



بوليتكنك البحرين
Bahrain Polytechnic

Academic Regulations for Bahrain Polytechnic 2.0

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Revision History

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Academic Regulations for Bahrain Polytechnic 2.0

1 Preface

These Academic Regulations for Taught Programmes specify the regulations of Bahrain Polytechnic in determining learner academic standing, eligibility for progression, eligibility for an award, and award classification.

These regulations are consistent with the framework established by the [Education and Training Quality Authority](#) (BQA) and the oversight of the Academic Council of Bahrain Polytechnic.

These Academic Regulations are owned and maintained by the Academic Council.

1.1 Principles of Bahrain Polytechnic Academic Regulations

This document updates and replaces the Polytechnic academic regulations in line with the new strategic plan and the merger Royal Decree (46) of 2022 issued by His Majesty King Hamad bin Isa Al Khalifa. These regulations will be effective from September 2024.

The following principles underlie the application of the Academic Regulations:

- These academic regulations apply to all learners at Bahrain Polytechnic, registered on taught programmes by Bahrain Polytechnic as a Designated Awarding Body in accordance with the Royal Decree No. 65 issued in 2008.
- The Office of the Deputy CEO Academic Affairs and Registrar, as delegated by the CEO, will have responsibility for managing and maintaining their consistent implementation.
- The academic regulations will be consistent with the National Qualifications Framework (NQF).
- The Office of the Deputy CEO Academic Affairs and Registrar manages any updates required to the Academic Regulations and assures their quality through the Academic Council and its structures.
- The Academic Regulations act in the quality assurance of the academic governance of Bahrain Polytechnic.

1.2 Application of Academic Regulations

The Academic Regulations of Bahrain Polytechnic must be applied consistently by the Polytechnic to all taught programmes and their associated courses.

1.3 Amendments to Academic Regulations

The Academic Regulations are subject to change. A revised version is normally released in June each year for the succeeding academic year.

During the academic session, normally the academic year of annualised enrolment period for the learners, the enrolled learners are subject to the Academic Regulations approved by the Academic Council for that academic session. The maximum duration of an academic session is 12 months.

Any amendments to the Academic Regulations are presented for approval through the Academic Council. The principles and wording supporting any changes to the governing Academic Regulations are provided to the Academic Council for consideration.

On approval by the Academic Council, the future application of the approved changes in the next academic session are noted in the Document Control Record of the Academic Regulations document, thereby enabling the creation of a new version of Academic Regulations for adoption during the next academic session. The date for the application of changes is determined by the Office of the Deputy CEO Academic Affairs and Registrar.

1.4 Publication of Academic Regulations

The Academic Regulations are published on the website of Bahrain Polytechnic.

1.5 Programme-specific Regulations

Programme-specific regulations must be compliant with the Academic Regulations. Any programme-specific regulations must be explicitly stated in the Approved Programme Approval Document and must be notified to the Office of the Deputy CEO Academic Affairs and Registrar. These must be formally approved by the Academic Council and its structures in the academic session before the session in which they are to be applied.

Transition arrangements for the academic year 2023-2024 are acknowledged.

1.6 Force Majeure

In the case of a force majeure event, for a defined period, the Office of the Deputy CEO Academic Affairs and Registrar may replace aspects of the Academic Regulations and associated programme regulations with alternative arrangements.

The Deputy CEO Academic Affairs and Registrar will then notify the Academic Council of such required changes for consideration and approval through the Academic Council and its structures, thereby enabling implementation at the earliest opportunity.

2 Learning, Teaching, and Assessments

2.1 Learning, Teaching, and Assessment Strategy

The Bahrain Polytechnic Teaching and Learning Policy enables a learning community of intellectual and social partnership through the use of innovative and learner-centred approaches, methods, strategies, and techniques, with primary emphasis on problem-based and project-based learning. These pedagogical and andragogical approaches, methods, strategies, and techniques foster learners' active engagement through a cultivation of an inclusive classroom climate where learners freely share their feelings, ideas, and experiences and where lecturers guide and facilitate learning. These likewise provide learners diverse opportunities to achieve their full potentials and enhance their employability skills for the world of work within local, regional, and international landscapes.

Assessment is an integral part of the learning cycle, which is used to measure the degree to which the learning outcomes are realised. Bahrain Polytechnic promotes innovative, relevant, and authentic assessments for and of learning. All assessment practices within Bahrain Polytechnic will be fair and consistent and appropriate to the learning outcomes with which they are linked. Assessments for learning (formative assessments) will be used extensively to provide timely and supportive feedback to learners from assessment activity.

It is necessary to distribute assessment responsibility. Appropriate academic governance structures facilitate this, ensuring the necessary integrity. Overall procedures for the assessment of learners regulate the authority, role responsibility and accountability of all persons and committees involved with assessment procedures. Such persons include learners; Lecturers, External Examiners; Programme Committees; Deans and Heads of Schools; Faculty Boards; Boards of Assessment Enquiry; Appeals Committees; the Deputy CEO Academic Affairs and Registrar; and the Academic Council.

Assessment methods are reviewed and renewed as necessary to accommodate current best practice and evolving requirements.

Learners will be clearly informed about the assessment strategy being implemented for their programme, what examinations or other assessment methods they will be subject to, what will be expected of them, and the criteria that will be applied to the assessment of their performance. Learners who is absent from an assessment without valid and appropriately documented cause shall normally forfeit the marks available for that assessment. The learners carry full responsibility to make themselves aware of all relevant assessment information provided for the year/semester and to understand the implications of non-completion of assessments.

2.2 Responsibility for Examinations and Assessments

The Deputy CEO Academic Affairs and Registrar of Bahrain Polytechnic shall have overall responsibility for the conduct of examinations and assessments at the Polytechnic and shall in particular ensure:

1. That examinations and other assessments are conducted properly.
2. That the maximum security in all matters pertaining to examinations and other assessments is ensured.
3. That examination papers, assessment briefs, and appropriate marking schemes/model answers are prepared by Course Coordinators, approved by Programme Managers, moderated by Internal Moderators, and are submitted finally to External Examiners within an agreed specified timeframe detailed in Programme Assessment Timetable.
4. That appropriate accommodation arrangements are made for each learner for examinations and other assessments.

5. That assessments are marked by Lecturers, moderated by Internal Moderators, and are made available to External Examiners as required, and that results for each learner are available for meetings of Faculty Boards or the Professional Education and Training Committee and the Academic Council.
6. That accurate assessment records including those of Continuous Assessments are securely maintained and made available to Faculty Boards or the Professional Education and Training Committee.
7. That appropriate arrangements are organised for holding meetings of Faculty Boards.
8. That learners are provided with the information relevant to them with regard to the conduct and regulation of examinations and other assessments as well as reassessments and resubmissions.

2.3 Guiding Principles and Undertakings

Bahrain Polytechnic undertakes to support academic staff in the design and delivery of innovative methods of assessment (both formative and summative) which support active learning, academic integrity, inclusivity, and authentic performance, while maintaining the core standards of:

1. Validity
2. Fairness, and
3. Consistence

Bahrain Polytechnic undertakes to provide the necessary resources and facilities to:

1. Ensure these requirements can be met; and
2. Support the full range of assessment activities.

The assessment modality in any course is specified in the Course Descriptor and may comprise a variety of assessment types, both formative and summative, categorised as:

1. Final exams which are held at the end point of the year/semester:
 - a. Closed Book Exams refers to an exam during which learners are not allowed to consult any external materials or resources during an exam.
 - b. Open Book Exams allow learners to consult their own material or resources such as textbooks, lecture notes, personalised course notes, visual memory aids, and other reference material to complete the exam.
2. Continuous assessments
3. Practical assessments
4. Projects

Courses may contain a variety of assessment types. For the purpose of this document, final exams and continuous assessments may include but are not limited to assessment modes such as written examinations, assignments, oral examinations, demonstrations, presentations, projects, portfolios, reflective journals, and work-based assessments.

Bahrain Polytechnic commits that programme assessment strategies for each programme, and course assessment strategies for each of each of its constituent courses, will be produced. Each course assessment strategy should be considered within the broader programme assessment strategy. Each Programme Approval Document is aimed at those lecturers and learners who are involved with the programme. It should be prepared for every programme during the programme's development and maintained thereafter. It will contain the programme's assessment instruments, summative and formative, including continuous assessment and reassessment/resubmission and link these to the

intended programme learning and provide a rationale for the choice of assessment tasks, criteria, and procedures and will be mindful of their fairness and consistency. It will reference any special regulations and contingent strategies and will relate centrally to the programme's learning and teaching strategy.

The assessment workload over the semester/year is considered during the programme design and development phase and should be maintained under review by the Programme Committee to ensure a distribution across the semester (and across courses) which is both challenging and manageable for learners. For each semester, a timetable of all assessment elements (Programme Assessment Timetable), indicating their respective commencement dates and final deadlines, is to be provided to learners. This is to be done as close to the commencement of the academic year/semester as practicable by the Programme Manager in coordination with the Course Coordinators.

2.4 Reasonable Accommodations

Learners requiring reasonable accommodations are requested to contact the Learning Support Specialist who assists in identifying appropriate accommodations and support services. Accommodations may include but are not limited to, extended time for assessments, alternative formats for course materials, note-taking assistance, and adaptive technology where possible and available. Learners should initiate the accommodation request process as early as possible to ensure timely provision of support. For more information, learners can visit the Learning Support Office or the Polytechnic's website.

2.5 The Role of the Course Coordinator

1. Course Coordinators shall design learning-teaching materials aligned with the course descriptor and ensure that these are available for learners and lecturers on the learning management system.
2. Course Coordinators shall ensure that course facilitation is learner-centred in accordance with the learning-teaching philosophy of Bahrain Polytechnic.
3. Course Coordinators shall prepare assessment materials as required by the Polytechnic for the proper conduct of programmes and courses, including assignments, examination papers, and marking schemes/model answers. These assessment materials shall adhere to the following guidelines of validity, consistency, and fairness:
 - a. Assessments are authentic, contextualised within real-life applications.
 - b. Assessments measure the intended learning outcomes.
 - c. Assessments cohere with programme assessment strategies.
 - d. Assessments are located within the requirements of the discipline and demands of the industry.
 - e. Assessments are diverse to provide learners with multiple opportunities to demonstrate their learning.
 - f. Assessments are within the required level of rigour and complexity.
 - g. Assessments show a progression of tasks and questions.
 - h. Assessments utilise types and methods that accommodate current best practices and evolving requirements.
 - i. Different versions are utilised across assessments and semesters.
4. Course Coordinators shall ensure that the methods of assessment, the required performance criteria, and any penalties for late submission/absence from scheduled assessments are outlined to learners in advance of the commencement of each assessment activity.
5. Course Coordinators shall ensure that learners are well-informed about the conduct of assessments according to the approved regulations.

6. Course coordinators shall adhere to relevant weightings attached to the elements of continuous assessment, final exam, and other assessments stipulated in the indicative syllabus.
7. Course Coordinators devise relevant assessment methods and types in consultation with the Programme Committee and External Examiner. These must also be reviewed regularly or as necessary to accommodate best practice and evolving requirements of the course, programme, discipline, or the industry.

Other regulations concerning the preparation of assessment papers are stipulated in [Section 2.9](#), [Section 2.10](#) and [Section 6.2.2](#).

2.6 The Role of the Internal Moderator

1. Internal Moderators on programmes leading to awards granted by Bahrain Polytechnic shall be members of academic lecturing staff appointed by the Polytechnic.
2. Internal Moderators shall ensure that they are familiar with the relevant Assessment Regulations and Standards for Taught Programmes and all relevant programme and course documentation. Internal Moderators should consult and familiarise themselves with the teaching and learning supports and guideline materials available at the Polytechnic. Academic staff should use these supports and materials to aid them in designing and executing assessment in a discipline-appropriate manner. The Polytechnic undertakes to provide a supportive and appropriately resourced environment where academic staff and learners can undertake and complete all assessments in a timely manner.
3. Internal Moderators shall scrutinize assessment materials within five (5) working days before the conduct or distribution of assessments according to the timeframes detailed in the Programme Assessment Timetable to ensure that institutional assessment design principles and criteria are adhered to.
4. Internal Moderators shall scrutinize marked assessments according to the timeframes detailed in the Programme Assessment Timetable to ensure the accuracy, fairness, and consistency of marking as reflected in the Post-Assessment Form.

2.7 The Role of the Programme Manager

1. The Programme Manager shall coordinate with Course Coordinators in timetabling assessments through the Programme Assessment Timetable which will be reviewed and approved by the Programme Committee. The timetabling process shall be guided by the following:
 - a. The distribution of assessment workload across courses and semesters must be challenging yet manageable for learners. Whenever practicable, no more than three (3) assessments shall fall on the same week. The nature, type, length, and level of assessments and the availability of resources, among other factors, shall be considered.
 - b. The internal moderation of assessment briefs (pre-assessment) shall be scheduled at least one (1) month prior to the date of assessment.
 - c. The external examination of assessment briefs (pre-assessment) shall be slated at least three (3) weeks prior to the date of assessment.
 - d. The period for marking shall be within three (3) to ten (10) working days to allow for the provision of timely feedback to learners and the internal moderation and external examination of assessment results.
 - e. The period for internal moderation and external examination of assessment results (post-assessment) shall be arranged at the most practicable time within the semester/term before the assessment results approval by the Faculty Board or

Professional Education and Training Committee and prior to the ratification by the Academic Council.

2. The Programme Manager has final responsibility for the approval of exam papers and other assessment materials including reassessments, ensuring that assessment design principles and criteria are complied with, and relevant critical comments raised by Internal Moderators and External Examiners are appropriately addressed.
3. The Programme Manager shall monitor the implementation of reasonable accommodations determined by Learning Support Specialists.

2.8 The Role of the External Examiner

Bahrain Polytechnic employs External Examiners in the primary role of assurance of the academic standards of its programmes and awards. The Polytechnic offers programmes leading to major, minor, special purpose, and supplemental awards. Major awards may have embedded awards. The Polytechnic is committed also to collaborative programmes, transnational programmes, and joint awards.

The External Examining function assists the Polytechnic to ensure that:

1. The academic standard for each award and award element is set and maintained by the Polytechnic at the appropriate level and that learner performance is properly judged against this.
2. The assessment process appropriately measures learner achievement against learning outcomes and is fair and fairly operated.
3. The Polytechnic is able to ensure that the standards of its awards are comparable with those of peer higher education institutions.
4. The advice and recommendations offered are considered for integration into assessment processes for the course/programme.

Details on the functions, authority, and reporting procedures of External Examiners are outlined in [Appendix 9](#).

2.9 Preparation of Assessment Papers

The Course Coordinator shall prepare and assess such assessment materials as required by the Polytechnic for the proper conduct of programme(s) and course(s), including assignments, examination papers, and marking schemes/model answers.

