications and other initiatives.

2. **Purpose and Scope**

The need for the college to promote its activities is imperative, as this will be the means by which the general community will know and understand its initiatives in improving and developing its students in particular, and the society in general. As such, the college deems it fit to form a central committee which will plan and supervise all media activities in carrying out promotional and marketing initiatives of the college.

This document provides the necessary information concerned staff should follow regarding this matter, as well as related general principles in college media coverage and publication of news articles related to college activities.

This policy applies to all concerned staff of the college.

3. **Implementation**
Promotion and marketing of college activities should be supervised by a central committee and should follow a single, institutional plan in order to ensure proper and efficient utilization of college resources, as well as better identification of priorities. Moreover, media coverage of these activities should follow a single institutional procedure. Likewise, college activities that entail media coverage should be classified following a uniform guideline.

3.4 Roles and Responsibilities

w. The task of developing the operational plan and identification of priority projects for media coverage, promotion and marketing activities of the college falls within the Media and Marketing Committee (MMC).

x. For easy and smooth coordination between centers/departments and the committee regarding media and marketing strategies, the Head of MMC should make necessary arrangements in informing everyone about the committee and its functions, as well as the names of representative of the committee from each unit in the college.

y. MMC is responsible for arranging media coverage (internal or external) of all college activities.

z. The MMC representative of each center/department is responsible for informing the MMC of any activity in his center/department that requires the services of MMC.

aa. MMC is responsible for maintaining an archive (electronic or otherwise) of college activities, and for safe-keeping of such. Likewise, MMC should ensure that major college activities are announced in the college website and news on these activities are posted on the same.

bb. MMC is responsible for collecting brochures and information guides from centers/departments, compiling them and making them a single document that could be used in college promotion and marketing activities.

cc. MMC should ensure the existence of appropriate and relevant equipment for providing media coverage of college activities.

3.5 Communication

This policy is disseminated through the College Policy Manual as well as the college intranet.

3.6 Procedures and Forms

1. General Procedure for Media Coverage

a. The MMC representative of a center/department makes a formal request to the MMC regarding media coverage of the center/department’s activity; the MMC classifies the requests, compiles them and makes a schedule, then forward the schedule to the ETC for necessary bookings and arrangements of MPH (including A/V equipment) if needed;

b. The ETC posts the announcements of submitted activities in the college website;
c. The ETC assigns a staff to take photos/videos of the activity/event;
d. The MMC representative of the requesting center/department takes pertinent information of the activity/event, drafts a news article and/or report on the same, and submits it to the Head of MMC for further refining;
e. The MMC submits the news article to the Head of ETC for posting to the college website; depending on classification, the MMC may forward the news article to the Media Unit of the Ministry of Manpower for publishing to national newspapers;
f. The MMC keeps a copy of the activity/event report in the college archiving system.

2. The attached form is used by the Central Archiving Group to collect information on college activities and maintaining this information in a central repository.

4. Revisions

<table>
<thead>
<tr>
<th>Version</th>
<th>Date</th>
<th>Author</th>
<th>Approval</th>
<th>Sections Modified</th>
<th>Details of Amendments</th>
<th>Distributed To</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0</td>
<td>12/06/2010</td>
<td>Dr. Rolando Lontok Jr., Head - ETC</td>
<td>n/a</td>
<td></td>
<td>This is the first written version of an existing policy.</td>
<td></td>
</tr>
</tbody>
</table>
1. **Policy Statement**

Nizwa College of Technology (NCT) staff will ensure safe, transparent and confidential handling of examination materials.

2. **Purpose and Scope**

The integrity and credibility of examinations speak of the standard of quality of learning in an educational institution. As such, NCT strives to ensure that major examinations such as the midterm and final exams are credible and free from any doubt of tampering or leakage. In this context, all academic staff – lecturers, instructors and laboratory technicians – are encouraged to follow strict rules in maintaining transparency, reliability and integrity of exam scripts and to ensure as well that strict guidelines are followed in the storage, distribution and retrieval of these exam scripts.

This document provides necessary information that staff should follow regarding this matter, as well as related general principles in exam scripts preparation, storage, distribution and retrieval.

This policy applies to all academic staff of the college who are required to develop examinations in various subject matter that they teach.

