



Ministry of Manpower

AL MUSANNA COLLEGE OF TECHNOLOGY



Quality Assurance Manual

October 2019, Version 12.3

Welcome to **Al Musanna College of Technology (ACT)**. This manual guides and supports the staff in the implementation of the college policies and processes that are currently in place. We hope you find this **Quality Assurance Manual (QAM)** to be useful and clearly understood.

It is the main goal of the college to provide high quality technological education and training to Omani students applying student centered learning and focusing on developing and improving student's skills so that when they graduate, they are immediately able to make a meaningful contribution to the development of the Sultanate's economy. In fulfilling that goal, a culture of quality assurance and enhancement is essential, therefore, this **QAM** serves as a guiding tool for the end-users.

This **QAM** sets out the policies, procedures and regulations through which the college conducts its day-to-day operations. It contains details on the college's approach to monitoring, reviewing, and seeking to improve college performance in all areas.

The staff must be familiar with the contents of the **QAM** and should know how the manual relates to their own role in the institution. A softcopy of this manual is posted in the college portal.

Ensuring quality is a fundamental responsibility of the college, and it is only through the whole-hearted commitment of each and every staff member that the college can succeed and serve the nation as it should. We undertake to create a favorable environment for effective implementation of **ACT's** internal quality management system.

I thank you for your hard work and cooperation.

Dr. Issa Saif Mohammed Al Tubi
College Dean

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Glossary

Academic standards: The standards of academic awards such as Diploma 1 and 2, Advanced Diploma, and BTech. The levels of achievement demonstrated by students gaining an award should be similar to those demonstrated by students in reputable institutions nationally and internationally.

Academic quality: Academic quality has three main components. Academic programs should be effective in terms of their usefulness to students, appropriate in terms of enabling students' learning and development through the educational process, and comparable in terms of meeting national, regional and international expectations for academic content and coverage in the subject area.

Action Plans (AP): (formerly Activity Plans) is a detailed documents, drawn up at department level, which list actions to be taken in a given timeframe by a department, a staff or group of staff. Action plans are designed in line with the strategic plan, the operational plan, and stakeholder feedback.

ADRI: Approach, Deployment, Results, Improvement.

College Council (CC): ACT's top management responsible for governance and management.

ISA – Institutional Standards Assessment (OAAA' 2nd stage of Accreditation)

KPIs: Key performance indicators used to measure the outcomes of strategies in the achievement of goals and sub-goals.

Mission: A plan to be implemented by an institution which is realistic in relation to the institution's capacity. It states the steps to be taken by the institution for effective development and improvement (for example in planning, evaluation and resource allocation), and is used as a basis for decision making in the institution's strategic plan.

Operational Plan (OP): A plan derived from the College Strategic Plan in which centers and departments extract the strategies and KPIs that are relevant to their annual operations.

Plagiarism: Plagiarism is the technical term for forms of academic cheating, usually involving *either* copying from a published source or from another student's work and claiming the work is your own; *or* copying sections from a published source or from another student's work and changing only a few words and phrases.

Policy: Policies are relatively general statements of intent. For example, a 'health and safety policy' for an institution will set out in general terms the institution's intentions and responsibilities in promoting health and safety among its staff, students and visitors.

Procedures: Show in more detail how particular policies will be carried out in routine practical terms. For instance, 'health and safety procedures' will itemize specific day- to-day actions to be taken in order to safeguard health and safety in the institution.

Quality: Quality refers to the extent to which processes and activities in an institution are fit for its purpose and meet the requirements of all stakeholders.

Quality Assurance: (QA) Planned and systematic mechanisms to ensure that specified requirements are met, and that responsibility for quality and standards is properly discharged.

Quality Assurance Manual (QAM): A document which sets out the College's approach to quality assurance and enhancement, and specifies how this translates into practice through a rigorous set of policies, procedures, guidelines, forms and regulations.

Quality enhancement: A commitment to improve the quality of activities and services, put into practice through forms of regular scrutiny leading to immediate action by named individuals or bodies.

Stakeholders: This term refers to all the individuals, groups or formal bodies that have a legitimate interest in the success or failure of an educational institution. In relation to the Colleges of Technology, stakeholders include students, staff, the Ministry (MoM), industries and the communities in which the Colleges are situated.

Strategic planning: This term refers to the process of developing strategies in pursuit of agreed goals. In general, planning is 'strategic' when it operates on the grand scale and takes in 'the big picture.'

Strategy: A strategy is a long term plan of action designed to achieve a particular goal or goals.

Vision: An institution's 'vision' sets out where it hopes to be in the medium- or long-term future, in terms of achievements and reputation.

Section One - Introduction

This section of the QAM provides background information about the College, including its history, goals, and core beliefs. This information provides the context for which its quality systems have been designed.

1.1 A brief history of the College

Al Musanna College of Technology (ACT) is one of the seven Colleges of Technology (CoTs) established under the supervision of the Ministry of Manpower (MoM). ACT is located in Al Bathina South governorate and was established in 1993 by vocational authority no.131/93 and later was change from a vocational training institute to a full pledged technical College.

ACT started its academic activities in 1993 by accepting students for the academic year 1993-1994. The language of instruction was Arabic. At the beginning, the total number of students registered was 102, teaching staff was 12, and administrative staff was 17. There were only two courses of study: Accounting and Management. Despite being a new college, the entire college team was committed to quality education to meet the high technical manpower requirements of the job market in the Sultanate. The pioneering efforts of the original college staff resulted in the successful completion of its first academic year and produced 58 graduates in 1995.

In the academic year (AY) 1996-1997, the college began to offer the General National Vocational Qualification (GNVQ), authorized by the Royal Society of Arts (RSA), UK, and the language of instruction was changed to English. At the beginning of AY 2000-2001, the college again introduced a change and began to offer the Omani National Diploma (OND).

Due to rapid changes of technology, and consequently the need for additional modes of teaching, ACT again implemented new programs in AY 2003-2004 in order to comply with the pace of the technical world. The following academic years and onwards, the college has improved tremendously in terms of its facilities and technology as the total number of students, staff, and administrative and technical staff has largely increase. In the AY 2018-2019, the number of college staff was 432 (as of July 2019). The college has registered 4376 students in semester III, 4867 in semester II and 4630 in semester I.

1.2 College Vision 2013-2018

To be at the forefront of higher education institutions in technological education nationally and regionally.

1.3 College Mission 2019-2024

To provide a high quality learning, training and research environment towards developing technological, inn ovative and entrepreneurial capabilities to meet the ever evolving social and economic needs.

1.4 College Goals 2019-2024

1.	To anchor our identity of technological education within an effective and efficient institutional system.
2.	To foster an environment that promotes applied research, innovation and consultancy in various fields of technology.
3.	To continuously develop institutional relationships in all relevant spheres with all stakeholders.

1.5 College Values 2019-2024

1	Integrity	To demonstrate ethical practices in all transactions, interactions and processes.
2	Professionalism	To apply agreed rules and regulations, following set policies including codes of conduct and standard operating procedures and working diligently to attain set outcomes.
3	Pursuit of knowledge and excellence	To establish life-long learning excellence in technological knowledge acquisition, application, and innovation.
4	Participation and Partnership	To enhance participation and partnership relations within and beyond Colleges of Technology.

1.6 Graduates Attributes 2019-2024

1	Effective Communication	Active listening, Critical reading, Confident speaking, Focused writing
2	Scholastic rigor and practical competence	Creative thinking, problem solving, Analytical skill, Time management, Dexterousness, knowledgeability
3	Teamwork	Collaboration, Tolerance and flexibility, Organization, Time management
4	Lifelong Learning	Research skills, Critical thinking, Inquisitiveness, Goal setting, Commitment, Adaptability
5	Autonomy and Accountability	Work independently, Confidence, responsibility, Transparency, Reliability, Authenticity
6	Innovation	Imagination, Aspiration, Problem solving, Solution integration, Visionary, perseverance
7	Entrepreneurship	Creativity, Initiation, Risk taking, Resilience, Inspiration, Persistence

1.7 Strategic Planning

- 1.7.1. ACT operates within the parameters of a Strategic Plan (SP) agreed upon by the MoM. The SP sets out in detail the college's goals and objectives, and provides clear guidance to the college in the short and medium term of its implementation. Key Performance indicators (KPIs) with supplemented evidence provide the staff, the MoM and all other stakeholders with the means to measure college performance.
- 1.7.2. ACT is committed to improving quality continuously (year-to-year) across the whole range of its activities. The Cs and Ds are required to produce annual Operational plans (OP) in a prescribed format at the beginning of AY.
- 1.7.3. College planning and operation always takes place within the context of full compliance mandated by the College Bylaws, policies and procedures, ministerial and administration orders, and this manual, QAM.