2.9.1 Format of Assessment Papers

1. The cover page of each assessment paper template downloaded from SharePoint or from the Examination Management System adopted by Bahrain Polytechnic shall be auto populated with the following:
 - a. Bahrain Polytechnic title and logo
 - b. Title of the course in accordance with the approved Course Descriptor
 - c. Course code
 - d. Programme title(s)
 - e. Lecturers
 - f. Internal Moderators
 - g. External Examiners
 - h. Number of pages listed
 - i. List of attachments

2. The Course Coordinator will fill in, *inter alia*, the following information on the cover page:
 - a. Time allowed
 - b. Instructions to learners
 - c. Additional materials allowed
3. Assessment papers must provide unambiguous instructions to learners specifying the number of questions to be attempted and the marks allocated to each question or part thereof.
4. Where special materials, tables, stationery, dictionary, calculator, or equipment (e.g. software, hardware, peripherals) are required in an invigilated (controlled) assessment, these are to be clearly specified on the list of attachments and additional material allowed to accompany the paper.
5. The Course Coordinator shall submit, via SharePoint or the Examination Management System, all draft assessment papers for which they are responsible, in accordance with the dates and conditions specified by the Polytechnic as reflected in the Programme Assessment Timetable approved by the relevant Programme Committee. A marking scheme and/or model answers shall accompany each paper. A copy of the course descriptor must also be posted on SharePoint or the Examination Management System. In the case Lecturers are involved in the compilation of the assessment paper, the course coordinator should post the assessment paper and other relevant materials on SharePoint or the Examination Management System on behalf of the entire team of Lecturers who contribute questions to the paper.
6. In preparing such material, the Course Coordinator shall have regard to the following:
 - a. Course learning outcomes
 - b. Conformity with assessment specifications as defined in these regulations
 - c. Consistency of terminology and clarity of expression in assessment paper
 - d. Relevant standards and conventions of the discipline
7. The Course Coordinator shall ensure that the context and overall balance of the assessment paper is satisfactory, having regard to the indicative syllabus as specified in the Course Descriptor and the standard and associated level of the course and the assessment as set out under the National Qualifications Framework (NQF).
8. Where Lecturers are involved in the preparation of an assessment paper, the appropriate consultations shall take place between the team of Lecturers and the Course Coordinator concerning the formulation of the proper balance on the assessment paper.
9. Draft assessment papers and marking schemes/model answers should be provided to External Examiners through SharePoint or the Examination Management System in an agreed and timely fashion as indicated in the Programme Assessment Timetable. Reassessment papers and associated marking schemes/model answers should be issued in tandem with the assessment papers of first instance or sitting. External Examiners will be required to return comments in a specified time period as stipulated in the Programme Assessment Timetable so that assessment papers can be prepared for distribution to learners at the appropriate time.
10. The Course Coordinator shall give due consideration to suggestions and amendments proposed by the External Examiner. The response of the Course Coordinator to the comments of the External Examiner should be recorded on the Pre-assessment Form which is kept on SharePoint or the Examination Management System. It should be noted that the External Examiner acts only in an advisory capacity as part of the overall quality assurance and quality enhancement process. Responsibility for the final examination paper lies exclusively with the Course Coordinator.

11. It is the responsibility of the Dean of the Faculty in conjunction with relevant Heads of Schools to confirm with the Examinations Office that the finalised examination papers are available to the Examinations Office as agreed before the examination session is due to commence.

2.9.2 Security in the Drafting and Production of Assessment Papers

1. It is the responsibility of the Course Coordinator to use the secure drafting system provided by the Polytechnic for assessment papers. Papers should be processed through SharePoint or the Examination Management System.
2. It is the responsibility of the Examinations Office to ensure the availability of printed papers.
3. Printed assessment papers are stored securely in the Examinations Office in advance of the conduct of the assessment session to which their usage is applied.

2.10 Continuous Assessment

1. Multiple forms of Continuous Assessment (CA) are available within the Polytechnic and will necessarily vary on a course-by-course basis according to discipline domain and programme, and over time.
2. In line with all other forms of assessment, the Course Coordinator in consultation with the Programme Committee, Internal Moderator, and External Examiner is responsible for devising those modes of CA they deem most appropriate to the learning outcomes within their programmes.
3. The Polytechnic undertakes to provide teaching and learning supports and guidelines in relation to the various forms of CA that are required by the relevant Programme Committee.
4. CA assignments are to be marked by the relevant Lecturer(s) within 3-10 working days to allow for the timely provision of provisional results and feedback to learners. Any such results remain provisional until ratified by the relevant Faculty Board or Professional Education and Training Committee.
5. Continuous Assessment briefs and marking schemes or rubrics should be uploaded to on SharePoint or the Examination Management System.

2.11 Assessment of Learner Material

1. The Lecturer, as soon as possible after the conduct of an examination, is required to collect the scripts and other relevant material from the Examinations Office. The Lecturer is responsible for the safe handling and storage of the scripts while they are in their possession. Scripts should not be exposed to risk of access, loss, theft, or destruction.
2. The Lecturer shall, when assessing final exam scripts within the allowed period of marking (minimum of 3 and maximum of 10 working days), ensure that marks awarded are in accordance with the marking scheme submitted and approved following the External Examiner process.
3. The Lecturer shall record results on Gradebook according to an agreed and published timeline.
4. The Lecturer shall make available on SharePoint or the Examination Management System all scripts and continuous assessment material in accordance with agreed dates. The assessment materials shall be available together with the composite mark's sheets detailing all the component marks for each element of assessment as detailed in the Programme Approval Document.
5. The Programme Manager and the Faculty Quality Manager shall monitor the availability of all assessment materials and other relevant documents on SharePoint or the Examination Management System for external examination according to the timeframes specified in the approved Programme Assessment Timetable.

6. The Lecturer and Internal Moderator shall attend the meeting of the Faculty Board during the results approval.
7. The Lecturer shall be responsible for returning the corrected examination scripts for each course to the Examinations Office or Faculty Office for secure retention for four (4) years, in line with the Polytechnic's record retention and archiving guidelines.

2.12 Conclusion of Assessment Process

1. The Academic Council, subsequent to deliberations of and approval by the Faculty Board or the Professional Education and Training Committee, shall be the authority for the confirmation or ratification of assessment results.
2. External Awarding/Validating Bodies may reserve the right to confirm assessment results on programmes leading to their awards.
3. In the event of any conflict or ambiguity arising between these regulations and the regulations of any relevant External Awarding/Validating Body, these regulations will prevail.
4. Researches submitted by a learner for assessment (except in circumstances where an industry-based project is involved) shall be the property and copyright of Bahrain Polytechnic.
5. If in any respect, difficulty arises in the operation of any part of these regulations, the Deputy CEO Academic Affairs and Registrar may take action, in consultation with the relevant Lecturer(s), Head of School, Dean, and/or External Awarding/Validating Body, that appears to them to be necessary or expedient for securing or facilitating the operation of assessment at the Polytechnic.

2.13 Reassessments and Resubmissions

1. Learners who fail an assessment in the first attempt or sitting (original assessment) shall be entitled to a reassessment (invigilated/controlled assessment) or resubmission (uninvigilated/uncontrolled assessment). These learners, must, however, meet the following conditions:
 - a. Learners demonstrate a genuine effort in the original assessment.
 - b. Learners show interest in the class and determination to achieve through regular attendance, active participation, and some other relevant measures.
 - c. Learners generally demonstrate a good overall class performance.
 - d. Learners exhibit the potential to improve their marks through a reassessment or resubmission.
2. Learners who fail to attend a scheduled assessment or submit an assessment within an agreed deadline indicated on the Assessment Cover Sheet and in the Programme Assessment Timetable without prior notice and valid extenuating circumstance shall not be eligible to a reassessment or a resubmission. These learners shall be awarded zero for such assessment.
3. Reassessments or resubmissions shall be allowed only as an attempt to retrieve failure in an assessment and shall not be allowed with a view to improving performance in any component of assessment. Nor shall reassessment or resubmission be allowed to improve the classification of an award.
4. Eligible learners are provided a maximum of two (2) reassessments or resubmissions per assessment in a course. While resubmissions shall be set according to the deadlines indicated in the Programme Assessment Timetable, reassessments shall be undertaken according to the approved academic calendar. Reassessments shall be scheduled as follows:
 - a. Foundation Programme
 - (a) First reassessment for semester 1 – January
 - (b) Second reassessment for semester 1 – February
 - (c) First reassessment for semester 2 – June
 - (d) Second reassessment for semester 2 – August

- b. All other programmes
 - (a) First reassessment – one week before the commencement of semester 2
 - (b) Second reassessment – one week before the commencement of semester 1 of the succeeding academic year
- 5. Learners who are eligible to reassessment or resubmission shall be recommended by Lecturers through the Reassessment/Resubmission Form, approved by the relevant Programme Committee, and shall be required to pay a fee of 10BD for each opportunity.
- 6. Learners who are eligible to a reassessment shall be provided an entirely new assessment which is internally moderated, externally examined, and comparable with the original assessment.
 - a. Both assessments cover the same contents and skills.
 - b. Both assessments measure the same learning outcomes.
 - c. Both assessments are of the same mode and type.
 - d. Both assessments are of the same level of rigour, complexity, and duration.
- 7. Learners who are eligible to a resubmission shall improve their original assessment based on given recorded feedback.
- 8. Learners who fail to take the first reassessment as scheduled or fail to resubmit within the allowed deadline set for first resubmission shall forfeit their first opportunity. The second scheduled reassessment or resubmission shall be considered as their second and final opportunity.
- 9. Reassessments and resubmissions shall not be provided once the period for such opportunities for the covered academic semesters has elapsed.
- 10. Learners who are eligible to reassessment or resubmission after the publication of final overall results shall be awarded an **R** (Reassessment/Resubmission grade) at the end of the semester, pending for completion upon successful reassessment or resubmission. The **R** grade shall not be a part of the learners' GPA calculation.
- 11. Learners who undertake reassessment or resubmission shall be awarded an overall grade capped at 60% (C).
- 12. Changes in overall grades due to reassessment or resubmission after the publication of grades at the end of the semester shall be effected by the Registry through a decision item paper and the concomitant Academic Council meeting minutes on the confirmation or ratification of results.

2.14 Course Repeats

1. Upon Faculty Board approval and Academic Council ratification of all combined assessment grades, any learner who is awarded a failing grade (F) in a core, specialised, or mandatory course within the same semester shall be entitled to repeat and re-register in that course at a subsequent sitting. Any learner who is awarded a failing grade (F) in any elective course, may be allowed to register in another elective course in lieu of the elective course failed.
2. Course repeats require learners to attend all sessions and oblige them to take all of the assessments involved as if it were their initial engagement with the course.
3. Learners shall be allowed to take only one opportunity to repeat a core, specialised, or mandatory course failed. Failure in a repeat course shall mean dismissal from the Polytechnic.
4. The grades which learners obtain in the first and second sittings of a course shall be retained in the system and shall be reflected on their transcript of records.
5. Learners shall be allowed to repeat a course upon full payment of course fee before the commencement of the semester.

2.15 External Awarding Bodies

While the Polytechnic is responsible for the education of the learners who attend, irrespective of whether it is a Bahrain Polytechnic award or an award of an external body, the External Awarding Body is responsible for its own awards. Where the external body is responsible for the assessment and award, specific regulations of the external body apply. The Bahrain Polytechnic policy on Collaborative Educational Arrangements specifies the quality assurance arrangements governing awards made in association with other providers.

In the case of an external awarding body's examinations, where Bahrain Polytechnic does not participate in the production of examination papers but administers the examination process, the responsibility for the security of papers received from the external awarding body rests with the Examinations Office.

2.15.1 Designation of Courses that Qualify for Exemption

Exemptions may be given on an academically accredited Bahrain Polytechnic programme or course. Programmes may also be professionally accredited by a professional or external awarding body, with impact on exemptions. The applicant would have to comply to the Credit Recognition policy and procedures that such bodies may also operate when seeking an exemption.

3 Award Classifications

3.1 Award Classifying Courses

Classification of an award is based on those courses which have been so designated by the programme design team for that purpose.

Award classifying courses are those courses that are considered in determining the classification of an award and are clearly signalled in the course descriptor and the Programme Approval Document.

All courses taken by a learner contribute to the volume of credit necessary to receive an award at a given level, subject to the details of the Programme Approval Document. However, not all courses in a programme need to be considered when determining the classification of an award.

An Award Classification:

1. At level 6, Diploma, 240 of the credits at the award level will be used, with the course grades, to classify the award at that level.
2. At level 7 Associate Degree, level 6 Diploma the 360 credits at the award level will be used, with the course grades, to classify the award at that level.
3. At ab-initio level 8 Bachelor Degree, the 480 credits at the award level, with the course grades, will contribute to the classification of the award.
4. At ab-initio level 9, Post-graduate Diploma, the 120 credits at the award level, with the course grades, will contribute to the classification of the award.
5. At level 9, Master's Degree, a minimum of 180 credits at the award level will be used, with the course grades, to classify the award at that level.

6. At level 10, Doctoral Degree, a minimum of 360 credits with the appropriate level of complexity will contribute to the classification of the award (refer to *Postgraduate Research Rules, Regulations, and Guidelines*).

7. The weighting factor to be applied to the grade in each course is the number of credits assigned to the course.

8. An Award Classification is determined on the accumulated/average marks obtained from the classifying courses at their first completed end of semester or year examination/assessment session. In exceptional circumstances, the award classification can be determined using the treatment of a repeat mark in a failed award classifying course(s) from one repeat attempt only, as outlined in [Section 3.4.8](#).

9. The accumulated/average marks from the classifying courses that determine the award will be based on a precise mark. This precise mark with a decimal value of 0.5 or above will be rounded upwards to the next integer value. Where the precise mark is not more than 1% below an award classification threshold, the precise mark will be rounded up to the next classification threshold value. For example: the accumulated average marks for the classifying courses to determine the award are at a precise mark of 69%; therefore, the precise mark will be rounded up to 70% to the next classification threshold. The GPA mark recorded on the learner record should reflect the award made.

3.2 Determination of Award Classification

a. Awards shall be criterion-referenced as distinct from norm-referenced.

b. Award classifications shall be grounded on the calculation of learners' Cumulative GPA (CGPA) which is measured on a scale from 0.00 to 4.00. CGPA shall be determined using the following formula:

$$CGPA = \frac{\text{Total of (all grade points X All credits earned)}}{\text{Total of all course credits earned for all semesters}}$$

c. Exemptions (EX) and any other administrative grades presented in the table below shall not contribute to the calculation of CGPA:

Grade	Description
EX	Exemption: Exemption from a required course, does not count towards completion requirements.
CR	Credit Recognition: Credit gained by Cross Credit, Credit Transfer, (A/AB/012). GPV is not calculated nor required towards the final reported graduate GPA. Course does count towards completion requirements.
W	Withdrawn: No academic penalty applied i.e. Learner withdrew from a course after the approved closing date but not more than 20 working days from that date; or as approved by the Academic Council.

d. WA (Withdrawn Attendance) and WF (Withdrawn Fail) shall constitute the calculation of learners' CGPA. WA is a failing grade due to automatic withdrawal from a course emanating from more than 20% of non-attendance in class sessions or as specified in approved Course Descriptor. WF is a failing grade spawned by withdrawal from a course after 20 working days from the published closing date.

e. Academic awards shall be conferred to bachelor's degree learners only who have exemplified remarkable academic performance and achievement throughout their programme of study.

f. To be eligible for academic awards, learners must fulfill the following conditions:

1. Earn and accumulate the required number of credits as specified in approved Programme Approval Document in accordance with the provisions of the National Qualifications Framework.

2. Obtain the required CGPA corresponding to the award as stipulated in [Section 3.1](#)

g. Academic awards shall be conferred to eligible learners during the official Bahrain Polytechnic Graduation Ceremony unless learners choose award conferment in absentia.