3. **Implementation**
Examination scripts should be generally ensured for integrity, reliability, transparency and fairness on the part of the course tutor. The course tutor, depending on the specific policies and procedures of his/her department, can coordinate with committees or groups that are responsible in further verifying the reliability and fairness of the exam scripts prior and after the utilization of the documents. The following sections provide more detailed information regarding the handling of examination scripts:

3.7 Roles and Responsibilities

dd. The task of developing the examination papers is the sole responsibility of the course tutor in case of a single staff teaching the course, or the course coordinator in case of multiple staff teaching the same course.

ee. The course coordinator/tutor has to take strict security measures in regard to the drafting of the exam script in softcopy. It is advised that while the exam script is still being drafted, the course coordinator/tutor disconnects his/her computer from the college network. It is also advised to put a password to the file to avoid easy access by unauthorized persons of the exam script.

ff. Printing of the exam script should be done personally and securely by the concerned course coordinator/tutor, preferably in the department/center where he/she belongs.

gg. The course coordinator/tutor should make sure that immediate action be made on changing the exam paper in case it is suspected that there is a leak of the exam or any related incident such as loss of flashdisk where the exam is saved.

hh. Moderation of the concerned examination paper is the responsibility of the designated moderator for the course. The concerned staff/moderator is advised to consult the department policy and procedure on exam moderation.

ii. The Head of Section has the responsibility of ensuring the timely submission of the exam script to the Head of Department. Likewise, he is responsible for ensuring that the said exam script is free of any typographical and/or contextual/factual errors.

jj. The course coordinator/tutor must make sure that the examination script is complete and submitted for the signature of concerned HoD at least seven (7) working days before the actual examination date of the paper.

kk. Making copies of the examination script is the responsibility of the course coordinator/tutor. High degree of care should be observed during the photocopying of the examination script so as not to leave any copy in the photocopying center.

ll. Only the course coordinator/tutor and the HoD/HoS are allowed to handle the examination scripts prior to the actual use of the paper. During the examination period, the Senior Invigilator is also given authority in handling/securing the examination papers. In this regard, no other third party is allowed to handle the examination script before, during or immediately after the actual examination.

mm. It is the responsibility of the course coordinator/tutor to submit the correct number of examination sheets to the Exam Officer (AD of Academic Affairs) two (2) working days before the actual date of examination, duly sealed in a secure envelop with a clear marking of the contents.
nn. The Exam Officer has the full responsibility in securing the storage of the exam papers in the Central Examination Office.

oo. On the day of actual examination/utilization of exam paper, and after the allotted time for the examination is over, it is the responsibility of the course tutor to collect the answer scripts from the Central Examination Office, physically count the number of answer sheets handed over to him/her, and correspondingly sign on the acknowledgement form.

pp. During the conduct of the exam/use of the exam paper, it is the sole responsibility of the assigned staff/invigilators the safe custody and handling of the exam scripts, as well as the assurance of no leakage happening to the paper.

3.8 Communication

This policy is disseminated through the College Policy Manual as well as the college intranet.

3.9 Procedures and Forms

Procedures and Forms related to this policy are as follows:

1. [please include here other related procedures and forms]

4. Revisions

<table>
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<th>Version</th>
<th>Date</th>
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1. Policy Statement

Nizwa College of Technology used to involve its entire staff in the decision making process.

2. Purpose and Scope

The aim is to share & exchange ideas and to increase their awareness.

3. Definitions

4. Implementation

5. Academic Integrity Principles

5.1. Roles and Responsibilities

5.2. Communication

This policy is disseminated through the College Policy Manual as well as the college intranet.
5.3. Procedures and Forms

The following procedure describes how to handle academic integrity violations for the staff in the college.

- Concerned authority shall write a draft policy.
- The draft policy should be sent to other similar level authorities and to QAFU head to get a primary feedback.
- IP college messenger can be used as communication tool.
- Meeting/workshop of concerned authorities may be necessary after getting the primary feedback for more elaboration and awareness.
- Second draft should be sent to all college staff to collect comments and feedback within 1-2 weeks period.
- The second draft has also to be sent to higher authorities for their comments.
- Final draft issue has to be approved in a council meeting of the concerned party (department, center or the college).
- Final approved copy should be distributed to staff of concern for implementation.
- Implementation feedback has to be collected by the concerned responsible authority.
- Review of the policy should be done every semester/year by the responsible authority considering the implementation feedback.