1.8 SP Process (5 years)

Procedures for reviewing SP

1. SP Workshop for all CoTs is organized by MoM where SP elements are reviewed.
2. After the SP elements (Motto, vision, mission, college goals, values and graduates attributes) are approved, the seven CoTs developed its own SP.
3. SP workshop is conducted participated by ACT staff from all Cs and Ds and other stakeholders to produce KPIs relevant to college objectives.
4. The QAD reviews and consolidates the contributions submitted by the stakeholders per college goal.
5. The contributions of staff are discussed in the College Council (CC).
6. QAD finalizes the SP and presents it in the CC, and for approval.
7. A copy of is sent to the MoM once approved by the CC.
8. QAD disseminates the approved SP to staff through email, college portal and Cs&Ds meeting.

1.9 Annual review of Annual Operational Plan – refer to 2.7

1.10 The meaning of “Quality”

A high quality educational institution must;

1. Have clear statements of mission, goals and objectives, and be able to communicate these to staff;
2. Formulate general policies and specific procedures to support the high quality operation of all its activities;
3. Operate an annual cycle of self-review and operational planning to foster continuous improvement of its performance;
4. Provide excellent teaching and learning support to students;
5. Establish a strong local and regional reputation among the general public and engage actively with the community;
6. Ensure the welfare of all staff, reward hard work and creative thinking, and offer opportunities for professional development and promotion;
7. Support academic staff who engage in consultancy or other forms of scholarly activity;
8. Manage all resources efficiently and deploy them effectively;
9. Operate with a high level of integrity, honesty and commitment to the well-being of all stakeholders;
10. Be open to external advice and ideas and is kept informed of new trends and developments in education;
11. Ensure that the standards of student achievement associated with particular awards (Diploma I, Diploma II (Dip) and Advanced Diploma (Adv.Dip), Bachelor of Technology (BTech) are in line with standards of student achievement in other reputable institutions, nationally and internationally.

Overall, quality is about fitness for purpose. ACT will strive to ensure that all its services and activities are fit for the purposes that they serve.

Section Two - Quality in the College

2.1 The ACTs Quality Philosophy

- 2.1.1 Quality is a vital part of the ACT Mission. Effective planning and careful implementation of plans are essential to the creation of a high quality institution, as are the processes of monitoring and reviewing. However, equally important is the commitment of each staff member to understand the institution’s purpose and future ambitions, to see his or her role in relation to the institutional goals, and to do his or her job well and with enthusiasm. (*refer to Enhancing Staff Commitment to QA work in Colleges of Technology Policy*)
- 2.1.2 Quality must be the responsibility of everyone who works in the College.
- 2.1.3 Quality is important to the College to;
 - 2.1.3.1 show that government money is being spent wisely;

- 2.1.3.2 ensure students are learning effectively and achieving high levels of performance in all programs;
- 2.1.3.3 ensure staff are performing well according to standards and;
- 2.1.3.4 build good college reputation.
- 2.1.4 The college is guided by Ministerial Decree No 14 / 2006 which emphasizes;
 - 2.1.4.1 full compliance with the College Bylaws;
 - 2.1.4.2 College-level planning consistent with the overall SP;
 - 2.1.4.3 Continues monitoring of Cs and Ds to assess progress in implementing the OPs;
 - 2.1.4.4 monitoring of course and program delivery across the curriculum, including On-Job Training (OJT);
 - 2.1.4.5 Self-assessment activity across all Cs and Ds;
 - 2.1.4.6 Data collection on College graduates to ascertain the effectiveness of the education and training they have received;
- 2.1.5 The college's stakeholders include, but are not limited to, students, staff, the Ministry of Manpower (MoM), private and public sector employers, parents of students, and the wider community as a whole. The college will at all times seek formal feedback from these stakeholders and see to it that college activities and services meet their needs and expectations.

2.2 The Quality Assurance Manual (QAM)

- 2.2.1 QAM sets out in detail the College's quality assurance philosophy and how this translates into day-to-day practice. The manual guides the staff in their day-to-day work in all areas of activity. The QAM is updated and revised by QA Department (QAD). The QAM is updated in versions as the need arise. Over time, the information and procedures contained in this manual are updated to ensure that the versions match with the systems and process currently in place.

2.3 The CoTs Annual Quality Cycle

- 2.3.1 The College's quality enhancement strategy is driven by an annual quality cycle in which all areas of activity are reviewed and are subject to a process of operational planning and plan implementation and improvement.
- 2.3.2 The CoTs bases its quality cycle on the ADRI (*Approach-Deployment-Results-Improvement*) Model (*Figures 2.3.2a and 2.3.2b*), advocated by the Australian Universities Quality Agency (AUQA) and the Oman Academic Accreditation Authority (OAAA).
The CoTs have chosen to base its cycle on ADRI for two reasons; ADRI reflects the philosophy of approach, implementation, review and improvement which already exists in the Colleges and in adopting an ADRI-based quality cycle, the College positions itself in relation to quality assurance and enhancement developments in the Sultanate.
- 2.3.3 The College's *Approach* can be derived from the College Bylaws, QAM, SP, Annual report, annual OPs, Quality Sub manual (QSM), Policies and procedures, Committees, Audit, etc.
- 2.3.4 *Deployment* is the implementation of the approach. How the approach is put into practice.
- 2.3.5 To measure *Results*, the college evaluates the effectiveness of its deployment through achievement of targets in the KPIs of the SP and OP, Committees, CC and Cs&Ds meetings etc. Results shows whether the SP has been effectively implemented through the OP, and as to what extent any changes in practice have been beneficial, and what further improvements need to be made. The QAD monitors the process of evaluation.
At the end of each AY, QAD produce Annual report (AR). Some contents such as statistics or profile, list of activities etc. are collected from the QA coordinators (QACos) of Cs and Ds. A final copy of AR is submitted to the Dean, MoM and QD. AR is available in the college portal for information and awareness of staff members and students.
- 2.3.6 *Improvement* is an ongoing process. Drawing on the results of evaluation(s), the AR, OPs and Cs&Ds and committee achievement reports show the challenges, weaknesses with recommendations for improvement. Recommendations are discussed in the College Council where decisions are made that guide changes to be implemented in the following AY.

The AR and the recommendations for improvement from Cs and Ds form the basis of new OPs.

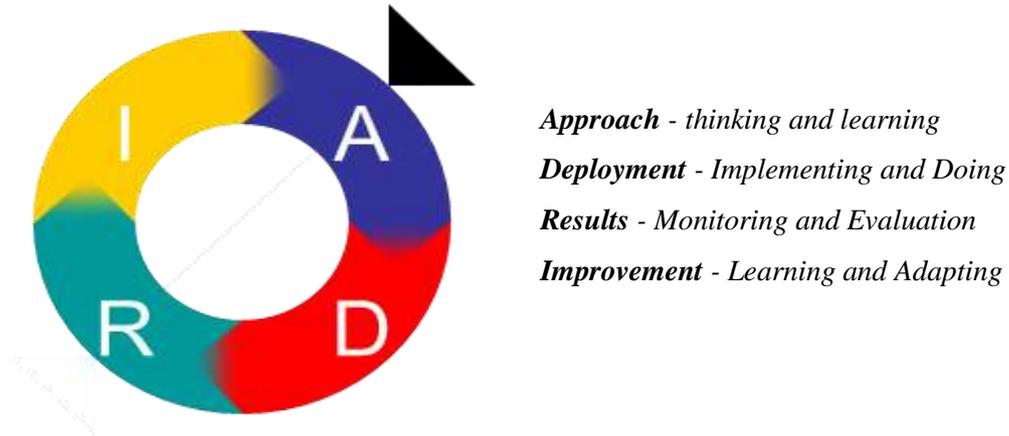


Figure 2.3.2 ACT Quality Cycle (ADRI)