3.3 Grading System

a. Alphabetic Grading System

Bahrain Polytechnic has adopted an alphabetic grading system for all its achievement-based provisions. The letter grades with the corresponding Grade Point Value (GPV) and Percentage Range Equivalence (PRE) are defined and described as follows:

Letter Grade	Grade Point Value (GPV)	Percentage Range Equivalence (PRE)	Description
A+	4	95 - 100%	Distinction
A	3.75	90 - 94%	
A-	3.5	85 - 89%	Merit Grade 1
B+	3.25	80 - 84%	
B	3	75 - 79%	Merit Grade 2
B-	2.75	70 - 74%	
C+	2.5	65 - 69%	Pass
C	2.25	60 - 64%	
F	0	<60%	Fail

The Percentage Marks (P) and Percentage Points Values (PPV) that apply to the computation of PRE are classified as follows:

Description	Percentage Mark (P)	Percentage Point Value (PPV)
Passing Mark	60-100	
Outright Fail	56 and below	

b. Competency-Based Grading System

Bahrain Polytechnic adopts a competency-based grading system when it deems appropriate and necessary for specific courses (i.e., electives) and programmes or during exceptional circumstances. Competency grades which do not contribute to the calculation of learners' GPA are outlined as follows:

Grade	Equivalence	Description
COMP*	Competent	Achieved
NYC*	Not Yet Competent	Not Achieved
Pass	Required Standards Met	Achieved
	Recommended without Revisions	Achieved
	Recommended with Minor Revisions	Achieved
	Recommended with Major Revisions	Achieved
Fail	Required Standards Not Met	Not Achieved
	Not Recommended	Not Achieved

3.4 Standards for Awards at Different Classifications

3.4.1 Advanced Certificate - Award at NQF Level 5

The Award of Advanced Certificate may be made at **Pass** or **Fail**.

3.4.2 Foundation – Award at NQF Level 5

The Award of Foundation may be made at **Pass** or **Fail**.

3.4.3 Diploma – Award at NQF Level 6

The Award of Diploma may be made at **Pass**, **Merit**, (Merit Grade 1 and Merit Grade 2) or **Distinction** classification.

To be eligible for an award at **Pass** classification, a learner must fulfil the condition below:

1. Earn and accumulate at least the number of 240 credits required for the award, by passing in all mandatory and elective courses as required by the programme and set out in the Programme Approval Document.

To be eligible for consideration for an award of **Merit** or **Distinction** classification, a learner must fulfil conditions 1 to 3 below:

1. Earn and accumulate at least the number of 240 credits required for the award, by passing in all mandatory and elective courses as required by the programme and set out in the Programme Approval Document and
2. Pass each of the classifying courses, as set out in the Programme Approval Document, at the first attempt in accordance with these Regulations subject to the condition set out in [Section 3.4.9](#) and
3. Obtain a weighted average mark (based on the classifying courses as specified in the Programme Approval Document), as follows:

Merit Grade 2: a weighted average mark of at least 70% in the classifying courses

Merit Grade 1: a weighted average mark of at least 80% in the classifying courses

Distinction: a weighted average mark of at least 90% in the classifying courses. The weighting factor to be applied to the grade in each course is the number of 15 credits assigned to the course.

3.4.4 Associate Degree at NQF Level 7

The Award of Associate Degree may be made at **Pass**, **Merit**, (Merit Grade 1 and Merit Grade 2) or **Distinction** classification.

To be eligible for an award at **Pass** classification, a learner must fulfil the condition below:

1. Earn and accumulate at least the number of 360 credits required for the award, by passing in all mandatory and elective courses as required by the programme and set out in the Programme Approval Document.

To be eligible for consideration for an award of **Merit** or **Distinction** classification, a learner must fulfil conditions 1 to 3 below:

1. Earn and accumulate at least the number of 360 credits required for the award, by passing in all mandatory and elective courses as required by the programme and set out in the Programme Approval Document and

2. Pass each of the classifying courses, as set out in the Programme Approval Document, at the first attempt in accordance with these Regulations subject to the condition set out in [Section 3.4.9](#) and
3. Obtain a weighted average mark (based on the classifying courses as specified in the Programme Approval Document), as follows:

Merit Grade 2: a weighted average mark of at least 70% in the classifying courses

Merit Grade 1: a weighted average mark of at least 80% in the classifying courses

Distinction: a weighted average mark of at least 90% in the classifying courses. The weighting factor to be applied to the grade in each course is the number of 15 credits assigned to the course.

3.4.5 Bachelor Degree at NQF Level 8

The Award of Bachelor Degree may be made at **Pass**, **Merit**, (Merit Grade 1 and Merit Grade 2) or **Distinction** classification.

To be eligible for an award at **Pass** classification, a learner must fulfil the condition below:

1. Earn and accumulate at least the number of 480 credits required for the award, by passing in all mandatory and elective courses as required by the programme and set out in the Programme Approval Document.

To be eligible for consideration for an award of **Merit** or **Distinction** classification, a learner must fulfil conditions 1 to 3 below:

1. Earn and accumulate at least the number of 480 credits required for the award, by passing in all mandatory and elective courses as required by the programme and set out in the Programme Approval Document and
2. Pass each of the classifying courses, as set out in the Programme Approval Document, at the first attempt in accordance with these Regulations subject to the condition set out in [Section 3.4.9](#) and
3. Obtain a weighted average mark (based on the classifying courses as specified in the Programme Approval Document), as follows:

Merit Grade 2: a weighted average mark of at least 70% in the classifying courses

Merit Grade 1: a weighted average mark of at least 80% in the classifying courses

Distinction: a weighted average mark of at least 90% in the classifying courses. The weighting factor to be applied to the grade in each course is the number of 15 credits assigned to the course.

3.4.6 Post-graduate Diploma at NQF Level 9

The Award of Post-graduate Diploma may be made at **Pass**, **Merit**, (Merit Grade 1 and Merit Grade 2) or **Distinction** classification.

To be eligible for an award at **Pass** classification, a learner must fulfil the condition below:

1. Earn and accumulate at least the number of 120 credits required for the award, by passing in all mandatory and elective courses as required by the programme and set out in the Programme Approval Document.

To be eligible for consideration for an award of **Merit** or **Distinction** classification, a learner must fulfil conditions 1 to 3 below:

1. Earn and accumulate at least the number of 120 credits required for the award, by passing in all mandatory and elective courses as required by the programme and set out in the Programme Approval Document and
2. Pass each of the classifying courses, as set out in the Programme Approval Document, at the first attempt in accordance with these Regulations subject to the condition set out in [Section 3.4.9](#) and
3. Obtain a weighted average mark (based on the classifying courses as specified in the Programme Approval Document), as follows:

Merit Grade 2: a weighted average mark of at least 70% in the classifying courses

Merit Grade 1: a weighted average mark of at least 80% in the classifying courses

Distinction: a weighted average mark of at least 90% in the classifying courses. The weighting factor to be applied to the grade in each course is the number of 15 credits assigned to the course.

3.4.7 Master Degree at NQF Level 9

The Award of Master Degree may be made at **Pass**, **Merit**, (Merit Grade 1 and Merit Grade 2) or **Distinction** classification.

To be eligible for an award at **Pass** classification, a learner must fulfil the condition below:

1. Earn and accumulate at least the number of 180 credits required for the award, by passing in all mandatory and elective courses as required by the programme and set out in the Programme Approval Document.

To be eligible for consideration for an award of **Merit** or **Distinction** classification, a learner must fulfil conditions 1 to 3 below:

1. Earn and accumulate at least the number of 180 credits required for the award, by passing in all mandatory and elective courses as required by the programme and set out in the Programme Approval Document and
2. Pass each of the classifying courses, as set out in the Programme Approval Document, at the first attempt in accordance with these Regulations subject to the condition set out in [Section 3.4.9](#) and
3. Obtain a weighted average mark (based on the classifying courses as specified in the Programme Approval Document), as follows:

Merit Grade 2: a weighted average mark of at least 70% in the classifying courses

Merit Grade 1: a weighted average mark of at least 80% in the classifying courses

Distinction: a weighted average mark of at least 90% in the classifying courses. The weighting factor to be applied to the grade in each course is the number of 15 credits assigned to the course.

3.4.8 Doctoral Degree at NQF Level 10

The Award of Degree may be made at **Pass** or **Fail** (refer to *Postgraduate Research Rules, Regulations, and Guidelines*).

3.4.9 Failed Classifying Courses for Award Classification

If learners fail one or two courses, up to a maximum of 30 credits in an award year, the classification of the award is determined by:

- The grades of the marks of the passed courses from the first sitting, and
- The requirement to repeat and pass the failed course(s) by the learners at the first repeat examination/assessment opportunity.

Post the repeat of their failed course(s), their overall award is based on the status of their repeat. If the failed course(s) is passed, their overall award is based on the marks of the passed courses from the first end of semester/year examination/assessment session and their repeat mark for the repeated course(s), which is capped at a 60% mark. This capped mark of 60% refers to a complete course as opposed to a portion of assessment of a course.

For example:

The learners have failed one 15-credit course with a mark of [50%] achieved. They have passed all other courses at the first sitting, with a mark of [80%] for each of these courses. The learners repeat the course they failed normally at the first available repeat assessment opportunity. Their mark for their repeat is [70%], which is capped at [60%]. The learners are eligible for a second-class honour degree/merit (depending on the level of the award being obtained) based on the weighted average mark achieved in the classifying courses. That is, those passed courses from the first end of semester/year examination/assessment session and the capped mark of [60%] for the one repeated course.

If learners fail a 5-credit course in semester 1 obtaining a mark of [40%] and subsequently fail a second 15-credit course in semester 2, obtaining a mark of [50%], the learners must repeat both courses at the first available sitting. Each course subsequently passed will be capped at [60%] and the weighted average of all results for the year will be used to determine the final award.

4 Progression

4.1 Programme Level and Credit

- a) Bahrain Polytechnic subscribes to the National Qualifications Framework issued by BQA.
- b) The credits assigned to courses are indicated at the time of programme design and development in accordance with Bahrain Polytechnic Programme Approval Policy and Procedures.
- c) Level 10 Doctoral degree minimum of 360 credits
- d) Level 9 Master Degree minimum of 180 credits
- e) Level 9 Post-graduate Diploma minimum of 120 credits
- f) Level 8 Bachelor's degree minimum of 480 credits
- g) Level 7 Associate degree minimum of 360 credits
- h) Level 6 Diploma minimum of 240 credits

4.2 Workload

The normal expectation of a full-time learner, to facilitate the accumulation of necessary credits to gain an award, is 4 years for a Bachelor Degree.

Learners must register at least 60 credits per semester and 120 credits in a two-semester academic session.

4.3 Year Progression

The following conditions shall normally apply for year progression:

1. Where programmes are organised in years, for learners to be eligible to progress to a particular year, they are normally required to demonstrate achievement of the minimum intended learning outcomes of all the preceding years. This is elaborated in the Programme Approval Document. The approved Programme Approval Document summarises the allocation of credits and assessment components for each respective year, as well as any special progression requirements.
2. Learners may be facilitated in carrying an unsatisfied course or courses or element, no more than 15 credits, subject to the conditions set out in (3) below. Where such a facility is granted, the learners must satisfy the outstanding course or courses before the close of the following academic year. Failure to do so will inhibit further progression.
3. Subject to any special conditions of the programme, as outlined in the approved Programme Approval Document, there are three (3) exceptions to the general requirement of passing all the required courses in order to progress to the next year. These are:
 - a. Exemption from part of the programme
 - b. Eligibility to progress carrying the failed courses to be passed during the subsequent year.

Where practicable, a Year 1 learner who has failed no more than 15 credits may carry these failed credits to Year 2 on the conditions that:

- a. A maximum of 15 credits can be carried to Year 2
- b. The learner attempted the original and repeat examination for the failed course(s)
- c. The failed course(s) result for all credits carried is not Failed Element.
- d. The failed course(s) are not prerequisites for course(s) for the subsequent year.

A learner may carry a maximum of 15 credits to Year 3 from the preceding year on the conditions that:

- a. Year 1 courses have been successfully completed.
- b. The learner attempted the original and repeat examination for the failed course(s).
- c. The failed course(s) result for all credits carried is not Failed Element.
- d. The failed course(s) are not prerequisites for course(s) for the subsequent year.

A learner may carry a maximum of 15 credits to Year 4 from the preceding year on the conditions that:

- a. Year 2 courses have been successfully completed.
- b. The learner attempted the original and repeat examination for the failed course(s).
- c. The failed course(s) result for all credits carried is not Failed Element.
- d. The failed course(s) are not prerequisites for course(s) for the subsequent year.

Carryover of credits is facilitated by Bahrain Polytechnic within the limitations of prerequisite and co-requisite requirements, course repeat requirements, and scheduling. The Polytechnic

cannot guarantee course repeat and is not obliged to facilitate the repeat course arrangements.

4.4 Award Level Progression

The Polytechnic shall offer qualifications ranging from NQF level 5 (Advanced Certificate) to Post-graduate NQF L9/L10. The table below shows the award-level progression. Subject to certain conditions, a graduate holding a higher education and training award may present for and, if successful, achieve a further major award at the same level within the same generic area of study. This may involve the attainment of new learning outcomes.

Table: Award Level Progression

Qualification	NQF Level
Advanced Certificate	Level 5
Foundation	Level 5
Diploma	Level 6
Associate Degree	Level 7
Bachelor Degree	Level 8
Post-graduate Diploma	Level 9
Master Degree	Level 9
Doctoral Degree	Level 10

4.5 Limitations of Progression

The limitations to the Progression Regulations include the following:

1. Where learners have a credit deficit in excess of 15 credits, they are not permitted to register on additional courses until the deficit is cleared.
2. An award year must be completed in its entirety before learners can be registered on a subsequent progression award level.
3. Failure to satisfy the outcomes of a prerequisite course precludes registration on the consequent course.
4. While Bahrain Polytechnic endeavours to provide the learner with every reasonable opportunity to complete a course, it reserves the right to cancel, suspend, or modify any course or programme.

4.6 Retention and Dismissal

The Polytechnic implements the following guidelines on retention and dismissal:

1. For learners to be retained and permitted to continue pursuing their programmes, they shall meet the following conditions:
 - Maintain a minimum GPA of 2.25.
 - Pass repeat courses (core, specialised, or mandatory) on first repeat attempt.
 - Adhere to academic integrity across all assessments.
2. Learners who fail to achieve the minimum GPA for retention shall be issued a probation notice thrice.
3. Learners who fail to improve their GPA after the third probation notice and who fail to pass a repeat course (core, specialised, or mandatory) on a first repeat attempt shall be dismissed from the Polytechnic.
4. Learners who fail to adhere to the standards of academic integrity may be dismissed from the Polytechnic as determined by the Assessment Board of Enquiry.

5. Learners who are dismissed from the Polytechnic due to their academic standing shall be allowed to register as a new learner in a different qualification. Learners who are dismissed due to academic misconduct may be allowed to re-register after the period of penalty is lifted.

4.7 Compensation

Compensation is a process by which a learner who fails to satisfy some of the regulation for credit in a specific course, is recommended for credit award on the grounds that the failure is offset by their performance in other courses in their semester or year of their programme of study.

In such cases, where a learner has nearly, but not quite, demonstrated attainment of the relevant minimum intended learning outcomes for a particular course and its assessment components, the Faculty Board or the Professional Education and Training Committee will consider the overall performance of the learner. This consideration is informed by the learning outcomes for the programme as a whole. A marginal failure – i.e., 57 [is less than or equal to] p [which is less than] 60 – in one component should not preclude award or progression for a learner where the remaining academic profile suggests the opposite.