6. References

7. Revisions

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<td>Head, QAFU; AD Academics; Dr. Pujari – Business Lecturer</td>
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<td>HoC – ELC, HoDs – Academic Depts.</td>
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NCT STAFF GRIEVANCE POLICY

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<tr>
<td>1. Dean, Ext.No. 555</td>
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<tr>
<td>2. Assistant Dean Academic, Ext.No. 550</td>
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<tr>
<td>3. Assistant Dean Admin, Ext.No. 556</td>
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<td>4. Assistant Dean Student Affairs, Ext.No. 599</td>
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<td>9. HoD of Business Studies Department, Ext. No. 531</td>
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**Authorization**
NCT College Council
No. 8 Date: 18 May 2010

**Effective From**
Date: May 2010

**Amendments**
This is the first written version of an existing policy.

**Superseded Documents**
n/a

**Review**
Review to be done by Assistant Deans, Heads of ETC, ELC and Academic Departments; policy review to be done annually, preferably during the Summer Term.

**File Number**
AC-STF-030

1. **Policy Statement**

NCT will provide a liberal environment for its staff to raise grievances arising during the course of their employment and resolve them quickly to contain the negative impact on the performance of staff.

2. **Purpose and Scope**

The purpose of this document is to establish a clear and fair process to address staff grievances and resolve them effectively. Grievances include, but are not limited to, problems or concerns about work, working conditions, health and safety, and working relationships with colleagues and students.

The procedure mentioned in this document is applicable for all staff of NCT for the settlement of grievances. All settlements and actions will be done in accordance with the rules and/or guidelines mentioned in the following documents:

i) College by laws
ii) Ministry guidelines for employees
iii) Civil services rules and regulations for staff of Ministry of Manpower
iv) Security of College Properties – Guidelines (Royal Decree No. 23/85)
v) Employees contract with the appointing company
vi) Policies and procedures of NCT

3. Definitions

Complainant: The staff member who is lodging the grievance against another staff member(s), student(s) or his superiors.

Respondent: The staff member or members against whom the grievance has been lodged.

Grievance: an informal or formal complaint or dissatisfaction expressed by the complainant against the respondent(s) and needs response or action.

Informal Grievance: Oral complaint

Formal Grievance: a written complaint with all information and solutions suggested in the informal grievance

Investigation Committee: a committee established temporarily by the College Dean to conduct an investigation into the substance of a formal grievance and suggest an action or solutions for the settlement of issue.

4. Grievances Settlement Procedures

4A. Guidelines

1. First, in the dispute of any issue between the complainant and the respondent(s), the complainant is encouraged to settle the grievance directly with the respondent(s) or through mediation of a senior staff of his/her choice.
2. If the complainant is not satisfied with the above, then the complainant is encouraged to elevate his/her grievances with the Head of Section (HoS) and get it solved.
3. In the case of personal grievances (such as salary, position, compensation, leave, etc), the complainant should discuss his/her concerns with the HoS and the Head of the Department (HoD) about its applicability and possibility of solutions as per the applicable rules.
4. The grievances against a student(s) are encouraged to be solved first through the concerned HoS. If this is not successful, the HoD shall be referred for settlement of issues.
5. For any complaint or misunderstanding against higher authorities, the complainants have to refer first to their immediate superior in hierarchical order for advice. The superior shall discuss this matter with the concerned authority to get to the truth and alleviate the misunderstandings of the complainants and settle the issues amicably.

4B. Informal Procedure [1,2,3,4]
1. The informal procedure will be any oral/unwritten complaint or grievance raised by the complainant with intention to solve it through discussion and dialogue.

2. The informal procedure will be invoked if the complainant’s grievance is not settled or not satisfied with the outcomes in the actions mentioned above.

3. A complainant may refer the grievance against another staff to the Assistant Dean of Academic Affairs. The grievances related to services, employment contract, etc. shall be referred to Assistant Dean of Administration and Finance. The grievances against student(s) can be referred to Assistant Dean of Student Affairs. Any grievance against a higher authority shall be referred to next higher authority in the hierarchical order. All complaints should be hand carried to Assistant Deans and the College Dean after arranging for appointments.

4. On receiving the complaint, the concerned Assistant Dean shall personally, or through an appointee, assess the matter of the grievance as per the definition, and consequently consider a resolution within the college by laws, ministry guidelines, or the contract deeds.

5. If the matter of the complaint falls outside the definition of grievance, attempts will be made to settle the grievance through discussion, arranging counseling, mediation and/or conciliation.