2.4 Organizational Structure

Figure 2.4.1 Organizational Structure – The Colleges of Technology

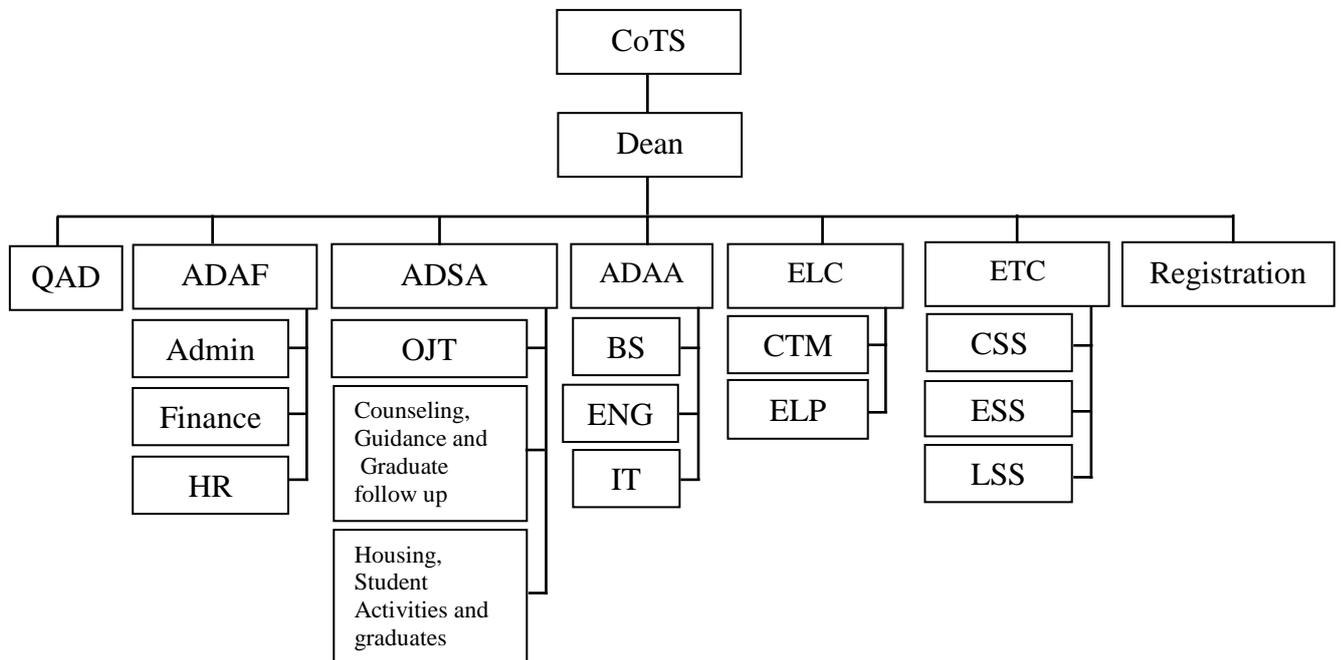
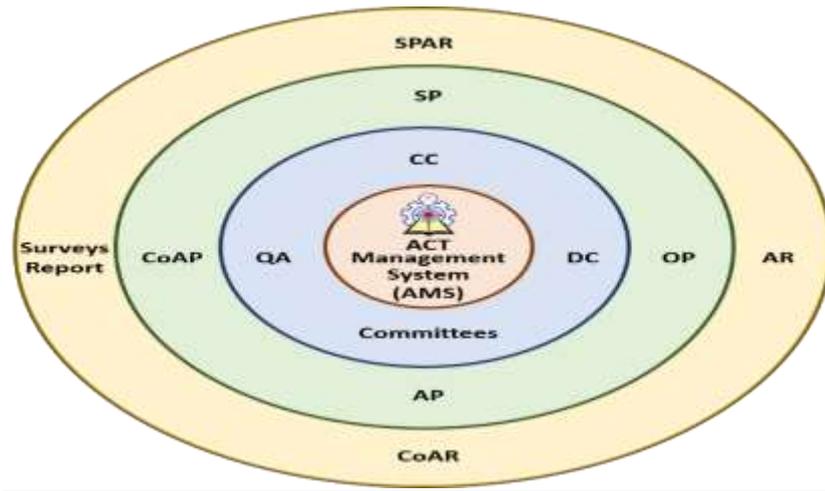


Figure 2.4.2 College Management System



The college management system includes planning, monitoring and evaluating the achievements and effectiveness of each system and process. The management structure has been designed to ensure smooth administration and management of ACT's daily operations which are discussed below.

2.5 Management Responsibilities

The responsibilities of the key positions and departments are set out in the College Bylaws and Ministerial Order.

- 2.5.1 Dean (*Article 9*)
- 2.5.2 Assistant Dean for Academic Affairs Department (ADAA) (*Article 11*)
 - Heads of Academic Departments (ADs) or Specialization departments (BS, ENG and IT) (*Article 22*)
- 2.5.3 Assistant Dean for Administration and Financial Affairs (ADAF) (*Article 13*)
 - Head of Administrative Affairs (*Article 27A*)
 - Head of Financial Affairs (*Article 27B*)
 - Head of Human Resources (*Article 27C*)
- 2.5.4 Assistant Dean for Student Affairs Department (ADSA) (*Article 12*)
 - Head of On-Job Training (*Article 26B*)
 - Guidance, Counseling and Graduate Follow-Up (*Article 26C*)
 - Housing and Student Activities (*Article 26D*)
- 2.5.5 Head of Registration Department (*Ministerial Order 414/2018*)
- 2.5.6 Head of Educational Technology Center (ETC) (*Article 18*)
 - Educational Services (*Article 19A*)
 - Computer Services (*Article 19B*)
 - Library Services (*Article 19C*)
- 2.5.7 English Language Center (ELC) (*Article 20*)
 - Head of the English Language Programs Section (*Article 21B*)
 - Head of the Curriculum and Teaching Methods Section (*Article 21A*)
- 2.5.8 Head of Quality Assurance Department (QAD) (*Ministerial Order 414/2018*)
 - Quality Management Specialist
 - Quality Assurance Specialist

The Heads of Centers and Departments (HoCs/HoDs) will at all times strive to ensure;

1. good communication with their superiors, colleagues and staff;
2. comprehensive and up-to-date departmental policies and procedures;
3. departmental planning and operation are in consistent with the College Strategic Plan.

2.6 The College Council (CC)

- 2.6.1 College Council membership of the CC is set out in the CB, Article 14.

1st mode of CC

Membership (internal);

- College Dean, Chair
- Assistant Dean for Academic Affairs
- Assistant Dean for Administrative and Financial Affairs
- Assistant Dean for Student Affairs
- Head of the English Language Center

2.6.2 **2nd mode of CC**

Internal members with three external members from the private sector serving three years term.

2.6.3 **Responsibilities of the CC**

- 2.6.3.1 Ensuring implementation of CB, policies and requirements of MoM;
- 2.6.3.2 Implementing delivery plans, curricula, training programs, and maintaining a commitment to the conditions of awarding academic degrees;
- 2.6.3.3 Suggesting examination regulations, examination schedules, and endorsement of results;
- 2.6.3.4 coordinating between Cs and Ds,
- 2.6.3.5 Reviewing the achievement of the SP and OPs and attending to the suggestions for improvement.
- 2.6.3.6 Suggesting the college needs for teaching and technical support staff, and recommending their appointment, transfer, promotion, and all other related staff issues;
- 2.6.3.7 Suggesting the establishment, closure, combinations or changes in Cs and Ds or sections;
- 2.6.3.8 Suggesting the organization of conferences, seminars, social or cultural activities for teaching staff and/or students;
- 2.6.3.9 Supporting committees and work groups and making recommendations;
- 2.6.3.10 Suggesting college and Cs and Ds annual budget;
- 2.6.3.11 Promoting the college relationship with the local community and public and private sectors;
- 2.6.3.12 Carrying out any duties as per directed by the DG in the MoM.

2.6.4 **Regulations**

The regulations which apply to the CC are found in the College Bylaws, article 15 and Ministerial decree no. 339/2007.

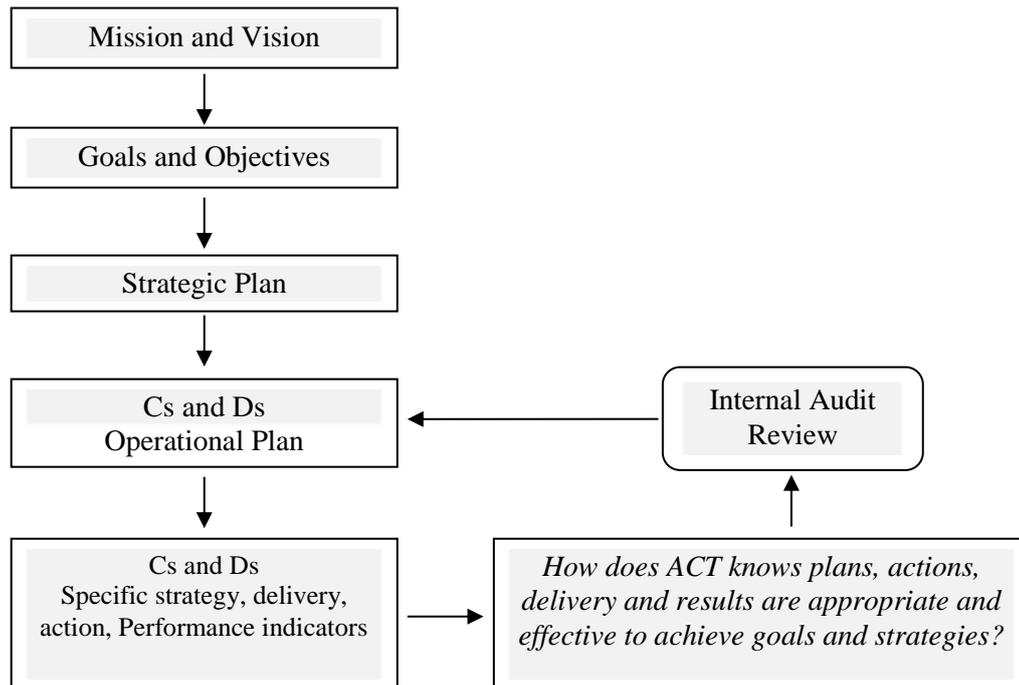
2.7 Operational Planning (OP)

Mission and Vision is achieved by implementing what is stated in the objective/s per college goal. Relevant to each objective, KPIs are developed.