Performance at the first attempt in courses in a given year/semester (of at least [30] credits) may be used to compensate in the same year/semester, provided no course in the year/semester has been failed outright. A pass earned in this way is referred to as a pass by compensation and is credit bearing.

Where a learner is marginally below a Pass mark of 60% (i.e., 57 [is less than or equal to] p [which is less than] 60) in each of a string of independent courses in the same year/semester, the results are reinforced. Consequently, it is justifiable to limit the number of independent courses that may be passed by compensation in a year/semester. Because courses can have different credit sizes, it is reasonable to express such a limit as a proportion of the total available credit rather than the number of courses. The latter point assumes that the confidence in the grade is increased in courses with relatively greater numbers of credits owing to compensation processes operating within the course.

In a programme based on years/semesters, subject to conditions 1 to 4 in Section 4.7 Conditions for Compensation, specified below, a course can be passed by compensation (using passes in other courses from the same year/semester) unless this is specifically precluded by the programme assessment strategy in the approved programme approval document. Compensation can be applied automatically. Accordingly, the programme and course assessment strategies should consider this. Specifically, they should further ensure that compensation is consistent with the requirement that minimum intended learning outcomes of the programme are achieved before an award is recommended.

There may be designated courses that are not subject to compensation for professional, health or safety reasons.

4.8 Conditions for Compensation

Compensation can be applied only in the following circumstances:

1. The learner has been assessed for all year/semester courses and no course in the year/semester has been failed outright ([less than] 57%).
2. The results of all courses in the year/semester are from first attempts.
3. In the case of a full-time learner, the results are from the same end of semester/year examination/assessment session.

4. The year/semester-aggregate of credit-weighted excesses of percentage marks (over 60) is greater than or equal to twice the year/semester-aggregate of credit-weighted deficits of marks (under 60), and
5. The potentially compensatable results account for no more than one-fourth of the credit for the year: i.e., 15 credits in a 120-credit year.

Compensation applies only to enable a learner to pass a year/semester. At the award year, a learner who passes by compensation remains eligible for honours, etc. compensation does not change the result of the courses passed in that way. When reporting marginally failed course(s) passed by compensation, the final grade shall be automatically converted as **C** (60%) which contributes to the calculation of a learner's GPA.

4.9 Failed Elements

A programme consists of courses that are separately assessed. A component of a course is an assessed element of that course. In the context of course components:

1. In each course that consists of components, the marks awarded to each learner shall be the weighted total of the marks scored in the various components.
2. If a component of a course has a health and safety implication or is deemed to be of critical importance to the practice of the profession, a Programme Committee may designate such a component as an essential element of the course. This requirement must be outlined in the special regulations associated with the programme and included in the Approved Programme Approval Document. (See [Programme Specific Regulations on page 7.](#))

Failure in this component will result in the assignment of a '*failed element*' grade for the course.

- The designation must relate to a component of the course as identified on the approved programme approval document, i.e., final exam, lab/practical, etc.
 - Only one component in any course may be so designated.
 - The designated component must be recorded in the approved programme approval document.
 - A mark of less than 55% in the designated component is defined as a failed element.
 - A Programme Committee may identify a requirement for no more than one failed element within a course.
3. A course result of Failed Element on the Broadsheet of Examination Results shall apply to the situation of extreme weakness/failed component (*failed element*).

Notice of assessment components that must be passed in their own right, and the consequences of failing such an assessment component in an otherwise satisfactory assessment performance for the course, must be notified in advance to all learners on the programme by notice of the special regulations that are associated with their programme.

4. The special regulation of designating a component of a course that must be passed (*failed element*) has to be identified in the Approved Programme Approval Document and in the

4.10 Reallocation of Assessment

Specifically, in the case of a continuous assessment examinations, where deferral is not an option, the Dean/Head of School or Lecturer may recommend the reallocation of assessment marks to the final

examination or final assessment based on valid cause with appropriate documentation that supports the request for a displaced assessment (medical certification of personal illness; death notice).

4.11 Aegrotat Award

In circumstances, relating to assessment for an award where the Faculty Board or Professional Education and Training Committee has insufficient evidence to determine a learner's performance but is satisfied that, but for illness or other valid cause, the learner would have achieved the required standard, the Faculty Board or Professional Education and Training Committee may recommend that an unclassified award be made.

Prior to making a recommendation of such an Aegrotat Award, the Deputy CEO Academic Affairs and Registrar shall establish that the learner has agreed to accept such an award.

A learner who accepts an Aegrotat Award waives the entitlement to be reassessed.

A learner who elects to be reassessed rather than accept an Aegrotat Award shall waive the entitlement to such an award.

4.12 Posthumous Award

In the event of the premature death of a fully registered learner attending the award year of their programme of study, an award may be conferred posthumously, where the Polytechnic considers such an award to be appropriate.

5 Extenuating Circumstances Relating to Assessment

Where learners fail to withdraw and fail to attend, take, submit an assessment or assessment element (either continuous assessment and/or course final examination) and provide no mitigating explanation or proof of extenuating circumstances, this is recorded as an absent examination/assessment attempt by the learners. In such case, the learners are awarded zero for that assessment and are not entitled to a re-assessment or resubmission.

5.1 Extenuation Circumstances and Assessment Absence or Assessment Submission

1. Learners may be absent from a scheduled assessment or may fail to submit an assessment within the agreed submission deadline stipulated in the Assessment Cover Sheet and Programme Assessment Timetable due to the following extenuating circumstances:
 - a. Medical emergencies
 - b. Family bereavement
 - c. Representation to national or international events
2. In cases of extenuating circumstances as mentioned above during a scheduled assessment or submission, the learners must send an explanation to the relevant Lecturer immediately, together with a valid documentary evidence such as a medical report or death notice. In lieu of the medical report, a medical certificate may be accepted. However, it should be issued by competent authorities covering the day of the assessment or submission and must explicitly state that learners are unfit for the assessment/submission.
3. The notification to the Lecturer shall be in writing and shall be delivered as soon as practicable, and in any event *not later than three (3) working days* after the scheduled assessment or after the published date for submission of other forms of assessment. The Programme Manager will bring this information to the attention of the Faculty Board or Professional Education and Training Committee in terms of final examination or final project submission.

4. All pieces of evidence submitted shall be subject to the scrutiny of the Head of School to determine and validate extenuating circumstances.
5. When learners are absent from four assessment attempts, the learners may be deregistered.

5.2 Extenuation Circumstances and Faculty Board/Professional Education and Training Committee

1. The Programme Manager shall make a recommendation to the Faculty Board or Professional Education and Training Committee that learners with valid and documented extenuation circumstance in final examination or final project submission be given a makeup examination or a deadline extension. The Programme Manager shall ensure that the deadline extension is reasonable, and the final examination makeup is an entirely new assessment which is comparable with the original assessment as follows:
 - a. Both assessments cover the same contents and skills.
 - b. Both assessments measure the same learning outcomes.
 - c. Both assessments are of the same mode and type.
 - d. Both assessments are of the same level of rigour, complexity, and duration.
2. Learners who are eligible to a makeup final examination or resubmission of final project as approved by the Faculty Board or the Professional Education and Training Committee shall be awarded an **In** (Incomplete grade), subject to the successful completion of the makeup examination or resubmission.
3. The makeup final examination or final project deadline extension shall be provided during the period of reassessment or resubmission as reflected in the approved academic calendar.
4. The Registry shall change all **In** grades to the new grades obtained by learners through a decision paper with the accompanying Academic Council meeting minutes showing the ratification of results.

6 Academic Integrity and Assessment Infringements

Academic integrity is a fundamental cornerstone of all aspects of the Bahrain Polytechnic mission in the areas of teaching, scholarship, learning and engagement. It presupposes a coherent ethical foundation in its staff and learners which drives a culture of honesty, fairness, and personal and professional responsibility. The integrity of the assessment processes is at the core of the currency and credibility of all Bahrain Polytechnic awards. Accordingly, there is a rigorous and comprehensive regulatory framework governing the conduct of assessment, the investigation of allegations of assessment infringement, and the sanctions arising where such allegations are proven.

It is an assessment infringement to commit any act whereby a person may obtain, for themselves or for another, an unfair advantage which may (or may not) lead to a higher mark or grade than their abilities would otherwise secure in the examination or assessment process.

In particular, without prejudice to the generality of the foregoing, it is considered an assessment infringement and accordingly a breach of assessment regulations when any actual or attempted form of academic misconduct as outlined has been formally investigated and concluded as having occurred.

6.1 Forms of Academic Infringements

An academic infringement occurs when the learner engages in one or more of the following types of academic misconduct:

1. Introduces into the examination setting any unauthorised form of written or other material into an examination, including that which is stored electronically, materials such as a book, mathematical tables, manuscripts or loose papers of any kind, electronic communication

devices, or any other source of unauthorised information (whether accessed/used/viewed during the examination/assessment or not). These items should be placed in the designated areas away from the learner's desk, in advance of the commencement of the examination, as advised by the invigilator/supervisor.

2. Communicates with any other person within, or outside, the examination centre (including use of mobile phone or other mobile communication device), except as authorised by an invigilator/supervisor.
3. Copies or uses in any other way unauthorised materials or the work of any other learner.
4. Colludes or consciously collaborates, without official approval. *Collusion* may occur between two or more learners in the preparation and production of work which is ultimately submitted by each in an identical or substantially similar form, and/or is represented by each to be the product of their individual efforts. Collusion also occurs when there is unauthorised cooperation between a learner and another person in the preparation and production of work, which is then submitted by the learner as their own.
5. Impersonates an examination learner or allows oneself to be impersonated.
6. Forges, alters, or misuses any Bahrain Polytechnic documents, records, or learner identity cards.
7. Uses the services of 'essay mills' to cheat by completing, in whole or in part, any piece of work required of the learner for their programme of study.
8. Engages in plagiarism by using other people's work and submitting it for assessment as though it were one's own work. *Plagiarism* is defined as the presentation of work, written or otherwise, of any other person, including one's lecturer, another learner, a family member, or another institution, as the learner's own. Plagiarism includes:
 - a. Verbatim copying of another's work without clear identification, appropriate reference, and acknowledgement.
 - b. Close paraphrasing of another's work by simply changing a few words or altering the order of presentation without clear identification, appropriate reference, and acknowledgement.
 - c. Unidentified/unacknowledged presentation of another's concept as one's own
 - d. Unauthorised use or close imitation of the language and thoughts of another author and the representation of them as one's own original work.
 - e. Solicited support from others (e.g., parents, professionals) in preparing continuous assessment material which is submitted as one's own work. If a learner provides work to another learner for him/her to copy, they may be implicated in the suspected offence.
9. Claim either to have conducted work, i.e., carried out experiments, observations, interviews, or any form of research, which one in fact has not carried out; or claim to have obtained results which have not in fact been obtained.
10. Submit false claims of prior qualification, research, or experience in order to gain credit for prior learning.
11. Possess copies of examination questions, or examination papers, in advance of the examination being held.
12. Utilise generative artificial intelligence in summative assessments that explicitly prohibit their use.
13. Any other forms of academic misconduct that constitute an academic infringement of Bahrain Polytechnic.

6.2 Using AI Appropriately in Teaching-Learning and Assessments

Artificial Intelligence is not a new phenomenon, but it has become an increasingly important technological innovation across industries over the years. Hence, AI inherently continues to revolutionise every facet of human life including the world of work for which Bahrain Polytechnic

endeavours to prepare its learners. While the Polytechnic recognises the ubiquity and inevitability of generative AI in the educational landscape, especially in the realms of teaching, learning, and assessments, it also seeks to uphold academic integrity and foster the ethical, responsible, and appropriate use of AI.

The following procedures are, thus, set out to establish the parameters of embracing generative AI in teaching-learning and assessment while concomitantly averting or minimizing any potential breach of academic integrity.

6.2.1 AI in Teaching-Learning

1. Course developers shall indicate in the Learning and Teaching section (Learning and Teaching Strategies) of each course descriptor (CD) the conditions for the responsible and ethical use of generative AI or any machine-generated writing, paraphrasing, or translation services. Course coordinators shall likewise specify these conditions in Moodle (Course Home Page) at the start of the course for information dissemination and reference. These conditions include but are not limited to the use of AI as an educational and study tool aimed at improving academic skills, developing digital and AI literacy skills, and enhancement of overall teaching-learning process. Generative AI may be used for a diversity of specific purposes which may encompass the following points:
 - a. Brainstorming and initial ideation for critical examination and evaluation
 - b. Production of summaries or syntheses
 - c. Comprehension checks for the meanings of complex terms or concepts
 - d. Analysis of data, contents, and recurring patterns
 - e. Creation and enhancement images and other artworks
 - f. Creation of codes
2. Lecturers shall provide learners guidance on the responsible use of AI in assessments, including discussion of its advantages and disadvantages (i.e. risks and limitations) in light of fostering ethical standards in academia. These standards may include the required submission of original work as defined in the Academic Regulations.

6.2.2 AI in Summative Assessments

To mitigate risks of the infringement of academic integrity within the parameters of summative assessments, the following measures shall be undertaken:

1. Course developers or course coordinators shall determine, or review assessments delineated in the Assessments section (Assessment Description) in CDs, duly considering the following:
 - a. Diversity and multi-modality of the forms and methods of assessment, providing learners multiple ways of demonstrating their learning
 - (1) In-person assessments or in-class tasks such as viva voce, quizzes with time limit and randomized questions, and digital assessments with invigilator supervision within the limits of available facilities and resources such as proctoring solutions that detect the use of off-screen notes and internet browsers
 - (2) Assessments which are practical and hands-on or performance and solution-based, other than in prose
 - (3) Assessments that require learners to produce unique evidence of their learning. These may include portfolios, projects, simulations, reflections, and peer review, among others

- b. Assessments recommended by External Examiners, members of the Curriculum Advisory Group (CAG), or any other external validator in line with industry requirements and the course intended learning outcomes (CILOs)
 - c. Explicit articulation that the use of AI in specific summative assessments is strictly prohibited, unless otherwise required by CILOs
 - d. Clear statement of conditions that define the extent to which AI is allowed for use as required by particular CILOs. These conditions may include but are not limited to the acknowledged and referenced use of AI to generate outputs aimed at:
 - (1) Comparison and contrast based on specific premises and standards
 - (2) Critical evaluation based on given criteria such as rightness, accuracy, relevance, effectiveness, credibility, and others
 - (3) Annotated enhancement
 - (4) Ranking with justification
2. Course coordinators shall ensure that assessment briefs and submissions use a standard cover page with the following specifications:
- a. The assessment cover page shall directly express the unauthorized use of AI or the conditions that set the limitations in the permitted use of AI.
 - b. The assessment cover page shall require learners to authenticate that the submitted assessment is their original work.
3. Course coordinators or any delegated academic staff shall design valid, reliable, and fair assessment briefs that are informed by critical factors. These may include but are not limited to the following:
- a. The questions or tasks in assessment briefs are contextualized within current and local events and scenarios such as those found in news articles.
 - b. The questions or tasks in assessment briefs are authentic, requiring work-based situations or real-world responses.
 - c. The questions or tasks in assessment briefs draw on specific class contents, class discussions, class materials, personal experiences, or local objects and events.
 - d. The questions or tasks in assessment briefs give due regard to authentic ways for asking learners' evidence of their understanding and mastery. These may include the use of vlogs, blogs, videos, projects, animations, presentations, and others.
 - e. The questions in assessment briefs are contextualized within higher order thinking skills through the use of appropriate command verbs in accordance with the CILOs. These assessments involve the application of critical, creative, analytical, and problem-solving skills that may be employed in a variety of situations such as those entailing dilemmas and value judgments.
 - f. The assessments focus on process rather than product. For assessments that emphasize products, process documentation or evidence of processes in critical stages of task completion such as logbooks, journals, workbooks, sketches, observation sheets, proposals, and drafts among others are required for submission and marking. The marks for the final output may also be reduced in favor of the stages in the process undertaken.
 - g. The assessments are continuous and nested, scaffolded on each other over the semester, to produce a final product that demonstrates the learners' achievement of specific CILOs. These may involve breaking an assessment into smaller chunks to be completed in various stages.
 - h. The marking scheme or rubric covers criteria on academic citations and referencing that includes recent publications (i.e. 2022 and above).