6. The complaint shall be ignored if the complainant is ill-advised, misguided, or if found out to just want to push forward personal interests.

7. Conclusion of the Informal procedure shall be intimated directly or communicated through concerned HoD/HoC to the concerned complainant indicating the outcome of the process and specifying any action that has been recommended.

4B. Formal Procedure [2,3,4]

1. The formal procedure for the settlement of grievances will not normally be invoked unless the matter has been referred for settlement under the Informal Procedure.

2. The complainant can seek for settlement through the formal procedure, if the outcome of the informal procedure was not satisfactory to him/her.

3. A formal grievance may be initiated by submitting a Grievance Form to the concerned higher authority following the hierarchy by writing:
   a. A clear statement of the grievance.
   b. A solution suggested both in the informal procedures and the reasons for disagreement.
   c. His expected solution focusing to achieve a productive working environment or relationship.

4. If this is not resolved and if the grievance reaches the College Dean, then the College Dean may either form an Investigation Committee, or personally hear the grievance and conduct any investigation in accordance with the rules and guidelines.

5. The decision of the College Dean is the final step in the grievance process. The outcome of the process, reasons for the decision and actions shall be notified in a written form to the concerned person(s).

5. Confidentiality
All persons associated with the preliminary, informal and formal procedures should maintain confidentiality and discuss the grievance only with those who have responsibility for dealing with the grievance.

6. Roles and Responsibilities

The Assistant Deans have the ultimate responsibility for implementing and overseeing the grievance policy. They are also responsible for deciding the procedures and solutions. In general, the Assistant Dean of Academic Affairs will be in charge for academic grievances, while the Assistant Dean of Administration and Finance will be in charge of service related grievances. The Assistant Dean of Student Affairs will be in charge for grievances related to students. Assistant deans shall exercise this responsibility personally or delegate it to the Head of Department/Centers or raise it to the College Dean.

7. Communication

This policy is disseminated through the College Policy and Procedure Manual as well as the college intranet.

8. References

1. Staff Grievance Procedure
2. Staff Grievance Policy and Procedure
   http://www.gsa.ac.uk/%5Cdownloads%5Cpolicies%5CGrievance%20Policy.pdf
3. Grievance policy and procedure for academic support staff
   http://www2.lse.ac.uk/intranet/LSEServices/divisionsAndDepartments/humanResources/employmentRelations/policiesAndProcedures/grievances/grievancePolicyAndProcedure.aspx
4. Grievance Policies and Procedures
   http://www.gsu.edu/hr/31971.html

9. Revisions

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<td>16/05/2010</td>
<td>AD Academics 1, Dr. Marichamy</td>
<td>18 May 2010 8th College</td>
<td>n/a</td>
<td>This is the first written version of an existing policy.</td>
<td>Assistant Deans, HoCs-ETC, ELC, HoDs – Academic Depts.</td>
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<td>(HoS/Engg)</td>
<td>Council Meeting</td>
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</table>
1. **Policy Statement**

The college will follow strict measures in dealing with mass absences of students following the rules stipulated in the College Bylaws as well as other related decrees and circulars.

2. **Purpose and Scope**

It is found that there are incidences of student mass absence on many occasions. This practice of students not only disturbs the normal schedule of lecturers, but more importantly, it reduces the seriousness of study among students. Moreover, the mass absences of students seriously jeopardize the delivery plan of lecturers during the semester, and cases of non-completion of syllabus can crop up. To minimize if not eliminate this problem, this policy is drafted. This policy applies to all academic staff and students of the college.

3. **Definitions**

**Academic Staff**: Academic staff in this context refers to all NCT staff with a teaching load, either full time or part-time, in the college for the duration of the current semester. This includes lecturers, instructors, laboratory assistants, and technicians.

4. **Mass Absence Principles**
Mass absence used by students as an excuse for their preparation for the mid-semester, final or other examinations will not be taken as permissible and is not encouraged as a practice. As such, it will be considered as absence without permission. Similarly, any post-facto leave incurred by students will not be sanctioned for mass absence days.

Topics that should have been covered or are scheduled to be covered during the mass absence day will not be repeated as a matter of policy. This includes practical classes and other similar class activities.

In lieu of the lecture, assignments and other related course works shall be given on topics that should have been discussed during the mass absence. It should be noted that these topics will also be included in the final examinations for the course.

5. Communication

This policy is disseminated through the College Policy Manual as well as the college intranet.