2.8 Procedures for Monitoring and auditing the Cs&Ds' OP and Committee

(refer to Internal Audit Monitoring System in the College portal/college guidelines)

Figure 2.8 Operational Planning Process



2.9 Planning Management

Each C&D conducts planning and management in their respective area. Planning and management includes preparation of sub-committees' action plan and annual operational plan developing procedures and guidelines etc.

The approved college-wide committees are sent by the MoM. The QAD develops terms of reference for each committee and HoCs/HoDs nominates/appoints staff for memberships, approved by the Dean. The Cs&Ds' sub-committees which are aligned to the college-wide committees are formed in order to attend to their specific requirements for smooth operation of activities.

The CoTs common policies and procedures and ACT policies are shared to staff and to student (related policies for students) for proper implementation and awareness through the college portal, emails, TV screens and presentations. Whenever there is a need for a revision in the policies, or a new policy is needed to be developed, the Policy Management System (PMS) (appendix 3) is followed. Staff feedback on the policies are sent to Policy Management Committee (PMC). After review of each policy, it is then discussed and approved in the CC.

2.10 Entity and Activity Review System

(refer to Internal audit monitoring system, College portal/guidelines)

- 2.10.1 The Dean and the Assistant Deans meet with the HoCs and HoDs to ensure;
- 2.10.1.1 the College's appropriate use of resources meet its stated objectives;
 - 2.10.1.2 the College's ability and effectiveness in providing quality education to its students;
 - 2.10.1.3 that the College processes and procedures comply fully with the Bylaws, policies and procedures, QAM and ministerial decrees;
 - 2.10.1.4 that the achievements of OPs of Cs&Ds are annually audited by QAD and are discussed with the Heads and Dean.

2.10.2 ACTs Annual report describes the activities of the Cs&Ds for the year. The QA coordinators prepare its Cs and Ds self-assessment report (SAR) and submits to QAD. The information in the SAR are consolidated by the QAD in order to come up with the AR.

The Quality Department (QD) of the MoM conducts annual visit or as need arise to audit and clarify the gaps on college's operations. After each visit, the QD provides a briefing about their findings to the Dean. A formal report is send by the QD and the recommendations and actions to be taken are to be addressed by each C&D, monitored by QAD.

2.10.3 Operational plan of Cs&Ds are audited before the end of the AY. The internal audit report is presented to the Dean by QAD.

2.10.4 Committee action plan is link to the Cs&Ds' OP. The college-wide committees and Cs&Ds sub-committees are monitored by the QAD and HoCs/HoDs. In the beginning of the semester, committee action plans are developed. The effectiveness of the committee is measured through their achievements which are monitored every end of the semester by the QAD and finally in the beginning of AY. The CC has the authority to recommend the formation of new college committees and to stipulate their membership, chairmanship and responsibilities.

2.10.5 **Deployment of surveys**

The feedback received from students and staff and other stakeholders helps improve the quality of services rendered by the college. The results of the survey are part of the target that should be met in the SP and OP. The schedules of college survey are monitored by QAD. The feedback surveys are conducted online, managed by the QAD, ETC and concerned Cs&Ds. In some cases like community activities, staff development program and OJT industry etc., entries are done manually using excel and analyzed by the concerned QA coordinators of Cs and Ds. Survey results are reported in the AR, SP and OP.

Survey results are presented to the CC either by the QAD or concerned department. For example; Students satisfaction survey is to be presented by ADSA, Staff and student satisfaction survey is to be presented by ADAF, Students feedback on Teaching and Learning is to be presented by ADAA etc.

College-wide surveys includes; College Management, Unit Management, Staff satisfaction survey, Student satisfaction survey, Student feedback on Teaching and learning and Course and program evaluation, GAs self-assessment by students, Asset Management survey, Evaluation of CC, ADAA, ADAF, ADSA, and HoCs/HoDs and HoSs.

Feedback conducted by C&D includes; Induction, Advising, Staff development program, various ETC services, OJT industry, and other feedback taken from an event. Student feedback on teaching and learning is conducted at least 3 weeks before the final examination every semester 1 and 2. Induction and OJT industry feedback are conducted every semester. Other college-wide and center/department's feedback are conducted once in an AY.

2.11 Committees

	College-wide (see College portal/ Committees)
1	QA Committee (QAC)
2	Registration Supervising Committee
3	Disciplinary Committee
4	Investigation Committee
5	Risk Management Committee
6	Health and Safety Committee
7	Policy Management Committee
8	Internal Curriculum Review and Teaching Methods Committee

9	Industrial Link and Community Engagement Committee (ILCEC) previously Industrial Link and Technology Transfer Committee (ILTTC)
10	Research Committee
11	Human Resource Development Committee
12	Benchmarking Committee
13	New Intake
14	Timetable Committee
	Cs&Ds or Sub-committees
1	Research and Consultation, and Industrial Innovation Committee
2	Timetable and Examination Committee
3	Alumni follow up committee
4	Benchmarking committee
5	Exam moderation committee
6	Academic Program Equivalency Committee
7	Entrepreneurship Committee
8	Social Services committee
9	Re-marking and Appeal Committee
10	Organizing and receiving new intake students committee
11	Social and Media Committee
12	Students' Academic Activities Committee
	AdHoc
1	Self-Assessment
2	Statistical Committee

2.12 Communication Management (*refer to Communication Policy*)

2.12.1 Channels of Communication

Formal hierarchy of communication within the college is shown in the organizational structure of the College Bylaws and figure 2.4 of this manual. Within the College, communication takes place between; Dean, Assistant Deans, Heads of Centers and Departments, Heads of Sections, QAD, Committees and working groups, staff, and students. External parties include; MoM, Higher Education Institution, government and private agencies, public and private industries, community, suppliers, press and Media, parents/guardians of ACT students and graduates.

2.12.2 Means of Communication used in the College

2.12.2.1 Paper-based includes circulars, internal memo, reports, handbooks, order, forms, notices, brochures, posters and banners, manuals

2.12.2.2 Electronic channels include webmail/email, intranet, College websites/portal, IP Phones, SMS and mobile, LCD TV, social media etc

2.12.2.3 Face to face such as in meetings, College functions

2.12.3 Communication Protocols

2.13.3.1 The organizational structure (bi-directional in hierarchy) is to be strictly followed for all communications. In grievance case where the matter is against the direct superior, the matter is brought to the next top superior.

2.13.3.2 Approval from the Dean has to be obtained prior to officially communicating (or issuing public statements about the college) to other organizations/institutes/media.

2.13.3.3 Matters pertaining to academic, HoDs report to the ADAA. Matters pertaining to resources and learning support, ETC Head reports to the Dean. Concerning students, ELC and academic departments communicate to ADSA and matters pertaining to general facilities and services, Heads of Cs&Ds communicate to the ADAF.

2.13.3.4 Communication must follow formal etiquette, proper hierarchy and use of polite language. Written communication should have clear subject headers

and have related documents/previous communication attached wherever applicable.

2.13.3.5 Information that is to be disseminated must be timely and up-to-date.

2.12.4 **Staff communication within/outside the College** (paper based or electronic)

2.12.4.1 Staff wishing to communicate with the management, to other unit or in the same C&D may do so through his/her HoC/HoD /HoS or carbon copy (Cc).

2.12.4.2 The response of the recipients should go through the HoC/HoD/HoS of the staff or Cced.

2.12.4.3 Students wishing to communicate with the other departments may do so through their advisors, coordinators/equivalent concerned.

2.12.4.4 Staff should ensure that his/her emails are regularly checked, acknowledged receipt and take actions as being required in the email. Failure to check emails is not an acceptable excuse.

2.12.4.5 When an email is received from internal or external stakeholders, ensure that the concerned C or D/staff included in the content of the email should be Cced.

2.12.4.6 Any email received from or to be sent outside, a copy is to be provided to the concerned C or D/staff.

2.12.5 **Communication with Students**

2.12.5.1 Students should be properly advised by their advisors to follow the proper hierarchy. They should approach first their advisors or concerned lecturers. If a query requires a higher authority level, the student should approach the proper hierarchy, the HoD through the HoS.

2.12.5.2 Student related information shall be communicated via notice boards, emails, e-learning, interactive portal, college website, SMS and electronic data display units.

2.12.5.3 For urgent or sensitive information, a face to face communication is recommended.

2.12.5.4 Failure to check emails or e-learning portal is not an acceptable excuse for not knowing the lessons/information or not submitting the requirements on time as required by the teaching staff.

2.12.5.5 Students can utilize the following services using their college email account; student email (for web and mobile), e-learning, college information management system (CIMS), student portal, office 365 Cloud Services (students are entitled to a free license for the following software by registering with their college email), microsoft office suite online, OneDrive, SharePoint, Outlook 365 (quicker access to emails)

2.12.5.6 For any support needed such as resetting student's passwords, experiencing difficulties in accessing their email account, the computer lab technician assigned in their respected department is contacted.