4. Course coordinators may require learners to write their assessments using specific online collaborative learning tools such as Cadmus or Word Document in Moodle to detect copy-and-paste sections.
5. Invigilators delegated to proctor-controlled/in-person assessments shall abide by established invigilation procedures aimed at fostering academic integrity.
6. The IT Department shall disable other computer features for digital or computer-based assessments.
7. Learners shall submit uncontrolled assessments using Turnitin or any other plagiarism-detecting software. For creative works, lecturers may utilise alternative methods of verifying originality, such as peer reviews, lecturer evaluations, or other appropriate tools.
8. Any breach of academic honesty shall be dealt with following the Academic Regulations under Section 6.3 below.

6.3 Reporting Procedures for Suspected Infringements

The following procedures shall be effected where an offence is suspected of having occurred:

6.3.1 Continuous Assessment Infringements

1. The Lecturer shall give the learner the opportunity, in the first instance, informally to discuss their concerns about any infringement question.
2. The learner will be entitled to clarify and/or explain any matters of concern raised. This process is confidential.
3. If the issue is not resolved, and the Lecturer considers that an infringement has occurred in relation to work submitted as a piece of coursework, a dissertation, a project, or any other continuous assessment material, they report the matter in writing to the relevant Programme Manager as soon as possible, including all materials relevant to the formation of such belief.

6.3.2 Examination Infringements

Where there is suspected infringement in an examination session, the staff member/supervisor/invigilator who considers that a learner is allegedly infringing exam regulations shall:

1. Where possible, require a second invigilator to witness the suspected offence.
2. Where possible, mark the documents and/or scripts of the learner to clearly indicate the time, and the place, at which the alleged offence is suspected of having occurred.
3. Require the learner to countersign their action at point 2 above.
4. Remove any, and all, suspect materials that may have contributed to the alleged offence, as well as any correcting fluid or erasers.
5. Permit the learner to continue with the remainder of the assessment in the normal way.
6. Complete, as soon as practicable, the Invigilator's Report page of the Examination Attendance Register for reporting an alleged offence against Regulations, and present this form, together with all of the suspect materials removed from the learner, to the Examinations Office.

An infringement allegation may also be instigated by the Examinations Office on consideration of the supervisor's/invigilator's report or examination material. In such a circumstance, a

report is made to the Office of the Deputy CEO Academic Affairs and Registrar including all materials relevant to the formation of such belief.

6.3.3 Infringements Detected during Marking

If a learner is suspected of an assessment infringement, which is detected during or subsequent to the marking period, the Internal/External Examiner reports the matter in writing to the appropriate Programme Manager as soon as possible.

6.4 Assessment Infringements

1. The first level of alleged assessment infringements, for both Continuous Assessment and examination infringement, rests with the Programme Manager.
2. They decide if there is a *prima facie* case to suggest a breach of regulations. (i.e. Are there grounds for treating the matter as a case of assessment infringement?) The Programme Manager may take whatever reasonable steps are necessary to inform their decision as to whether a learner may have gained or attempted to gain unfair advantage.
3. All associated material (which may include the continuous assessment material, question paper, original copy of answer book(s), material at basis of alleged infringement, statements from Lecturers/ Invigilators) is collated by the Programme Manager.
4. The Programme Manager constitutes a Board of Assessment Enquiry and informs the Faculty Office and the Deputy CEO Academic Affairs and Registrar of its establishment.
5. The learner is informed in writing by the Faculty Office of the alleged infringement and that further action is to be taken.

6.5 Investigation of Academic Infringements

A Board of Assessment Enquiry, constituted by the Programme Manager shall conduct the investigation into the known and relevant circumstances of the alleged assessment infringement.

6.5.1 The Conduct and Operation of the Board of Assessment Enquiry

The purpose for convening any Academic Misconduct Enquiry shall be the determination of whether an offence against Assessment Regulations has been committed by a learner and recommendation on penalty if required. The learner has the right to natural justice and fair procedures.

1. The Board may summon as a witness any person who may, in the belief of the Board, have relevant evidence or testimony to furnish to the Board.
2. The learner, against whom the complaint is made, shall be permitted to call witnesses in defence of the alleged offence.
3. The learner, against whom the complaint is made, shall be permitted to be accompanied by another person during questioning provided such person is not a member of the academic staff of Bahrain Polytechnic.

Bahrain Polytechnic may obtain legal representation to support the work of the Board of Assessment Enquiry and to attend hearings.

6.5.2 Role of the Board

1. To consider all of the relevant evidence submitted as to the alleged offence.
2. To consider any submission made by the learner in person and/or by a person accompanying the learner.

3. To allow the learner to confront the evidence.
4. To determine whether an offence has been committed and to impose a penalty if an offence has been committed.
5. To report such determination, in writing and by registered post, to the learner alleged to have committed an offence.
6. To inform the Deputy CEO Academic Affairs and Registrar, in writing, of the outcome of the Assessment Enquiry.

6.5.3 Members of the Board

1. The Programme Manager with responsibility for the programme being followed by a learner accused of an offence
2. A member of academic staff from that school, *other* than the staff member who reported the alleged offence
3. A member of academic staff from another school

6.5.4 Duties of Board Members

1. The Programme Manager shall act as Chairperson and shall be responsible for the proper conduct of the meeting having due regard to natural justice and fair procedures.
2. It shall be the duty of the members of the Board to give full and proper examination of all the relevant details of the alleged offence and decide on the outcome.
3. The Faculty Office shall be responsible for actioning administrative requirements prior to the sitting of the Board (as outlined in Section 6.5.6 Administrative Requirements).
4. The Examinations Office shall act as the Secretary of the Board, and shall be responsible for:
 - a. Maintaining a written record of the business of the Board
 - b. Maintaining all materials relating to the business of the Board
 - c. Writing to the Faculty Board or Professional Education and Training Committee, at the direction of the Chairperson, to convey any outcome arrived at by the Board of Assessment Enquiry
 - d. Convey the outcome of the Board of Assessment Enquiry in writing to the Deputy CEO for Academic Affairs and Registrar.

6.5.5 Penalties Applied by the Board of Assessment Enquiry

1. Where a learner has been found guilty by a Board of Assessment Enquiry of an offence against Assessment Regulations, the penalties to be imposed by the Board of Assessment Enquiry may constitute any or all of the following:
 - a. A redistribution in marks allocated or a reduction in marks allocated, to reflect the serious nature of the offence

- b. A mark of zero in the course assessment or component part of the course assessment in which the offence was committed
 - c. A mark of zero in all of the course assessments for the particular examination session
 - d. A declaration that the learner is ineligible for any special award of Bahrain Polytechnic
 - e. Suspension of the learner from all activities of Bahrain Polytechnic for a fixed period of time
 - f. A notification to the Board of Trustees of Bahrain Polytechnic for the formal dismissal of the learner from Bahrain Polytechnic.
2. Where a learner is given a mark of zero in 1(b) or 1(c) above, the Board of Assessment Enquiry additionally shall specify the period of time that must elapse before the learner shall be entitled to seek a reassessment.
3. The learner will be informed in writing of the outcome of the Board of Assessment Enquiry.
4. Where a learner seeks to lodge an appeal against the decision of a Board of Assessment Enquiry, the procedure set out in the Academic Integrity and Honesty Policy shall be followed.

6.5.6 Administrative Requirements

Within five working days of the appointment of the Board of Assessment Enquiry, the Faculty Office:

1. Notifies the learner in writing of the allegation to be considered by the Board of Assessment Enquiry.
2. Informs the learner of the date, place, and time when the Board of Assessment Enquiry intends to meet and that they have the right to have legal and/or other representation for the hearing of the matter, to hear all the evidence, to question witnesses, to submit other evidence, and to call witnesses on their own behalf in relation to the matter. If for good reason the date offered to the learner is unsuitable, an alternative date will be offered.
3. Sends the learner copies of:
 - a. The Student Handbook
 - b. Bahrain Polytechnic's Academic Regulations document, drawing the learner's particular attention to Section 6: Academic Integrity and Assessment Infringement
 - c. Relevant witnesses' statements
 - d. Any supporting documents to be placed before the Board of Assessment Enquiry, with a request to the learner to indicate which statements or documents are agreed and which are in dispute.

4. Notifies the Chairperson and Members of the Board of Assessment Enquiry of the date, place, and time of the meeting and supplies them with copies of the allegations and all relevant statements and documents, plus a copy of Bahrain Polytechnic's Academic Regulations document.
5. Notifies the Examinations Office of the date, place, and time of the meeting.
6. If appropriate, notifies the relevant examination supervisor(s)/invigilator(s) of the date, place, and time of the Board of Assessment Enquiry meeting in relation to any alleged assessment infringement, and of the fact that they may be required to give oral evidence at any such Academic Misconduct Enquiry.
7. The learner is required to inform the Faculty Office at least 48 hours in advance whether or not they intend to attend the meeting of the Board of Assessment Enquiry. If the learner indicates that they do not wish to attend the meeting, the Board of Assessment Enquiry may proceed in their absence. Should a learner not attend the meeting of the Board of Assessment Enquiry, having indicated that they would attend, the meeting also proceeds in their absence.
8. A learner who intends to be accompanied and/or represented is required to inform the Faculty Office of that fact, in writing, at least 48 hours in advance. A learner may not be represented by a member of Bahrain Polytechnic's academic staff.

6.5.7 Procedure for the Hearing of the Board of Assessment Enquiry

1. Each member of the Board has a vote in relation to the finding of any assessment infringement.
2. The Chairperson conducts the hearing and facilitates the presentation of the case, calls witnesses, and presents appropriate evidence. They ensure that the learner understands the nature of the allegation being made and the potential penalties. No evidence of any kind that has not been previously notified to the learner in advance is called before the Board.
3. In cases where two or more learners are accused of connected offences, the Board of Assessment Enquiry deals with the cases together. However, each learner is given the opportunity to request that the cases are held separately. The decision on whether to proceed with separate hearings rests with the Chairperson of the Board of Assessment Enquiry.
4. For the purposes of the minutes, the Chairperson will ask the learner if they understand the reason for their requested attendance before the Board, and to acknowledge that they have received, in advance of the hearing, copies of all statements and/or documentation upon which it is intended to rely during the hearing and a copy of the relevant sections of the Bahrain Polytechnic Academic Regulations document.
5. The learner is entitled to have legal and/or other representation present. Where the learner does not have representation present, the Chairperson asks the learner to acknowledge that they were afforded the opportunity to have legal and/or other representation present, and this fact is recorded in the minutes.

6. The Chairperson proceeds to put the case to the learner based on the furnished evidentiary documentation. The Chairperson, or Bahrain Polytechnic legal representative, call the appropriate witnesses to present their evidence regarding the alleged incident.
7. Witnesses are called in person to give oral evidence in relation to the allegation for consideration. The witnesses may include the examination supervisor, the lecturer, the Internal Moderator and/or other interested parties. Witnesses may only provide statements relating directly to the allegation and are required to withdraw after questioning.
8. The learner is afforded the opportunity to hear all the evidence brought against them, to question and cross-examine each witness, to call other witnesses, and to submit other evidence relating to the matter. Any such witness must be advised to the Office of the Deputy CEO Academic Affairs and Registrar in advance by the learner.
9. The opportunity to question and cross-examine each of the witnesses is available to the learner before any member of the Board asks any questions of the same witness. Only when the learner has completed their questioning and cross-examination of the individual witness, is the Board permitted to question that witness.
10. The members of the Board of Assessment Enquiry may question both the learner and the witnesses.
11. The Lecturer shall give evidence to the Board of Assessment Enquiry if requested to do so and prepare any reports requested and may be invited to attend in person by the Chairperson in extenuating circumstances where the Board cannot come to a conclusion without their presence.
12. When the Board has completed its questioning of the witness, the learner is asked whether they have any further questions arising for that particular witness.
13. When all of the witnesses have been called in the manner outlined above, the learner is afforded the opportunity to present any further information which they feel will assist their defence. As part of that defence the learner is entitled to call any witnesses which have been advised previously as set out in (7) above.
14. When the learner has concluded calling their witnesses, they are asked by the Chairperson whether they have any further information or documentation to present to the Board in relation to the matter. In particular, the learner is asked if there are any exceptional personal or other mitigating circumstances which are not known to the Board, and which the learner wishes to make known.
15. The learner is once again asked if they have anything else to bring to the attention of the Board.
16. The Board of Assessment Enquiry determines whether the allegation has been substantiated. It is not necessary to prove that the assessment infringement was a wilful or deliberate act. The Chairperson of the Board has no deliberative vote in relation to the finding of any assessment infringement. In considering whether to make a finding of assessment infringement, the Board may consider only the information presented to them at the hearing. The Board is not entitled to consider

any other information that was not previously put to the learner, and which was not learnt through evidence at the hearing. In particular, the Board is precluded from considering details of the learner's previous disciplinary record. However, where a learner has claimed to have a previously unblemished disciplinary record, this may be checked by the Board with the Office of the Deputy CEO Academic Affairs and Registrar.

17. If the finding of the enquiry is that a case is not substantiated, the Chairperson of the Board may inform the learner verbally of this decision. Irrespective of whether or not the learner is informed verbally, the Secretary of the Board notified the learner formally, in writing, of the enquiry's findings and that the matter is therefore closed. No documentation relating to the allegation, or the associated investigations are retained on the learner's academic record.
18. If the case is substantiated, the Board then considers the penalty to be recommended.
19. It is only when the Board of Assessment Enquiry has, after careful deliberation, arrived at a finding of assessment infringement that it is permitted to consider any previous breaches of the Bahrain Polytechnic's Academic Regulations by the learner when determining the appropriate penalty to be recommended.
20. When a case is substantiated, a note is placed on the learner's record. This note remains on the learner's record throughout their period of study (or for a period determined by the Board of Assessment Enquiry when deciding the penalty).