6. Revisions

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<td>09 / 11 / 2009</td>
<td>Mr. NKR Nair – HoD Engineering; Dr. Rolando Lontok – Head QAFU</td>
<td>n/a</td>
<td>This is the first written version of an existing policy.</td>
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# NCT Nizwa College of Technology

## EVALUATION AND IMPROVEMENT OF TEACHING, TRAINING and LEARNING POLICY

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<th>Responsible Authority</th>
<th>Assistant Dean of Academic Affairs</th>
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| **Contact Details**   | 1. English Language Centre, HoC Office, Ext. No. 595  
2. Engineering Department, HoD Office, Ext. No. 510  
3. IT Department, HoD Office, Ext. No. 544  
4. Business Studies Department, HoD Office, Ext. No. 531 |
| **Authorization**     | Asst. Dean of Academic Affairs  
Reference: NCT QA Manual Sections 4.3.4 & 4.8.2 |
| **Effective From**    | Date: _______________ |
| **Amendments**        | This is the first written version of an existing policy. |
| **Superseded Documents** | n/a |
| **Review**            | Review to be done by AD Academics, Heads of ELC and Academic Departments; policy review to be done annually, preferably during the Summer Term. |
| **File Number**       | AC-STF-032 |
| **Related Documents** | **Related procedures and guidelines will be listed here as they become available.** |

## 1. Policy Statement

Nizwa College of Technology is committed to ensure effective teaching, training and learning through the implementation of a consistent feedback system which presents a framework for undertaking evaluation to ascertain and monitor the quality of teaching, training and learning processes and outcomes, and in turn provide an informed basis for making decisions to improve them.

## 2. Purpose and Scope

Fundamental to the achievement of its mission, the Nizwa College of Technology values academic excellence, which underpins all its educational programs. The achievement and maintenance of high-quality technological education is an integral component of this philosophy. The commitment to maintaining high academic standards must be sustained by quality teaching, training and learning.

To ensure that its aim of delivering quality technological education experience is met, the teaching staff must be committed, well-prepared, expert in their
discipline, and willing to reflect upon and improve the programs and courses they teach. As such, this policy commits the College to a systematic approach to evaluation and improvement of teaching, training and learning, through a system of feedback on teaching that is firmly based on College values and high-standard professional practices.

The needs, which should be addressed by a college-wide system for the evaluation of teaching, training and learning, are:

a. to ensure that the college’s aim of delivering quality teaching and training across all courses and programs and across different modes of delivery is being met;
b. to ensure that the college obtains timely information in regard to professional development needs;
c. to ensure that students are being delivered quality and relevant teaching and training service;
d. to ensure that students’ views/feedback are provided to the college and its staff in the most helpful and productive way;
e. to ensure that students know that their views and feedback are valued through appropriate response, such as improvements/changes made pursuant to their comments;
f. to ensure that academic staff receives timely and constructive feedback / advice / counsel on their teaching from both their students, peers and administrators in such a way as to allow appropriate professional development where such is required;
g. to ensure that academic staff are provided with evaluations of their teaching that is consistent across various departments which demonstrates a reasonably objective viewpoint for purposes such as professional development and other incentives.

This policy applies to all teachers who have a full time appointment, as well as part-time staff delivering lectures, conducting experiments and other practical activities, or providing tutorials for a semester or more.

3. Definition

In this policy and related documentation, the term “teacher” refers to staff of the college in their teaching role in all contexts, including lecturing, tutoring, conducting seminars and workshops, demonstrating, and so on. This pertains to lecturers, instructors, laboratory assistants and technicians.

4. Implementation

Evaluation data comes from a number of sources, including staff course portfolio, student learning outcomes, student feedback and evaluation, teacher self-reflection and analysis, peer review of teaching, and evaluation from center/department administrator. It is encouraged that teaching and learning improvement activities involve data from these various sources.
The major modes of evaluation of teaching, training and learning with respect to all individual performances, team teaching situations and conduct of courses and programs that can be carried out are:

a. Self-reflection by the teacher

The self-reflection and analysis of teaching for academic staff will include matters such as teaching philosophy and activities, curriculum planning and development activities in courses for which the teacher is responsible, as well as assessment on students' work focusing on methods used.

b. Peer review of teaching

Peer review for teachers should be conducted according to the following:

Where the teacher wishes to use peer review(s) as part of the evaluation process, the procedures to be used will be subject to agreement between the lecturer and a colleague of his own choosing, without the intervention of the head of the academic department concerned. The teacher may choose up to two of his peers to conduct the review for the sole purpose of using the results obtained for teaching improvement and development. This may also involve the use of an evaluation panel as agreed upon by the teacher and the College Staff Development Committee.

c. Administrator evaluation of teaching

Center/Department administrators (HoDs and HoSs) may also participate in the improvement of teaching, training and learning through class visits. In this regard, there should first be an agreement between the teacher concerned and the administrator as to the nature of the visit, that is, mainly for improvement purposes. As such, the administrator is expected to give suggestions on aspects such as lesson delivery, presentation of topic, teacher interaction with students during class, teaching techniques, topic organization, and the like. Comments and suggestions of the administrator should be written in a form specially made for the purpose and sent to the concerned teacher for discussion and other possible course of action.

d. Student feedback on teaching

A teacher can get feedback from students either or both in summative or formative forms. A formal student evaluation of teaching will be expected of every lecturer employed by the college. Evaluation will occur on a regular basis with a minimum requirement of once every semester and need only to occur in one course. It is expected that new lecturers in the college will be evaluated in their first term of employment.

Evaluation of teaching instruments are designed to provide: a) evidence of teaching performance of individual staff, b) evidence of teaching performance
of teams of lecturers, and c) quality of courses, including all matters of design and delivery.

The formal student evaluation of teaching will address core sets of issues. Academic centre/departments may augment these core questions to reflect their own particular situations and needs. The centre/department will also facilitate the distribution and collection of these student questionnaires at the end of every semester.

Furthermore, the college encourages teachers to collect and respond to feedback on their teaching at least every two weeks from students, and may do the same from colleagues and peers, as well as from other stakeholders, regularly. These may come from a range of sources such as:

- formative and summative assessment of students
- complaints, comments and suggestions
- classroom and office discussions
- reports and analysis of stakeholders and other observers
- feedback from various sources such as student questionnaires, online comments and suggestions, discussion forums, etc

The collected feedback should be included as part of the teacher’s course file, which can be used for immediate adjustment of teaching styles and approaches to address students’ difficulties and in general to be used in the improvement of teaching, training and learning process.

4.6 Roles and Responsibilities

The administration of evaluation of teaching, training and learning for improvement and development purposes will be the responsibility of the teacher concerned and will be carried out according to the following:

a. The teacher concerned is responsible for facilitating and making arrangements regarding peer review and informal student evaluation. However, the department concerned is responsible in administering the formal student evaluation instrument.

b. The completed formal student evaluation forms will be processed by the committee authorized by the concerned department.

c. A report of the collated responses (quantitative and qualitative) of the formal student evaluation will be sent to the teacher with a copy of this report sent to his HoD.

d. Information regarding individual staff evaluation will remain confidential to the individual, his HoD, and the College Dean.

e. All raw data will be retained by the department for a period of one year and then destroyed.

f. Other forms of feedback, comments and suggestions, as well as other related information from students, colleagues, and other stakeholders should likewise be summarized by the teacher concerned and copy sent to his HoD.
g. ADRI model is to be used by teachers on issues related to teaching, training and learning process.

4.7 Communication

This policy is disseminated through the College Policy Manual as well as the college intranet.

4.8 Procedures and Forms

Procedures and Forms related to this policy are as follows:
1. Procedures for Student Evaluation of Teaching by the Staff
2. Procedures for Student Evaluation of Teaching by the Center / Department
3. Student Evaluation of Teaching Questionnaire
4. Procedures for Peer Review
5. Peer Review Form
6. Class Visit Form

4.9 Guidelines (if necessary)

Guidelines related to this policy include:
1. Guideline in completing/writing Self-Reflection of Teaching
2. Guideline for collecting and summarizing feedback
3. Guideline for responding to online comments and suggestions
4. [please include here other relevant guidelines]

5. Acknowledgments


University of Sunshine Coast. Evaluation and Improvement of Teaching Policy. Last amended 15 August 2006.

Ball State University. Evaluation of Teaching Tools Policy.
## 6. Revisions

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<td>15 / 06 / 2009</td>
<td>Head, QAFU; AD Academics; Mr. David Rajesh – Business Lecturer</td>
<td>Asst. Dean of Academic Affairs Reference: NCT QA Manual Sections 4.3.4 &amp; 4.8.2</td>
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