2.12.6 **Communication with External stakeholders**

(Institutions/Industry/Community)

2.16.6.1 In communicating (paper-based) with the MoM or other outside organizations, the HoCs/HoDs are required to seek approval from the Dean. Communication with the MoM or other organizations should be done via the Dean's office to get the copies stamped and recorded.

2.16.6.2 Communication with the external stakeholders should follow the communication protocols outlined.

2.16.6.3 All communication pertaining to academic, should be delivered to HoC/HoDs. A copy is provided to ADAA.

2.16.6.4 Communication with the parents or guardians of students shall be done through the SA Department.

2.16.6.5 The academic departments wishing to communicate with the specialization committee or other committees outside can do so through

their respective committee coordinator. ADAA should be informed by the HoDs.

2.16.6.6 If any leaflets/brochures/printed material need to be provided to the external party, the concerned C or D should coordinate with the ETC and the Finance Department.

2.16.6.7 A C or D wishes to communicate with the graduates should coordinate with the Graduates Follow-up Department of SA.

2.16.6.8 The SA is responsible for communicating with the Community.

2.16.6.9 The SA, OJT Head, academic OJT assessors, Career guidance and Industry Link and Community Engagement Committee are responsible for communicating with the industry pertaining to OJT placements, employability and community engagement.

Section Three - Management and Operation

3.1 Management of the College

3.1.1 Ethical requirements for staff in the College

The College requires and expects the highest ethical standards from all staff. Nurturing the country's young people is an important task and it must be carried out in the most efficient and committed way. The staff are expected to provide an example to students and other staff of high ethical standards and to work diligently and productively at all times. *(refer to Code of Ethics of policy)*

3.1.2 Role of the College

The Dean takes responsibility for the quality of college performance, including the quality of the student experience, and the maintenance of appropriate standards for academic awards (Diploma year 1 and 2, Advanced Diploma and B.Tech). The Dean also takes responsibility for the proper operation of a CC to meet regularly with a full agenda, and include attendees from the industry sector.

HoCs/HoDs are responsible for ensuring that planning and operation at the departmental level are consistent with the college's SP and the annual Cs and Ds OPs.

3.1.3 Role and responsibilities of the MoM

The MoM oversees the CoTs and is the final arbiter on any matters relating to the seven CoTs. The MoM, through the Directorate General for Technological Education (DGTE), has a right and a responsibility to ask for any information, at any time, that it considers necessary to establish that a college or the colleges are working well.

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

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

3.1.4 **Role of the Ministry's Quality Assurance Department (QD)**

The MoM, through its QD provides support and advice wherever necessary on matters relating to academic quality and the overall quality of college services. The QD;

- 3.1.4.1 works closely with the colleges to develop internal quality systems, through self-evaluation and other strategies;
- 3.1.4.2 conducts workshops in the colleges, according to need;
- 3.1.4.3 monitors the colleges' performance and compliance with the QAM, Bylaws and other MoM directives;
- 3.1.4.4 assess progress at each college in implementing the SP and OP;
- 3.1.4.5 conduct quality audits at regular intervals in all colleges;
- 3.1.4.6 produce reports for each college identifying strengths and making recommendations for change in areas of relative weakness.

3.2 Financial management of the College

(refer to Mechanism for the Financial Planning and Management in the Colleges of Technology)

3.2.1 **Budget setting and Control**

The MoM is responsible for controlling expenditures in all the seven Colleges. Budget setting is carried out in the light of the College's Mission, goals and based on strategic and operational requirements of Cs&Ds. The college controls its monetary resources according to procedures set out.

ACT is funded by the MoM. Funds are allocated to the different budget heads on the basis of the previous year actual expenditures. The approved budget is given to the ACT Finance Department for allocation as per the priority plans of the college. Once the college budget has been allocated, the Dean, ADAF and ETC meet to decide how the overall amount is to be allocated to certain budget heads (equipment, furniture and learning resources etc.) based on the requirement submitted by the different Cs&Ds to the CC. After the initial allocation of those headings on the basis of the priority plan, the budget goes to the CC discussion, modification and formal approval.

Financial transactions are subject to prior approval by the College Dean and recorded systematically by the auditor appointed by the Ministry financial system. All the financial transactions are reviewed and audited periodically by the MoM.

3.3 Policy Management System (PMS)

3.3.1 PMS in the College: Policies and procedures are developed under a PMS that assures all policies in the college are in compliance with MoM mandates. There are policies that are developed and common to the CoTs and policies that are developed by ACT. These policies;

- 3.3.1.1 represent and support the college's mission, vision, goals and objectives;
- 3.3.1.2 are relevant and lead to transparency in their intention and meaning;
- 3.3.1.3 are developed and reviewed by PMC in consultation with the QAD and CC;
- 3.3.1.4 comply with the Bylaws and relevant government legislation;
- 3.3.1.5 assign responsibility for actions required under the policy;
- 3.3.1.6 are in accordance with the policy framework and developed using the policy template;
- 3.3.1.7 are posted in the college portal for awareness and adherence;
- 3.3.1.8 are reviewed as the need arises.

3.3.2 Common CoTs Policies and ACT Policies – *see Appendix 1 and College Portal*

3.4 Academic Support Services (AcSS)

3.4.1 Planning and Management of academic support services is managed by the ETC Head and the responsibilities are shared with;

- 3.4.1.1 ADSA for Admission and Registration and Timetabling;

- 3.4.1.2 ADAA for supervising student learning support;
- 3.4.1.3 ADAF for providing and supervising the provision of educational and training materials and equipment; (See ETC-QSM)
- 3.4.1.4 Head of ETC Sections (see 3.4.4)

AcSS is also guided by the procedures documented in the ETC-QSM and related college policies and committees (See appendix).

3.4.2 **Admission and Registration** (Refer to Timetable committee)

The ADSA, Head of Admission and Registration Department and college registrars are responsible for supervising and providing the registry services to staff and students in coordination with the academic registrars or ELC and Academic departments. The services include;

- 3.4.2.1 Admission and Registration;
- 3.4.2.2 Safe keeping of students' records using Kardex;
- 3.4.2.3 Processing of postponement, dismissal, withdrawal and transfers;
- 3.4.2.4 Issuance of certificates and transcripts and
- 3.4.2.5 Maintenance of students' information and statistics.

The MoM provides and maintains the College information and management system or CIMS for ACT in which the systems register student enrolment/admission, change of course, entries of marks, attendance, results announcement and student data are maintained.

3.4.3 **Library Services**

The Library Information System (LIS), rules and regulations for borrowing and returning books and other learning materials are followed to efficiently utilize the existing resources. There are two libraries at ACT, the main library and the Self Access Centre (SAC). The main library consists of reference and textbooks for BS, IT, and Engineering. There are also books such as literature, art, culture and, periodicals. The SAC contains English language books, newspapers, PCs with online English courses and cassette recorders for listening.

3.4.4 **Information Learning and Technology Service (ILTS)**

The ETC is responsible for providing and maintaining ILTS for the college. There are three sections in the ETC that are involved in the provision of ILTS.

- 3.4.4.1 Educational Services Section (ESS) which is responsible for providing learning technology needs of staff and students;
- 3.4.4.2 Computer Services Section (CSS) which provides and maintains information technological needs and
- 3.4.4.3 Library Services Section (LSS) – see 3.4.3

3.4.5 **Academic Advising** (see 8.3 and 8.4)

The college ensures the provision of effective academic advising and counselling through the Advisement and Registration policy. The academic registrars update the advisors on the rules and regulations of advising. They also keep track of critical academic cases and intervene as needed to help the student improve his/her grade. The ELC and academic departments implement different strategies to support students under probation or those who are in need to progress. (refer to Enhancing student retention and progression.

3.4.6 **Student Learning Support**

ACT promotes a better learning experience and involvement for its students. The students are assisted in their learning through various activities aligned with students' needs such as helping under probation students through remedial, tutorial and coaching and attending help center activities. Students with special needs are prioritized. Short term courses are conducted for students to ensure that ACT students are updated in trends and technologies.

3.4.7 **Teaching and Learning Resources** (refer to ETC –QSM and ENG –QSM)

The college provides resources to support students' teaching and learning such as classrooms equipped with whiteboards, LCD projectors, scanners, computers and printers. The labs are equipped with computers connected to the college network, and interactive boards are installed. ELC. The college campus is equipped with wired and wireless connectivity to use shared resources on the network and internet.