6.5.8 Action to Be Taken following the Board of Assessment Enquiry

1. When the Board of Assessment Enquiry has investigated the facts of the alleged assessment infringement, it records a decision through a report of the meeting, stating whether or not the allegation is substantiated and indicating any penalty to be recommended.
2. The learner will be informed of the outcome of the decision of the Board of Assessment Enquiry. If the finding of the Board of Assessment Enquiry deems that the allegation has been upheld, the Chairperson of the Board of Assessment Enquiry may inform the learner verbally of the outcome, but there is no discussion of the Board's decision with the learner. Irrespective of whether or not the learner is informed verbally, the Secretary of the Board informs the learner in writing of the outcome and the penalty recommended, if any, as soon as possible after the Board meeting.
3. In all cases the Secretary of the Board informs the learner of their right to appeal the decision of the Board of Assessment Enquiry to the Faculty Board or the Professional Education and Training Committee.
4. When a Board of Assessment Enquiry has found an allegation of assessment infringement to be upheld, the Faculty Board concerned or the Professional Education and Training Committee is required to determine the learner's overall examination result with regard to the penalty recommended by the Board of Assessment Enquiry.

6.5.9 Impact of Academic Misconduct Enquiry on the Publication of Examination Results

1. If a case of alleged assessment infringement is under investigation at the time of the meeting of the relevant Faculty Board, the Board withholds any consideration of the learner's work until the Board of Assessment Enquiry makes a decision on the case and conveys that decision to the Chairperson of the Faculty Board or the Professional Education and Training Committee.

If a case is still under investigation when a results list is due for completion and publication, the name of the learner concerned is withheld from the relevant results list pending the outcome of the process and a deliberation by the relevant Faculty Board or the Professional Education and Training Committee.

7 Results

7.1 Course Results External Examination

The provisional Broadsheet of Examination Results for the programme will be made available to the External Examiner.

7.2 Faculty Board Role for Assessments

7.2.1 Function

The function of the Faculty Board shall be to determine course results and to determine the award classification or progression leading to an award in respect of each participating learner. This determination shall be made in accordance with these regulations and the regulations set out in the Programme Approval Document and shall be subject to confirmation by Academic Council.

The responsibility of the Faculty Board will be to determine:

1. The overall classification of Award learners
2. Progression as a result of earning credits in the courses passed by non-award learners
3. The effect of extenuating circumstances submitted by learners in writing with appropriate certification
4. The implementation of a decision of a Board of Assessment Enquiry or a Faculty Board.

The Professional Education and Training Committee is the Faculty Board's counterpart for results of courses or programmes offered by the Lifelong Learning Directorate. The functions of the Committee are detailed in the Committee's Terms of Reference.

7.2.2 Membership

A Faculty Board will be constituted for a programme leading to an award. A Faculty Board shall normally be composed of the Dean, Head of School, the Lecturers, the Programme External Examiners and the Internal Moderators who have participated in the examination of all courses for a given award (or examinations leading to an award).

The Chairperson of the Board shall be the Dean. The Chairperson is empowered to excuse a Board member or to nominate a replacement. The Recording Secretary shall be the Head of School for all programmes managed by the associated school.

The quorum for a meeting of the Faculty Board shall be half the membership plus one.

All those in attendance at the Faculty Board shall sign the Faculty Board Attendance Sheet and the Broadsheet of Examination Results. Each Moderator must maintain strict confidentiality in relation to matters arising during the examination process and in the discussions at the Faculty Board. Under no circumstances should any person attending a meeting of a Faculty Board disclose to any other person a decision of the Board or any document, information or opinion considered, conveyed or expressed at the meeting. The composition of the Faculty Board should be restricted to those Moderators (both Internal and External) involved only in the programme under discussion.

The membership and meeting arrangements governing the Professional Education and Training Committee are stipulated in the Committee's Terms of Reference.

7.2.3 Faculty Board Procedures for Assessments

1. The existence of any extenuating circumstances, that may have had a bearing on the results of a learner, and that have been notified in writing by the learner to the Lecturer and Programme Manager shall be brought to the attention of the Faculty Board for consideration and minutes.
2. A Faculty Board may, in the case of illness or bereavement or other valid and documented extenuating circumstances presented by the Programme Manager, recommend that a final decision on a learner's result be deferred to enable the learner to complete specific outstanding requirements of the programme or examination.
3. The Faculty Board confirms eligibility for progression for each learner who has satisfied course prerequisite requirements and programme academic requirements as stated in the Programme Approval Document.
4. The Faculty Board recommends the appropriate award classification for each learner who has successfully accumulated the required NQF credits for the award as stated in the Programme Approval Document.
5. The Faculty Board may, on considering the totality of a learner's performance within a year/semester, amend a course result and/or an award classification.
6. Meetings of Faculty Boards should allow for full and frank discussion of all borderline cases before a final decision is made whether to pass or fail learners with marginal failure of 57-59%. The learners' assessments shall be subject to further review by lecturers and re-moderation by internal moderators. The final decision should be based on the cumulative evidence presented about learners' overall performance, attendance, participation, and achievement of learning outcomes rather than on the view of one Internal Moderator or External Examiner. The overall approach taken in such cases should be fair and consistent to all learners so that an outcome from a discussion of one learner might well be applied to a similar situation of another learner. If a discussion benefits a learner and there are other learners in similar circumstances, then they should benefit as well.
7. The decision of the Faculty Board shall normally be formulated by consensus. Where the Faculty Board is divided, the decision shall be made by a majority decision of the

members present. In the event of an equality of votes, the Chairperson of the Faculty Board shall exercise the casting vote.

8. The provisional results as determined by the Faculty Board shall be certified by the signature of the Chairperson. The results are provisional pending ratification by Academic Council. Any dissenting view of an Internal Moderator or External Examiner should be recorded at the Faculty Board meeting. In the event of disagreement between Moderators with regard to the mark or grade that should be awarded to a learner in any course, a Moderator may choose to have a dissenting opinion recorded on the Broadsheet of Results. Any dissenting opinion by a Moderator that shall have been recorded upon the Broadsheet of Results shall be brought to the attention of the Academic Council whose decision in relation thereto shall be final.
9. The provisional assessment results as determined by the Faculty Board including recommendations, if any, in respect of each learner shall be recorded on the official examination results sheets, i.e., the Broadsheet of Examination Results, in accordance with the following tables.

Table: Achievement Based Grades

Grade Point Value	Reported Grade	Equivalence	Description
4	A+	95 - 100%	Distinction
3.75	A	90 - 94%	
3.5	A-	85 - 89%	Merit Grade 3
3.25	B+	80 - 84%	
3	B	75 - 79%	Merit Grade 2
2.75	B-	70 - 74%	
2.5	C+	65 - 69%	Pass
2.25	C	60 - 64%	
0	F	<60%	Not Achieved

Table: Competency-Based Grades (not calculated in GPA)

Grade Point Value	Reported Grade	Equivalence	Description	
Not calculated in GPA	COMP*	Competent	Achieved	
	NYC*	Not Yet Competent	Not Achieved	
	Pass	Required Standards Met		Achieved
		Recommended without Revisions		Achieved
		Recommended with Minor Revisions		Achieved
	Fail	Recommended with Major Revisions		Achieved
		Required Standards Not Met		Not Achieved
			Not Recommended	Not Achieved

Table: Administrative Grades and Alternative Assessment Method Grades

Grade Point Value	Reported Grade	Description
Not calculated in GPA	CR	Credit Recognition: Credit gained by Cross Credit, Credit Transfer, (A/AB/012). GPV is not calculated nor required towards the final reported graduate GPA. Course does count towards completion requirements.

Grade Point Value	Reported Grade	Description
Not calculated in GPA	EX	Exemption: Exemption from a required course, does not count towards completion requirements.
Not calculated in GPA	CP	Conceded Pass
Not calculated in GPA	W	Withdrawn: No academic penalty applied i.e., Learner withdrew from a course after the approved closing date but not more than 20 working days from that date; or as approved by Academic Board.
0	WA	Withdrawn Attendance: Automatic withdrawal with Failing grade from a course due to non-attendance exceeds 20% of class sessions (or % as specified in approved Course Descriptor).
0	WF	Withdrawn Fail: Failing grade, academic penalty applied if learner withdrawn from a course more than 20 working days after the published closing date.
Not calculated in GPA	CT	Interim grade , continuing: the course continues for more than one semester, final grade to be assigned in next consecutive Semester or teaching period.
Not calculated in GPA	IN	Incomplete grade , hold: the final result is pending final exam makeup or final project deadline extension, to be finalised within 1 semester or it will default to failing grade - F or NYC.
Not calculated in GPA	R	Reassessment/Resubmission grade, hold: the final result is pending reassessment or resubmission, to be completed within 2 semesters or it will be dealt with as a failing grade - F or NYC.

10. Should Bahrain Polytechnic decide before, during or after the process of presenting a learner's performance in one or more examination subjects, that it does not wish to so present the learner, then it is the Polytechnic's right and responsibility to withhold that learner's results.
11. For all decisions of the Faculty Board that require discussion, the Faculty Office will enter a note in the Faculty Board Report. A copy of all reports of the Faculty Board will be forwarded to the Deputy CEO Academic Affairs and Registrar, to the relevant Dean and Head of School, and to the Examinations Office.
12. The Internal Moderators and External Examiners may consider learner results in the preparation of the Broadsheets prior to the Faculty Board or Professional Education and Training Committee. However, it is at the Faculty Board or Professional Education and Training Committee that results, award classifications, and progression are decided.

7.3 Records of Assessment Results

Faculty Boards and the Professional Education and Training Committee are deliberative committees that make summative assessment and related decisions based on the recommendations of Lecturers.

1. Course examination marks/grades, as reviewed with the External Examiner(s), shall be submitted by the Lecturer in advance of the appropriate meeting of the Faculty Board or the Professional Education and Training Committee.

2. The Lecturer shall make available to the Dean/Head of School in Electronic Gradebook:
 - a. The allocation of marks for Written, Oral, Practical, Projects, Continuous Assessment, etc., in accordance with the terms of the Approved Programme Document currently in operation
 - b. The overall total of marks/grades awarded to each learner as reviewed by the Internal and External Examiners for that course.
3. The Internal Moderator shall, unless specifically excused by the Dean/Head of School, attend the meeting of the Faculty Board.
4. The Internal Moderator shall be responsible for returning the corrected examination scripts for each model to the Examinations Office or Faculty Office (where appropriate).
5. The deliberations of Faculty Boards or the Professional Education and Training Committee shall be confidential. Bahrain Polytechnic reserves the sole right to issue examination results, including provisional results.
6. Following the issuing of the provisional results, it is Bahrain Polytechnic policy to afford learners the opportunity of discussing their results with appointed staff.

7.4 Notification of Results

1. The Deputy CEO Academic Affairs and Registrar has the responsibility, through the Examinations Office, as soon as possible following the conclusion of the meeting of the Faculty Board or the Professional Education and Training Committee, to publish the outcome. The notice shall contain:
 - a. The examination number of the learner
 - b. The provisional overall result for the learner
2. A result may be withheld if so, decided by the Faculty Board or Professional Education and Training Committee.
3. In addition, Bahrain Polytechnic shall provide an electronic statement of results to the learner. The statement shall contain:
 - a. The percentage marks awarded for each assessed course of the programme
 - b. The overall result
4. The Faculty/School informs the learner of the requirement(s), if any, relating to re-assessment.
5. The learner has the responsibility to ensure that they have received their results.
6. The Broadsheet of Results, duly completed and signed, is the definitive record of the examination results and is lodged with the Examinations Office.
7. Results remain provisional until such time as they are ratified by the Academic Council.
8. It is the responsibility of each learner to ascertain their own results. Under no circumstances do Bahrain Polytechnic staff members provide results over the telephone.

8 Review of Results

8.1 Viewing Examination Scripts

A learner may view their examination scripts in the Faculty or Examinations Office as appropriate. This, in itself, will not alter marks awarded, and represents an information request.

8.1.1 Grounds for an Examination/Assessment Review

Should the learner wish to have their result reviewed, a completed application form must be received by the Examinations Office accompanied by the appropriate fee for an

Examination/Assessment Review, within five working days of the publication of the learner's results.

An Examination/Assessment Review means the rechecking and reconsideration in detail of all or part of the existing examination/assessment material.

A learner may not seek a review of the academic judgement of the Internal Moderators.

The process for dealing with reviews will meet the same standards of fairness, consistency, and fitness for purpose as assessment in general.

1. The examination/assessment regulations of Bahrain Polytechnic have not been properly implemented, and where there is a *prima facie* case that this has had an adverse effect on the learner's performance, or
2. Compassionate/Extenuating Circumstances related to the learner's examination/assessment situation were made known to the Polytechnic by the learner prior to or during or within five working days of the examination/assessment concerned of which the Faculty Board were unaware. This refers to a situation where the extenuating circumstances were not drawn to the attention of the Faculty Board because:
 - a. Either they were unknown to the learner at the appropriate time
 - b. Or the learner was unable to present the information because of circumstances outside their control, or
3. There has been an error in the recording and addition of marks on a particular examination script/assessment, or
4. For a learner with disability or special educational need, the agreed revised examination/assessment procedures were not implemented, or agreed support was not made available.

8.1.2 Procedures to Be Followed to Request an Examination/Assessment Review

1. Application forms are available from the Examinations Office and are available on the Bahrain Polytechnic website.
2. An application in writing or via email and accompanied by the appropriate fee for an Examination/Assessment Review, should be received by the Examinations Office within five working days of the publication of the learner's results. Where a learner is out of the jurisdiction or is incapable of entering a signed application for review, clear authorisation for same must be applied.
3. The application for an Examination/Assessment Review must identify the examination(s)/assessment(s) for which the Examination/Assessment Review is being sought. It must also specify with supporting statement the grounds on which an Examination/Assessment Review is sought and must contain all information that the learner requests to have considered in the Examination/Assessment Review.
4. The application will be checked by the Deputy CEO Academic Affairs and Registrar to determine if the grounds for the Examination/Assessment Review are met. This check will include an administrative recheck by the Dean or Head of School and/or the course lecturer(s) of the recording and addition of marks.
5. The Deputy CEO Academic Affairs and Registrar may dismiss a request for an Examination/Assessment Review in the following circumstances:
 - a. When the review request is lodged late, without a satisfactory explanation
 - b. When it can be demonstrated that the review request does not comply with these regulations

- c. When it can be shown that the review, although complying with these regulations, could not lead to any change in the assessment which is the subject of the review. (Such a conclusion may follow from the assessment structure of the programme concerned but may not be based on qualitative judgements concerning the possible outcome of the requester's case.)
6. When the Deputy CEO Academic Affairs and Registrar deems an application valid, the Application for the Examination/Assessment Review shall be forwarded to the Dean/Head of School, who will ensure that the review will be carried out within five working days.
7. When the Dean/Head of School suspects that a delay is envisaged in the process of Examination/Assessment Review, the Dean/Head of School shall advise the Deputy CEO Academic Affairs and Registrar in writing of the delay, the reasons for the delay, and the expected completion date for the Examination/Assessment Review. The Deputy CEO Academic Affairs and Registrar shall so inform the learner in writing.
8. Two people will normally carry out the Examination/Assessment Review – i.e. Dean/Head of School or nominee, and Internal Moderator.
9. Where necessary, the External Examiner or an appropriate academic may substitute for the Internal Moderator.
10. The recommendation on the Examination/Assessment Review will be reported on the appropriate form to the Deputy CEO Academic Affairs and Registrar by the Dean/Head of School.
11. In the case where there appears to be grounds for a change in grades, the report from the Dean/Head of School should be accompanied by all relevant supporting documentation, e.g., Faculty Board meeting minutes.
12. Upon receipt of the report, the Deputy CEO Academic Affairs and Registrar will, on the result of the Examination/Assessment Review, authorise that result for release and instruct the Examinations Office to communicate that result to the learner.
13. If a change in a grade is recommended by the Dean/Head of School, and where that recommendation is accepted, the Deputy CEO Academic Affairs and Registrar makes the necessary arrangements to have the official result amended by the Examinations Office or Faculty Office (where appropriate). Reports on statistics for the Academic Council are amended accordingly.
14. A learner has a right to appeal the result of an Examination/Assessment Review to the Faculty Board, according to the procedures set out in the Learner Academic Appeals Policy.

8.1.3 Appeal

An appeal means a request to a higher authority for the alteration of the decision or judgement of a lower one. The rules of the Appeals Committees apply here.

9 Appendices

9.1 The External Examiner Process

All Higher Education Institutions use External Examiners to assist them in monitoring the standards of their awards except those granted on an honorary basis. Bahrain Polytechnic recognises the system of External Examiners as an essential element in its quality assurance procedures, in order to provide an objective peer judgement on standards achieved. The Polytechnic offers programmes leading to major, minor, special purpose and supplemental awards. Major awards may have embedded awards. The Polytechnic is also committed to collaborative programmes, transnational programmes and joint awards. An External Examiner shall be employed in respect of programme and/or course assessments.

9.1.1 Principles of External Examining

- (a) External Examining is a well-established practice within academia for benchmarking learner assessments of the learning outcomes against national and international standards. It is one of the principal means of maintaining standards of autonomous higher education institutions. Central to this, is the Polytechnic's responsibility for the assessment of learners and the maintenance of programme standards (intended and actual) that accord with the relevant award standards. External Examining is therefore an integral and very important part of the Polytechnic Quality Assurance.
- (b) The objective of the External Examiner system is to ensure constant internal and external peer appraisal and review of all programmes, through the use and analysis of the External Examiners report, within the context of the Polytechnic's quality assurance feedback mechanisms.
- (c) The External examining process offers an objective interface: a principal outcome of External Examining is the introduction of an independent and impartial element into the procedures for the assessment of learners.

9.1.2 The Purpose of External Examining in Bahrain Polytechnic

1. To verify that standards are appropriate for the award or award elements which the External Examiner has been appointed to examine and are consistent with the level indicators of the National Framework of Qualifications and with related standards.
2. To review the appropriateness of the minimum intended programme learning outcomes (i.e. the programmes basic educational goal), and other programme objectives.
3. To probe the actual attainment of learners (actual programme learning outcomes) using information agreed with the Polytechnic.
4. To assist higher education Institutions in the comparison of academic standards across Higher Education awards and award elements,
5. Ensure that the Polytechnic's assessment processes are valid, reliable, consistent, and are fairly operated and in line with the regulations.
6. To provide opportunities for Faculty to reflect on their assessment strategy and to learn from best practice in the field.
7. To enhance public confidence in assessment processes.

9.1.2.1 Main Functions of the External Examiner

- (a) Review the appropriateness of the minimum or threshold intended programme learning outcomes (i.e. the programme's basic educational goal), and other programme objectives.
- (b) Probe the actual attainment of learners (actual programme learning outcomes) using information agreed with and supplied by the Polytechnic.
- (c) Compare and contrast both the minimum intended programme learning outcomes and the actual attainment of learners with the relevant awards standards, with the National Framework of Qualifications, and with corresponding data from other programmes in the same discipline in other higher education institutions in Bahrain and beyond.
- (d) Determine whether or not the applied procedures for assessment are valid, reliable, fair and consistent.
- (e) Review the appropriateness of the programme assessment strategy and the assessment procedures and, flowing from this, consider subsidiary course assessment strategies.
- (f) Review key assessment tasks prior to their assignment in light of the programme and course assessment strategies and learners' prerequisite (prior) learning. Where key tasks include key continuous assessment tasks, it might not be feasible to review them prior to assignment, but they should still be reviewed by the External Examiner.
- (g) Report findings and recommendations to the Polytechnic.

Other relevant responsibilities of External Examiners are stipulated in [Section 2.8](#).

9.1.2.2 Subsidiary Functions of the External Examiner

The purview, or scope of operation, of the External Examiner is agreed with the Polytechnic from the outset. It may be extended, for example, to provide advice and guidance to the programme team. The role of scrutiny and inspection is typically extended to include quality enhancement. The External Examiner normally concentrates on summative assessments. The External Examiner may also review formative and diagnostic assessment strategies.

In addition, they may:

- (a) Identify creative and innovative summative, formative and diagnostic assessment strategies and assessment instruments, particularly within the context of active learning.
- (b) Be invited to comment on the design, structure and content of a programme and its constituent components.
- (c) Identify sustainable, competitive advantages for the programmes. (e.g., professional recognition, prevailing industry standards, joint awards, etc.)
- (d) Identify exemplary external or internal subject material.
- (e) Be invited to report on the progress in the implementation of programmatic review and institutional review panel reports.
- (f) Be invited to participate in programmatic review and institutional review processes.
- (g) Be consulted on nominations for learner prizes and commendations.
- (h) Be invited to consider compensatory education.
- (i) Be invited to comment on special assessment arrangements.
- (j) Be invited to comment on any externally set and/or assessed assessments which contribute to a Bahrain Polytechnic's award.
- (k) Be invited to audit, where appropriate, the distribution of grades for courses over a number of years

9.1.3 The Authority of the External Examiner

- (a) External Examiners have a right to examine all assessment material. The responsibility is on the Polytechnic to ensure the opportunity to do this before any Faculty Board considers the material.
- (b) An External Examiner appointed by the Polytechnic will:
 - (i) Obtain reasonable access to the assessed parts of any programme or course, including evidence about learner's performances on placement where this is an assessed part of any programme;
 - (ii) Make recommendations with regard to assessments for consideration by the Faculty Board;
 - (iii) Review a representative range of learner assessments in a cohort before recommending to the Faculty Board changes to marks by an Internal Examiner;
 - (iv) The External Examining process should not advantage or disadvantage any individual learner without due consideration on the impact on the cohort as a whole. Adjustments are a matter for the Faculty Board.
- (c) Where Faculty deems it desirable that the External Examiners meet learners, this can be provided for in so far as it is reasonably practicable.

9.1.4 Standards and Affirmation

- (a) External Examiners shall ensure that the appropriate standards with regard to Pass, Merit and Distinction and Honours are applied and that comparability of standards between Higher Education Institutions is achieved and maintained.
- (b) External Examiners shall determine, in their expert judgement:
 - (i) The adequacy of standards at examinations and other assessments;
 - (ii) That a typical learner's performance in a programme as a whole is properly assessed;
 - (iii) That the assessment and determination of awards process have been fairly conducted.
- (c) External Examiner reports will be a key component in all programmatic reviews.

9.1.5 Draft Examination Papers/Assessment Materials Review

- (a) Contact between the Polytechnic and the External Examiner in relation to the level and content of examination papers or other assessment materials shall normally be through the Dean/Head of school. The associated workload of any External Examiner shall be realistic and monitored for excess. Additional External Examiners can be recruited in cases of work overload. The associated workload should be monitored by the Programme committee and agreed with the Head of school. The workload of an External Examiner shall not normally exceed the equivalent of 24 courses per academic year. During the appointment process, cognisance should be given by the Programme committee to the number of learners being assessed.
- (b) It is the responsibility of the Dean/Head of school to ensure that External Examiners have the opportunity to scrutinise and comment on draft examination papers and other assessment material, continuous assessment rubrics, model answers as appropriate or other materials including marking and assessment schemes for the course(s) for which they are appointed.
- (c) Draft examination papers/assessment materials shall be prepared by the Internal Examiner and submitted through the Examinations/Assessment Administration System.

- (d) Draft examination papers shall be released by Faculty Administration to External Examiners through the Examinations/Assessment Administration System within an agreed timeframe prior to the examination date(s). Each paper should be accompanied by a marking scheme/model answers as appropriate.
- (e) An External Examiner may make suggestions for deletions, additions, amendments or other as appropriate and shall submit their comments through the Examinations/Assessment Administration System for the attention of the Internal Examiner.
- (f) An External Examiner is required to return comments within an agreed timeframe following receipt of draft examination papers and/or assessment material.
- (g) The Internal Examiner shall take such proposed amendments into account and shall note any action taken. The updated exam papers/assessment materials shall be submitted through the Examinations/Assessment Administration System for access by the External Examiner.
- (h) On completion of this process, exam papers and other assessment materials shall be approved by the Internal Examiner through the Examinations/Assessment Administration System.

9.1.5.1 Completed Assessment

Completed assessment materials, including final examinations, continuous assessments, practical work, and projects should be made available to the External Examiners on SharePoint or the Examination Management System. The assessment results shall be externally examined based on the timeframe stated in the Programme Assessment Timetable. Due to the varying sizes of qualifications, learners' assessed work shall be sampled for external examination. The sampling process shall be guided by the following considerations:

1. The sampling size for each assessment shall be determined by the overall number of learners registered in a course, as presented in the following table:

Number of learners	Sampling Size
Less than 50 learners	25%
50-99 learners	20%
100-200 learners	15%
201-300 learners	10%
301 learners and above	5%

2. The sampling size may be increased by the external examiners based on their professional view that the samples specified do not form a solid and conclusive picture of the academic standards being examined or that the method or type of assessment necessitates a higher sampling percentage.
3. The randomly identified samples shall reasonably represent grade/mark bands, sections/groups, assessors, internal moderators, original submissions, resubmissions/resits, and other factors.
4. Unless otherwise required by a limited number of registered learners, the samples shall not include the same learner across assessments and courses.
5. The external examiners shall randomly determine the learners whose assessed work will be subject to external examination. In circumstances where such an arrangement is not feasible, the Faculty Quality Manager, in coordination with the Programme Manager and/or Course Coordinator, shall recommend the samples.

9.1.6 Reporting Procedure

- (a) External Examiners are required to submit a report on programmes with which they are involved to the Deputy CEO Academic Affairs and Registrar before a date determined by Academic Council of the year of the examinations.
- (b) One annual report will be sufficient. The standard report may be completed through the report functionality of SharePoint or the Examination Management System.
- (c) External Examiner Reports are normally submitted via the Polytechnic learning management system.
- (d) The reports of the External Examiners are pivotal for continuous improvement of the academic programmes and courses of the Polytechnic. If the report from an External Examiner is not received by the Deputy CEO Academic Affairs and Registrar Office within one month of the due date without provision of good reason, the appointment as External Examiner may be terminated.
- (e) The Deputy CEO Academic Affairs and Registrar Office shall provide a copy of the External Examiners Report to the Dean/Head of school. The Consequent Action section shall be brought to the attention of the Programme committee.
- (f) The Dean/Head of school shall return the completed report to the Deputy CEO Academic Affairs and Registrar Office by a date determined by Academic Council, noting any actions taken or other appropriate comments, for the attention of the Academic Standards Committee.
- (g) The Academic Council Sub-Committee on Quality Management: Assurance, Enhancement & Integration will make a Report to Academic Council. Issues of serious concern will be raised at the Academic Council directly.
- (h) In cases where the requirements of external professional bodies are the focus of comments, there may be a need to inform those bodies of action taken in response to the External Examiner's report.
- (i) The External Examiner shall be provided with a timely, considered response to their comments and recommendations, including information on any actions taken by the Polytechnic, by the Dean/Head of school, by a date determined by the Academic Council.
- (j) The External Examiner report and response shall be available to learners of the programme on request and may be discussed at a staff/learner liaison meeting.
- (k) The External Examiner report and response may be provided to relevant External Panels and agencies (e.g., Institutional Review Panel). Extracts from External Examiner Reports may be included in the Annual Faculty Reports to Academic Council.
- (l) Material must be made available to the External Examiner prior to the Examination Board as per agreed timeframes.

9.1.7 Nomination and Appointment of External Examiners

Bahrain Polytechnic has set specific criteria to support the appointment of External Examiners with appropriate levels of academic and/or professional expertise and experience in relation to the relevant subject area and assessment.

- (a) The Polytechnic ensures that sufficient External Examiners are appointed so that it can be satisfied that:
 - i. The standard of its programmes and learner performances can be adequately moderated, and
 - ii. The assessment, examination and determination of award processes are being fairly conducted.
- (b) The Polytechnic determines:
 - i. The normal number of reappointments and periods between reappointments.

- ii. How it would normally avoid appointing External Examiners with any direct interest or ties to the Polytechnic or its staff, programmes or learners, and how conflicts of interest will be dealt with where such appointments are unavoidable.
 - iii. The period that should elapse before a former member of staff or learner could be appointed as External Examiner.
 - iv. External examiner workload and procedures for reviewing learner assessment material.
 - v. The duration of the External Examiner appointment.
- (c) The Polytechnic identifies any particular exceptions to their normal policies to allow for subject areas where there are a very limited number of potential External Examiners.
- (d) The Academic Council approves nominations for the appointment of External Examiners within the Polytechnic and ensures that:
- i. Criteria for the identification, nomination and appointment of External Examiners are understood and accessible to all staff initiating appointments;
 - ii. Nominations are assessed effectively and rigorously;
 - iii. Criteria are sufficiently inclusive to allow for the nomination of External Examiners with little or no prior experience of External Examining;
 - iv. Criteria and procedures include those for the early termination of an External Examiner's contract.
- (e) The Polytechnic will publish the name and primary occupation of the External Examiners for each of its Higher Education and Training Programmes. This will be available for the current year and will also be published in the Annual Report. The names of External Examiners (and Internal Examiners) are printed on the examination papers of the Polytechnic. They may also be printed on the continuous assessment assignments.
- (f) In the implementation of these regulations, the Polytechnic monitors the gender balance of appointments of External Examiners. The Deputy CEO Academic Affairs and Registrar Office shall produce a summary report for External Examiner reviews.
- (g) In the implementation of these regulations, the Polytechnic monitors the international perspective obtained. The Deputy CEO Academic Affairs and Registrar Office shall produce a summary report for institutional reviews.

9.1.7.1 General Criteria for Appointment

- (a) External Examiners shall be drawn from persons of standing and experience in the relevant academic field and/or the professional practice of their disciplines in Bahrain or abroad. Where possible, each Academic Department should endeavour to source up to 50% of External Examiners from comparable international higher education and awarding institutions, professional bodies and businesses.
- (b) External Examiners shall be suitably qualified and hold academic qualifications at least to the level they are examining. They should have both current and relevant experience in the areas of Industry, Academia or Professional Practice.
- (c) External Examiner nominations and appointments shall be such as to ensure maximum objectivity in relation to the Polytechnic.
- (d) Normally, an External Examiner should not be nominated/appointed from a department of another Higher Education Institution where a member from a similar department of the Polytechnic is serving as an examiner.
- (e) Former members of staff shall not be invited to become External Examiners before a lapsed time of at least five years or sufficient time for learners taught by that member of staff to have passed through the system, whichever is the longer.

- (f) Former consultants, external panel members, or External Examiners shall not normally be invited to become External Examiners before a lapsed period of at least three years.
- (g) External Examiners should not normally hold more than two appointments at the same time.
- (h) For any one programme, External Examiners should not be appointed consecutively from the same institution - the Polytechnic obtains nominations from a variety of institutions and avoids multiple nominations from the same institution within a single discipline.
- (i) It is the responsibility of the External Examiner to declare an interest (actual or potential, real or apparent) if placed in a position of making a judgement about any learner with whom there is a close tie e.g., as a sponsor, relative or friend, as a close professional colleague, or having been involved with the direct supervision of the learner on placement or professional training.
- (j) The requirements of professional or accrediting bodies are taken into account, where/as relevant.