3.5 General Support services

(refer to General College Support Services Policy which includes Parking, Maintenance, Transportation and Cafeteria)

- 3.5.1 The general support services support the main activities of teaching and learning. It is the responsibility of the ADAF to ensure that general services are provided appropriately. Efficient procedures for the maintenance repair and upgrading of college equipment and facilities are essential to the college's smooth operation. The ADAF reports to the Dean on this aspect of college performance.
- 3.5.2 The maintenance problems and priorities of college facilities and services are ensured that they are addressed. The maintenance department makes sure that necessary health and safety requirements are met and preventive maintenance is being done in all facilities and services on time. The maintenance of the facilities, cleaning and gardening is provided on an annual basis by private companies contracted by the MoM and is supervised by the Administration department.
- 3.5.3 For transportation service, the college has acquired cars and buses to attend to the need for transport services of students and staff such as attending official business meeting, educational trips, OJT, competitions etc. The college ensure that they arrive at their destinations and return to the college safely.
- 3.5.4 The cafeteria concessionaires are guided in acquiring space to provide service to students and staff. The concessionaires who rent space must comply with the contracts with the Administration. Included in the contract is to provide healthy food and affordable price along with the good service. Annual feedback is taken from students and staff on the satisfaction with the food and services provided by the cafeteria and this feedback result is used as the basis for renewing the contract.
- 3.5.5 Parking needs of staff and students within the college premises are provided. A college gate computerized card for vehicle entrance is issued to staff to allow them to enter the college premises. A designated parking lot is also made available for students with special needs and a waiting area for pick-up and drop-off for students inside the college premises is accessibly located. Students with special needs are given a car permit to pick up and drop them within the college premises. Staff may also avail the use of college parking lot while on leave during annual vacation by filling up a form and is submitted to the administration department.
- 3.5.6 Details of all hi-tech equipment, machinery and guarantees/warranties in the college are kept on file according to detailed guidance given in the Quality Sub-Manual for Laboratories and Workshops (QSM) and records are kept with the ETC or Engineering Department. These include, operating manual, manufacturer and model, serial number, price and date of purchase, service contracts and contact details, location in the College and staff member responsible for day-to-day checking.
Labs and Workshops maintenance are detailed in the QSM. A comprehensive set of standard operating procedures is laid out in the manual to ensure safety, efficiency and uniformity of operation in relation to labs, workshops and hitech equipment.

- 3.5.7 The ETC and Engineering Departments are responsible for ensuring that all these equipment and machinery is serviced on or before the due date. The Administration Department is responsible for ensuring that academic facilities including classrooms, workshops, labs, and the library are well-equipped and maintained. Staff uses online maintenance helpdesk to report maintenance problem and uses ETC helpdesk to report hardware and software problems.

3.6 Policy and procedures for Health and Safety

(see Health and Safety Policy)

- 3.6.1 It is the policy of the college to ensure the health, safety and welfare of its staff members and visitors. The college takes all necessary steps to ensure that legal obligations (relating to health and safety legislation) are met at all times.
- 3.6.2 Health and Safety Committee (HSC) is responsible to;
- 3.6.2.1 Maintain a safe condition and without risks to health, and provision and maintain safe means of access;
 - 3.6.2.2 Provide and maintain facilities, equipment, systems and working conditions which are safe and without risk to the health of students, staff-members, visitors, contractors and the general public;
 - 3.6.2.3 Ensure that arrangements are in place for the safe transport, handling, storage and disposal of articles and substances that may be hazardous to health;
 - 3.6.2.4 Provide information, instruction, training and supervision to all staff-members to enable them to carry out their work activities in a safe manner;
 - 3.6.2.5 Ensure that students and staff-members are able to raise health and safety issues to management and have them resolved effectively;
 - 3.6.2.6 Conduct health and safety awareness through presentations, seminars, and workshops.
 - 3.6.2.7 Coordinate with the Risk Management Committee.
- 3.6.3 **Responsibility of staff**
Staff have a duty to take reasonable care of their own health and safety and of the health and safety of others who may be affected by their work activities. They are also required to follow all relevant procedures, codes of practice and guidelines and report to management any matter likely to present a danger to health and safety.
- 3.6.4 The college's health and safety procedures are set out in the QSM in labs and workshops. They cover, among other matters:
- Health education
 - First aid in the college and medical emergencies
 - Safety procedures – general
 - Safety procedures – laboratories and workshops
- 3.6.5 It is important to raise concerns on health and safety to the HS officer of the C or D. If the safety concern is a major one, the HS officer should report immediately to the responsible department or staff such as Dean, ADAF or maintenance department through his/her HoC/HoD. Similarly for major health issues, the matter should be relayed to the SA or clinic nurse. HS officer or online Risk coordinator of C and D should keep a record that the matter was recorded and message is relayed to the concerned recipient through the online Risk management system and the case should be monitored and followed up till case is mitigated or closed. Information on investigations are documented for record purpose.

3.7 Risk Management System

(refer to Risk Management Policy and Risk management system Online)

- 3.7.1 Risk management system (RMS) is a systematic approach to maximize the prospects of ongoing success by identifying, analyzing, evaluating and treating threats. *(ISO/IEC Guide 73 (2002))*.
The college follows RMS to;
- 3.7.1.1 understand, prioritize and develop action plans for avoiding potential risks and their consequences that may affect the efficiency of running the college operations;
 - 3.7.1.2. recognize that risk in its many forms can affect governance and management, reputation, health and safety, environment and community and therefore commit ACT to identify, manage and minimize risks that may affect the day to day College operations;
 - 3.7.1.3 ensure that online Risk Register the Cs and Ds for any risks information and when an event arises.

3.8 Community Engagement *(refer to ILCEC)*

- 3.8.1 The college recognizes the importance of maintaining close relations with the local and regional community. Community engagement means that;
- 3.8.1.1 Local and regional people feel they know and trust the college;
 - 3.8.1.2 Besides teaching and learning, the college becomes a community center for other activities such as sports, debates, knowledge transfer, cultural and religious events.
- 3.8.2 The college conducts community engagement activities through a variety of means including:
- 3.8.2.1 Involvement of the community in its graduation ceremonies;
 - 3.8.2.2 Visits by ACT staff and students' to community and local schools and vice versa;
 - 3.8.2.3 College events such as public lectures to which outside guests are invited
 - 3.8.2.4 College staff presentations to a group of community;
 - 3.8.2.5 Use of College facilities by community and outside groups
- 3.8.3 The college has established a committee for community engagement, the ILCEC. This committee coordinates with SA and in cooperation with the Cs and Ds. This committee ensures that a community and external engagement activities of the college are active and decide on how they can be best carried out.

3.9 Media Relations

(refer to Communication policy)

- 3.9.1 The college understands the importance to its status and profile of managing its appearance in the print and broadcast media.
- 3.9.2 Whenever a noteworthy event occurs at the college, or a member of staff or of the student body performs a newsworthy act, this will be released to the media through a well-drafted press release, approved by the Dean
- 3.9.3 Strong contacts will be maintained with both print and broadcast media (Arabic and English language) and selected journalists or radio/TV crews will be invited to the College whenever the Dean decides that there is something for the College to draw to the attention of the wider public such as graduation day.

3.10 Inter-institutional relations *(relationships with professional bodies and HEIs)*

(Refer to Benchmarking Committee)

- 3.10.1 The college recognizes that it does not exist in isolation and that it is to its benefit as an institution to foster and maintain links and contacts with other educational institutions in Oman, across the Gulf region, and internationally
- 3.10.2 The potential benefits from such links and contacts are:
 - 3.10.2.1 Gaining information through benchmarking or visits to the college about their practices and where appropriate, adapting them to the college's needs
 - 3.10.2.2 Inviting outside speakers to the college

- 3.10.2.3 Building up inter-institutional links such as joining competition in sports, quiz bee and cultural co-operation
- 3.10.2.4 Signing of Memoranda of Cooperation (MoC) to formalize co-operation on specific issues, and co-institutional forums on teaching and learning, or research
- 3.10.3 The college will continue to seek formal and informal links with professional bodies, higher education providers and other organizations (*refer to MoU of Entrepreneur Innovation Unit*).
- 3.10.4 The college will reach agreement with a range of institutions on the exchange of data relevant to its performance indicators (teaching and learning, assessments, statistics and other areas). This will be used for benchmarking purposes as an aid to ongoing improvement.

3.11 Relationship with public and private sectors (*refer to ILCEC*)

- 3.11.1 As an institution aiming to provide its students with skills which will be relevant to employment, the college places great value on its links with the private and public sectors.
- 3.11.2 In order to maintain and improve contacts with the private and public sector and government bodies such as Ministries, the college;
 - 3.11.2.1 Actively seek to build up personal and professional contacts in private and public sector organizations.
 - 3.11.2.2 Keep records of meetings with such organizations.
 - 3.11.2.3 Invite these sectors to visit the college.
 - 3.11.2.4 Maintain private sector representation on the CC.
- 3.11.3 The Career Guidance Office (CGO) in coordination with the On the Job training (OJT) department takes responsibility for promoting relations with the private sector and public organizations, and for keeping a database of contacts and all other related records in good order. (*Mechanisms for Enhancing Graduate Destinations and employability*)

3.12 Academic Integrity and Honesty

(*refer to academic integrity or Plagiarism Policy*)

- 3.12.1 Academic honesty and integrity are highly valued by the College in line with the College Bylaws, article 77.2 and 75.7. ACT ensure that all staff and students are aware of all aspects of plagiarism and its implications. The policy is developed to;
 - keep up with high standards of academic honesty and integrity among staff and students by dealing pro-actively with cases of all forms of plagiarism.
 - encourage students and staff to use proper citations and acknowledgements to the work of others in respect of the principle of intellectual property.