9.1.7.2 Specific Criteria for Faculties and Departments

In making a nomination for the appointment of an External Examiner, Faculties and Departments other than the School of Art & Design shall have regard to the following:

- (a) For Higher Certificate and Ordinary Bachelor Degree (Level 6 and Level 7), each nominated External Examiner shall normally have an honours degree or equivalent in the relevant programme area, plus a minimum of three years practical experience in an area of relevance. Such experience can be in Industry, Academia or Professional Practice.
- (b) For Honours Bachelor Degrees programmes (Level 8), each nominated External Examiner shall normally have an honours degree or equivalent in the relevant programme area, and shall normally have a Masters degree or Doctorate or equivalent in an area relevant to the programme being examined, and five years relevant practical experience. Such experience can be in Industry, Academia or Professional Practice.
- (c) For a taught Masters Degree or Graduate Diploma (Level 9), one nominated External Examiner shall normally hold a Masters degree or Doctorate in the relevant programme or subject area, and have a minimum of seven years post qualification experience in Industry, Academia or Professional Practice.
- (d) For minor, special purpose or supplemental awards, the External Examiner shall normally have relevant academic and/or professional qualifications at honours degree level. The External Examiner shall also have academic qualifications at least at the level of qualification being examined, plus a minimum of three years relevant practical experience.
- (e) If the appointment does not comply with above criteria, the following shall apply: • In exceptional circumstances, where it is proposed to nominate an External Examiner who does not satisfy the Criteria for Appointment, this shall be clearly noted on the External Examiner nomination form and reasons given for the nomination.

9.1.7.3 Specific Criteria for the School of Creative Media

In making recommendations for the appointment of an External Examiner, the School of Art & Design shall have regard to the following:

- (a) The Higher Certificate and Ordinary Bachelor Degree (Level 6 and Level 7) as above.
- (b) For the Honours Bachelor Degree (Level 8), each nominated External Examiner shall normally have an honours degree or equivalent in the relevant programme area plus a minimum of five years practical experience in an area of relevance. Such experience can be in Industry, Academia or Professional Practice.

- (c) For a taught Masters Degree and Graduate Diploma (Level 9), one nominated External Examiner shall normally have an honours degree or equivalent in the relevant programme or subject area, shall normally hold a Masters Degree, or Doctorate or equivalent in the relevant programme or subject area, and have a minimum of five years post qualification experience in Industry, Academia or Professional Practice.
- (d) For minor, special purpose or supplemental awards, the External Examiner shall normally have relevant academic and/or professional qualifications at honours degree level. The External Examiner shall also have academic qualifications at least at the level of qualification being examined, plus a minimum of three years relevant practical experience.
- (e) If the appointment does not comply with above criteria, the following shall apply. In exceptional circumstances, where it is proposed to nominate an External Examiner who does not satisfy the Criteria for Appointment, this shall be clearly noted on the External Examiner nomination form and reasons given for the nomination.

9.1.7.4 Specific Criteria for Programmes with Professional Examination Exemptions

The Polytechnic values the prestige and the competitive advantage for learners of professional examination exemptions. Programmes with professional examination exemptions may, from time to time, seek to appoint an External Examiner who has a minimum of ten years relevant professional experience post qualification and/or a fellowship of a professional body. This External Examiner should be familiar with the Exemption Accreditation Criteria of the relevant professional bodies.

9.1.8 The Nomination Procedure

- (a) The Dean is responsible for co-ordinating the nomination of persons to act as External Examiner for programmes and courses in their Faculty, and seeks recommendations for nominations through the Programme committee, the Department Board and the Faculty Board taking into account the need for continuity in the External Examiner process from one year to the next.
- (b) The Dean will provide the Deputy CEO Academic Affairs and Registrar Office with nominations for appointment as External Examiner. On occasion, the Deputy CEO Academic Affairs and Registrar may invite a Dean to supply additional nominations where this is deemed necessary to ensure the necessary quality standards.
- (c) From time to time, it may be useful to jointly nominate discipline-specific External Examiners.
- (d) In exceptional circumstances, where it is proposed to nominate an External Examiner who does not satisfy the Criteria for Appointment, this shall be clearly noted on the External Examiner nomination form and reasons given for the nomination.
- (e) The Dean/Head of school shall consult the person proposed for nomination to seek their consent to be nominated and determine their availability to act as External Examiner. Such consultation shall be without commitment to appointment as External Examiner.
- (f) Nomination for the appointment of examiners shall be made via the appropriate system and shall be accompanied by a current CV and forwarded by the due date each year to the Office of the Deputy CEO Academic Affairs and Registrar. Following a desk review by the Quality Office a summary report will be forwarded for consideration by the Academic Council Sub-Committee on Quality Management: Assurance, Enhancement.
- (g) The Academic Council Sub-Committee on Quality Management: Assurance, Enhancement & Integration shall propose the nomination of such External Examiners as it deems appropriate to the Academic Council for approval and appointment.
- (h) Nominations for appointment of External Examiners for externally validated programmes are made in consultation with the Dean/Head of school and the Deputy CEO Academic Affairs and Registrar. The appointment is made by the External Awarding/Validating Body.

- (i) Gender balance should be a consideration in the nomination of External Examiners. As the learner population becomes more diverse, other criteria should also be considered (e.g. ethnic representation).

9.1.7.1 Number of External Examiners

- (a) External Examiners may be appointed on a Departmental basis, programme basis or course basis as determined by the needs of the Polytechnic.
- (b) External Examiners may be appointed who have expertise in particular course areas, as determined by the Polytechnic, and may be involved with particular courses at programme level within a Faculty or Department, or on a Polytechnic wide basis.
- (c) It may be necessary to appoint a specialist External Examiner for RPL assessments, advanced entry assessments, work-based learning/placements assessments, Erasmus assessments, alternative provider assessments or blended learning assessments from time to time. Such an External Examiner may need to communicate regarding assessment with an industrial examiner, an overseas examiner or an alternate provider examiner, for example.
- (d) The number of External Examiners for a particular programme should be sufficient to cover the range of studies in the programme.
- (e) For each (non-embedded) award at Higher Certificate, Ordinary bachelor's degree or Honours Degree (Levels 6 to 8 inclusive), one External Examiner is required for each 60 credit stage of a programme. The practising External Examiner should normally reflect a related employment sector within the wider geographical region.
- (f) For a taught Masters Degree programme, one External Examiner is required for each 60 credit stage of a programme.

9.1.7.2 Appointment

- (a) Academic Council appoints all External Examiners.
- (b) The Office of the Deputy CEO Academic Affairs and Registrar shall maintain a register of External Examiners appointments and periods of tenure.
- (c) Following approval of nominations by the Academic Council of the Polytechnic, the Office of the Deputy CEO Academic Affairs and Registrar shall issue the appropriate documentation to the External Examiner, including, inter alia, current copies of:
 - i. The Polytechnic's Academic Regulations
 - ii. The Polytechnic's Teaching and Learning Strategy
 - iii. The Polytechnic's Assessment Policy and Guidelines
 - iv. External Examiner Declaration Form.
- (d) The External Examiner shall be appointed from the date of signing of the contract by the External Examiner. Normally, the term of office shall commence on a date determined by the Academic Council.
- (e) An External Examiner shall normally be appointed by the Polytechnic as programme External Examiner with responsibility for a programme or range of programmes, for a maximum period of two years per contract. The contract, however, shall be renewable upon the recommendation of the relevant school and the Quality and Academic Development Directorate.
- (f) Following appointment, the Dean shall ensure that the External Examiner receives adequate additional documentation to enable them to understand the examination systems operated by the Polytechnic. Such documentation shall include, where appropriate:
 - i. Programme and/or course documentation

- ii. Schedules for forthcoming Examinations and Faculty Board meetings
- iii. Programmatic Review or Validation Report and response
- iv. Any special arrangements and adjustments for learners with additional specified needs.
- i. The Polytechnic will facilitate induction/training for External Examiners.
- ii. The Polytechnic provides dedicated restricted webpages on External Examining. The site will allow access to the induction material, the Polytechnic Library, Moodle, and other appropriate information.

9.1.7.3 External Examiner and Induction

Following induction, the External Examiner should:

- (i) Know the Polytechnic's policy on external examining, including the reporting requirements.
- (ii) Understand the mission of the Polytechnic and its context.
- (iii) Be able to distinguish how the minimum intended programme learning outcomes and actual learning outcomes attained by graduates compare and contrast with similar programmes with which they are already familiar and with programmes in the same discipline for which suitable benchmarking data has been gathered by the Polytechnic.
- (iv) Know the overall structure of the programme.
- (v) Be able to evaluate and critique the programme assessment strategy.
- (vi) Understand how the minimum intended programme learning outcomes relate to the award standard, and how the award standard relates to the National Framework of Qualifications (and, if the examiner is from outside Bahrain, how the NFQ relates to the other HE Qualifications Frameworks in which they may be familiar.
- (vii) Understand the programme assessment strategy and procedures, the grading system and how awards are classified.
- (viii) Understand the principles of learning-outcomes criterion-referenced assessment. The nature of the induction process should be appropriate to the External Examiner's learning needs.

9.1.7.4 Suspension of Contract

In exceptional circumstances it may be considered necessary by the Polytechnic that the appointment of an External Examiner be suspended for a period. For example, suspension may be necessary if the related courses, stages, or programme are not on offer in the current academic year.

9.1.7.5 Termination of Contract

In exceptional circumstances it may be considered necessary by the Polytechnic that the appointment of an External Examiner be terminated before completion of the approved period of office. Academic Council will make the final decision on any termination of contract based on the recommendations of the Deputy CEO Academic Affairs and Registrar. Circumstances leading to the termination of contract might include the following:

- (i) Non-submission of reports within the specified time without provision of good reason;
- (ii) Where the Polytechnic considers that the manner in which the External Examiner is fulfilling the function of External Examining, as laid down in these procedures, is not being carried out in the interest of the programme or the Polytechnic.
- (iii) Any additional circumstance that conflicts with the role and responsibilities of an External Examiner.

9.1.7.6 Visiting Bahrain Polytechnic

The external examination process is normally facilitated remotely by the relevant Programme Manager in coordination with the Faculty Quality Manager and the Quality and Academic Development Directorate. The External Examiners are also expected to attend Faculty Board/Professional Education and Training Committee Meetings for overall assessment results and approval online. These meetings shall in advance be scheduled and communicated with External Examiners by respective Faculty Quality Managers. If the Polytechnic requires physical visits in specific circumstances for various purposes, these visits shall be in accordance with the following guidelines:

- (a) External Examiners from Bahrain shall arrange for their own transportation. In the absence of private transport, external examiners shall request the Polytechnic through the respective Faculty Quality Manager to provide return transportation on the day of the scheduled visits.
- (b) External Examiners who reside outside Bahrain shall be provided the following:
 - (i) Visit visa
 - (ii) Return air tickets secured by the Purchasing Department
 - (iii) Hotel accommodation booked by the Purchasing Department for the entire duration of the visit
 - (iv) Transport pick-up and drop-off arrangements in official meeting venues during the visit
 - (v) Meals for the entire duration of the visit
- (c) Travel, accommodation, and food expenses incurred in Bahrain beyond the official visit shall not be shouldered by the Polytechnic.
- (d) All expenses incurred on External Examiner visits shall be subject to the approval of the management, the Civil Service Bureau, and the Ministry of Finance.

9.1.7.7 Force Majeure

In the case force majeure where an External Examiner is unable to fulfil their duties, and there is insufficient time to appoint a replacement External Examiner, the Head of school should inform the Deputy CEO Academic Affairs and Registrar Office in writing. The Programme committee, with the oversight of the Head of school, should use their discretion to ensure that the quality and standard of the assessment process is upheld. Quality assurance measures, for example, reviewing of samples, may be undertaken to ensure the integrity of the academic process.

9.1.9 Conflict of Interest Code

- (a) An External Examiner shall declare by signing External Examiner Declaration Form any interest, relationship or other circumstances which might constitute a conflict of interest, or which might be seen as inappropriate for the role of External Examiner. An External Examiner with a conflict of interest shall not be appointed and the nomination of a replacement shall commence immediately. Conflict of interest includes but is not limited to the following situations:
 - (i) The External Examiner was an applicant or was a member of staff on a permanent, honorary, adjunct, or visiting status at Bahrain Polytechnic in the last 5 years from the date of appointment.
 - (ii) The External Examiner is a prospective candidate for any position at Bahrain Polytechnic within the next 5 years from the date of appointment.
 - (iii) The External Examiner served in the last 3 years from the date of appointment as partner of Bahrain Polytechnic in various capacities including serving as an adviser, consultant,

resource speaker, guest lecturer, programme or institutional review panelist, programme validator, member of the Curriculum Advisory Group, and co-author in staff publications and similar collaborative activities.

- (iv) The External Examiner is affiliated with a department of another HEI where a member of a similar department of Bahrain Polytechnic serves as External Examiner.
- (v) The External Examiner has grievance/hostility towards or close ties with a learner or staff through friendship, blood affinity or kinship, sponsorship, or direct supervision.

9.1.10 Confidentiality Code

- (a) An External Examiner must use all materials submitted for external examination solely for that purpose.
- (b) An External Examiner must keep all materials privately and securely for the whole duration of the external examination process and is therefore obligated not to share them with any other person or institution.
- (c) An External Examiner must securely dispose all submitted materials after the completion of the external examination process. In cases where materials are accessed on the Polytechnic's SharePoint using a Polytechnic account, an External Examiner must keep these materials as they are except for forms that need to be filled out or completed.
- (d) An External Examiner may have access to commercially sensitive and proprietary information, particularly in learner projects and work placements and is obliged to protect such information.
- (e) All arrangements, mechanisms, and processes of the school and the institution as gleaned from all materials submitted for external examination must be kept confidential and must not be adopted by the institution that the External Examination is affiliated with, unless with the formal authorization of Bahrain Polytechnic.
- (f) The Polytechnic is committed to best practices and to maintaining the confidentiality of learner assessments. External Examiners are required to sign the External Examiner Declaration Form provided by the Polytechnic as part of the appointment process.

9.1.11 Contact by Learners

It is inappropriate for individual learners to make direct contact with an External Examiner and any such attempt may be deemed an assessment infringement within the terms of the regulations provided in Section 6 (Academic Integrity and Assessment Infringement) of Academic Regulations. Any such approach should be brought to the attention of the Deputy CEO Academic Affairs and Registrar.

10 Glossary of Terms

Assessment Infringement – to commit any act whereby a person may obtain, for themselves or another, an unfair advantage which may (or may not) lead to a higher mark or grade than their abilities would otherwise secure in the examination or assessment process.

Compensation – a process by which a learner, who fails to satisfy some of the regulations for credit in a specific course, is recommended for credit award on the grounds that the failure is offset by their performance in other courses in their semester or stage of their programme of study.

Reassessment – another opportunity for a learner to pass a failed invigilated or controlled assessment. The reassessment uses a different version but is comparable to the original assessment. The overall grade is capped at 60% (C grade).

Resubmission – another opportunity for a learner to pass a failed uninvigilated or uncontrolled assessment. Resubmission requires a learner to improve the original submission. The overall grade is capped at 60% (C grade).

Open Book Exams - allow learners to consult their own material or resources such as textbooks, lecture notes, personalised course notes, visual memory aids and other reference material to complete the exam.