3.13 Student Assessment

(*Refer to Course Assessment policy*)

- 3.13.1 ACT aims to achieve a coordinated, fair and regular assessment of quizzes and examinations papers. This policy ensures that preparation of quizzes and exam papers is smoothly carried out and confidentiality is maintained at all times. The questions set are reviewed and reviewed by the examination moderator to ensure questions are aligned with the learning outcomes of the course and that the assessment and evaluation process followed meets the standard and consistent across all the departments.

3.14 Policy on Curriculum Review and Development

(*refer to Internal Curriculum Review and Teaching Methods Committee*)

- 3.14.1 This policy is developed to ensure that goals which are outlined in the course outcome or syllabus are planned and met. It also provides an opportunity for a thorough review

of the program and course and they are brought to Specialization Committees of the MoM for recommendations and approval. The reviewed and approved course is ensured that it is in line with the current trends and in response to the market needs and opportunities.

3.15 Code of Ethical Standards

(see Code of Ethics Policy and Enhancement of Student Discipline Policy)

- 3.15.1 This policy governs the professional conduct of every staff and students of the College. It details staff and student's responsibilities towards each other and to the College and the community at large which are in line with the cultural morals and laws of the nation. The staff as a role model for students should possess formal personality, attitude and approach to provide students with a satisfactory learning environment.

3.16 Student's Graduation Project

- 3.16.1 Graduation project is within the academic department's procedures. The students are encourage to come up with innovative ideas in doing their research project. The following points are ensured by the departments;
- ensure the originality of the project proposals
 - promote real life projects to address the current needs of the industry which are useful for national and economic development of the country
 - ensure that students can apply the skills and knowledge learned and can perform well in the industries they will join after graduation.
- 3.16.2 The students are well assisted by their supervisors and course project coordinators in developing their project proposals. The Research committee can also provide support for both students and staff in the review of proposals. Approved project proposals by staff are also offered to the students if they are interested to use the proposal of the staff.

3.17 Student Society Policy and Student Advisory Council

- 3.17.1 The formation of Student Society aims at promoting professional and personal growth amongst the student population. The Academic departments in coordination with the SA Department provide support to the societies in bringing out student's creativity in the various college events and activities. The Society increase student participation in college-wide activities and expand their opportunities in various educational activities. The society also helps build student confidence and build students' rapport with other departments.
- 3.17.2 The Student Advisory Council represents the voice of students. This council was established as per Ministerial Decision no. 71/2014, Ministry of Higher Education to ensure active involvement of students in the decision-making process and in ACT events. Members are elected by their peers through an online election system. Elections are not held annually as the elected members are still active or studying. The winners will vote among themselves to choose their Chairman, the Vice Chairman and the Secretary. There are 17 members who are divided into three committees: Student Services Committee, Academic Affairs Committee, Activities and Initiative Committee.

3.18 Monitoring of Student Attendance

(Refer to Student Attendance Policy)

- 3.18.1 Monitoring student attendance is a joint responsibility of the students, academic staff and administrators. This policy is developed to maintain an accurate student attendance records, address student absences at an early stage, ensure that student attendance is monitored and recorded on time and is communicated to the proper channel.

3.19 Organizing College Events Policy

- 3.19.1 Students and staff programs' and activities' are well-planned in a way through which they are conducted in an organized way including effective communication. Sufficient time is allocated for preparation, logistics are coordinated and required resources are received on time.

3.20 End of Contract Procedures

- 3.20.1 The college ensures that staff termination whether voluntary or involuntarily is handled professionally. A voluntary termination occurs when a staff leaves a job on his/her own preference such as resignation or retirement whereas, an involuntary termination is the one that is initiated by the college due to the grounds for ending the contract. This policy was developed to provide fair treatment to all staff regarding end of employment contract and ensure ending staff contract is handled professionally with clear process and procedures. The QAD conducts exit interview for staff leaving the college.

3.21 Human Resource Policy (under development)

- 3.21.1 This policy shall guide the day to day operations of the College pertaining to HR functions such as staff induction, appraisal, staff development, severance, grievance etc. Specifically, for staff training and development, an internal Human Resources and Development Committee (HRDC) is formed with ADAF as the Chair with members from Cs and Ds. The Committee ensures that staff training needs and development are provided according to staff appraisal, training needs and current trends and technologies.

3.22 Retention and safekeeping of records

(refer to Records Retention policy)

- 3.22.1 Staff are encouraged to keep their records, whether paper or electronic copies, to access them at any time it is needed. Staff are responsible for retention and disposal of the records they create and receive and maintain, monitor and dispose records properly after the completion of its retention period. The records should be disposed in accordance with records retention and disposal schedule written in the policy.

3.23 Account Creation/Deletion and Clearance

(refer to End of Contract Procedures)

- 3.24.1 Standard Operating procedure for deletion and creation of account (*SOP-10*) and clearance policy is developed for staff and students leaving the college. This guideline protects and organizes the records of user accounts.

3.24 Printing and Photocopying Policy

- 3.25.1 This policy fulfills the printing and photocopying requirements of the College that is in consistent with the college resources, procedures are establish for the acquisition and use of printing, duplicating, and photocopying. All requests are attended on the

basis “first come, first serve” for a smooth delivery of service. The Central Photocopying Services System (CPSS) of the ETC manages the task using an on-line feature for submitting and approving a job request. In addition to the system in place, the Cs and Ds have photocopying machines installed in their respective areas.

Section Four - Teaching & Learning

4.1 Teaching and Learning Strategy

(refer to CoTs Student Centered Learning Approach)

4.1.1 The basis of the strategy

ACTs teaching and learning strategy is based on an assessment of work skills and competencies needed to be applied in the real work environment. The college recognizes that learning takes place in many ways, and that each individual student has his/her own learning style. There is therefore a strong rationale for well-balanced program delivery methods, allowing all students a variety of settings in which to learn. The College Pedagogical Framework (CPF) is developed to guide the lecturers in teaching and learning and to improve the quality of delivery of standardized curriculum across the CoTs.

4.1.2 Student Centered Learning education is applied to ensure student’s active involvement and participation in class activities and even outside the campus. The lecturers employ different types of teaching methods to develop student’s skills and more online activities are conducted.

4.1.3 The college aims to achieve a ratio of 60- 40% or 70-30% - Theoretical and practical work respectively in the delivery of its teaching and learning strategy. Practical activities enable the students to have hands-on experience which will be helpful when they are in the real work environment.

4.2 Student’s skills

4.2.1 The College believes that its graduates will be best suited to the demands of the modern world if they are able to develop cognitive, interpersonal and information technology skills to international standards. The College is guided by its SP’s graduate Attributes or GAs. The GAs are incorporated in the delivery plan, mapped to course learning outcomes. Achievement of GAs is assessed on the marks received by students as well as student’s personal assessment of GAs per course.

4.2.2 **Cognitive skills** are the ability to evaluate and analyze. Students are assisted in developing their ability to identify what is important or relevant to a given problem; to think critically; to evaluate; and to find solutions to both practical and theoretical problems. **Communication or Interpersonal skills** is the ability to communicate effectively in both spoken and written Arabic and English; the ability to function as a team-member or as a team-leader; and the ability to work harmoniously alongside people of all backgrounds. **Information technology skills** are paramount in the modern age. Graduates need to possess full confidence and capability in using a wide range of software packages effectively. The use of Open Education Resources (OER), use of College portal or e-learning in communicating with their lecturers are encouraged.

4.2.3 Class-based and independent learning

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

4.3 Course delivery

4.3.1 Lectures: Active learning - e-learning

Lectures are defined as lecturer-led sessions in which students are expected to listen and take notes. Lectures are usually supported by well-written and well-designed updated handouts from lecturers.

The College recognizes the challenge to students of learning through the medium of a second language (English). Lecturers (through induction and mentoring) explain complex subjects carefully and incrementally. Opportunities are given to students to ask for further explanation or repetition of anything that has not been fully understood.

4.3.2 Active teaching strategies can be more effective learning tools than traditional lectures. In-line with the College mission, the lecturers are to deliver Student Centered education. The academic departments are focusing on students centered learning approach topics in their staff development program. There are several simple collaborative teaching techniques that are already been deployed within traditional lecture frameworks to promote active learning such as think-pair-share, in-class quizzes, minute papers, role playing, Engineering and IT's hands on activities in the labs and workshops such as programming, drawing, etc. e-learning is encouraged and currently in use in their studies and communication.

4.3.2 Seminars, Workshops

Seminars means gathering of a smaller group of students in which students have a greater opportunity to ask questions and discuss material with the lecturer or guest speaker. The academic departments may invite guest from public or private institutions to conduct seminars and workshops for the students, in some cases both for students and staff.

4.3.3 Tutorials (*refer to Enhancing Students Retention and Progression policy*)

Tutorials may be formally timetabled or on-demand sessions in which a course lecturer meets with a student or a small group of students in order to discuss or explain something. Tutorials are particularly helpful when either a topic recently dealt with has not been fully understood by students, or when an assignment has been sent or returned to students. Tutorials and academic department's help center provide a more intimate forum in which students may feel more comfortable and are able to raise questions, than in the full 'public' forum of lectures or seminars.

College lecturers have scheduled office hours when they are available to students who want to visit them. During induction, students are told that they can always gain access to individual lecturers or an appointment is given.

4.3.4 Practical Work

Practical work is any supervised tasks undertaken by students in labs and workshops and usually involves the use of specialized equipment. General examples of practical work include using equipment in an engineering workshop to carry out a task set by a lecturer within prescribed levels of tolerance, or conducting a procedure in the laboratory and recording the results. In all cases, practical work will be carried out with appropriate supervision and technical/academic support. The purpose of practical work is to enhance technical skills that complement and interconnect with academic knowledge and are essential to success in employment.

Students also gain greater understanding of practical issues through:

- Case studies prepared by academic staff, using real world situations relevant to commerce and industry in the Gulf region.
- Industrial visits arranged by the College or academic departments, and guest lectures given by professionals from local and regional commerce and industry.
- Role-playing scenarios, business games, mock interviews in which students have the chance to test out theoretical knowledge in a safe but challenging environment.
- Micro research projects in which student gain further understanding of the links between theory and practice.

4.3.5 Independent learning

The range of teaching and learning forums (lectures, seminars, tutorials and practical classes) allows the student a variety of opportunities to acquire knowledge and/or skills and

then to check or test whether learning is complete. However, it is essential that students also become self-reliant. They must not simply expect ‘answers’ to be provided by lecturers or to be available, without the need for further thought.

Accordingly, the college has a learning support services, the main library for the academic departments. In the ELC, a Student Access Center or SAC provides books, tapes, CDs, videos and newspapers designed for improving English language skills.

The ETC maintains the library, with desktops and laptops that supplement other learning materials in the library. Independent study is encouraged and that students are supported towards greater intellectual self-reliance.

College lecturers recognize the importance of independent study, and increasingly require students to read, think and formulate ideas in their own study time as they progress from their level. Students are expected to use the resources available such as internet access, use of Open Educational Resources or OER, e-learning and the availability of a wide range of reading materials; hardcopy and digital to support their learning.

4.4 Quality of Teaching

- 4.4.1 The quality of teaching is a factor in the success of all programs in providing students with the skills they need to succeed. Student-centered learning or SCL is applied (see College Mission) as the system used for instructing and facilitating students learning activities. Learning outcomes is embedded to the use of educational technology in a learner-centered learning environment.
- 4.4.2 MoM recruit teaching staff who are suited by qualifications and experience to handle the challenges of delivering the curriculum through the medium of English. Once academic staff arrived at the College, they are assisted in settling in quickly, and in preparing themselves for the task in hand, by comprehensive processes of induction and mentoring (*refer to staff induction procedures and handbook*).
- 4.4.3 Appraisal procedures for academic staff provide an opportunity for feedback and reflection on professional practice for each academic staff member. *See Section 9 of this manual.*
- 4.4.4 To improve the quality of teaching, regular classroom observations, to all teaching staff are conducted by the HoC/HoD and/or HoSs. HoD/HoC may appoint a staff to conduct class observation such as the QA Unit coordinator, the level/Course coordinator and those who had worked previously in these positions. The HoD/HoC may also appoint other senior staff members whom he/she finds qualified and competent to help in the process. Each teaching staff are observed once a year or as deemed necessary. In cases deemed necessary such as student complaints, the Dean and the ADAA may also observe classes to identify the veracity of the complaints or weakness (if any) of the lecturer. Feedback from students on teaching is also gathered to provide their opinions on the quality of teaching.
- 4.4.5 class observations, announced or unannounced is followed by a post-observation report, signed by the observer/s, HoC/HoD and is shared with the lecturer. The lecturer’s signature signifies that the information has been shared to him/her and does not necessarily indicate agreement.
- 4.4.6 When formal information indicates that a lecturer is not meeting performance expectations described by the criteria, a lecturer may be placed under special evaluation/observation.
- 4.4.7 The College understands the importance of excellent teaching and actively encourages all its academic departments to promote sharing of good ideas and best practices among staff and this can be done through regular presentations and meetings with the other departments.

4.5 Learning resources strategy

- 4.5.1 The college learning resources strategy can only be successful when learning resources are adequate in number, and sufficiently up to date, to prepare students for the national and international job market. Therefore, the College reviews the state of its learning resources on an ongoing basis, upgrades and replaces learning resources by the support received from the MoM. The College's learning resources strategy is based on the need to increase annually the quality and number of learning resources based on the increasing number of students in order to improve learning opportunities and the quality of learning generally.

The college believes that it can only truly fulfill its mission when constantly the quality of learning resources has improved. More efficient and imaginative use of existing resources can also contribute.

- 4.5.2 The College seeks to maintain, and where possible increase;
- the PC to student ratio, even as student numbers rise
 - the library books, CDs, DVDs and hard copy journals

The college at all times endeavors to improve workshop and laboratory provisions in line with increases in student numbers

The college endeavors to maintain and upgrade the level of all hi-tech equipment that supports teaching and learning on a year-to-year basis.

4.6 On-Job Training (OJT)

- 4.6.1 On-Job Training (OJT) is any period of supervised and assessed work carried out by students, with the approval of the college, in a company or other employer setting. OJT provides students with appropriate opportunities to develop work skills and put into practice their knowledge in a real work environment and to further develop their understanding of the pressures and responsibilities associated with employment in their chosen field of specialization.

- 4.6.2 New OJT students receive orientation at the beginning of the semester, OJT logbook is given and objectives and procedures for OJT and assessment of student performance is explained. Assessment forms inside the logbook are to be filled up and submitted to the OJT assessors after completion of OJT. The students give presentation about their OJT experience. A minimum of 300 hours or 8 weeks of training is required to complete the OJT program. A certificate of OJT is issued to OJT students upon successful completion.

4.7 The Structure of Academic programs

- 4.7.1 For general information about the structure of college programs, see the Bylaws from Article 40 onwards. Amendments to the Bylaws is posted in the college portal.
- 4.7.2 The structure of each program can be found in the student and staff handbook/brochure. The college offers programs at Diploma, Advance Diploma and B.Tech levels through its Academic departments. There are 13 specializations offered within these departments;

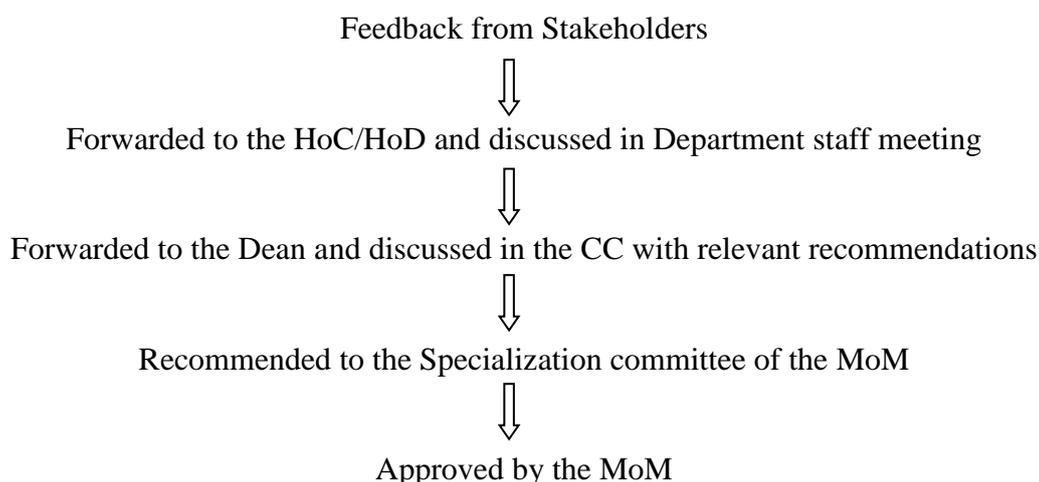
Department	Programs Offered
Engineering	Mechanical Engineering
	Electrical Power Engineering
	Electronics & Communication Engineering
	Computer Engineering
	Quantity Surveying
	Architecture
Business Studies	Accounting
	Human Resource Management
	Marketing
Information Technology (after Sep 2016)	Networking
	Internet & E-security
	Database
	Software Engineering

- The structure of the General Foundation Program; Level 1, level 2, level 3 and level 4. These four levels correspond to the Common European Framework for Reference for Language: Level 1 (CEFR A1), Level 2 (CEFR A2), Level 3 (CEFR B1) and Level 4 (CEFR B2).

4.8 Monitoring and review and Approval of courses and programs

- 4.8.1 The approval, monitoring and review of courses and programs is of vital importance in maintaining and improving academic quality in the College.
- 4.8.2 Academic programs that run in the College are approved by the MoM and by the Ministry of Higher Education. Courses within academic programs are approved by the MoM after review of the Specialization Committees through CoTs.

Figure 4.8 The Process of Curriculum Review and Update (see also CDRF)



4.9 Monitoring and Review of Courses and Programs

(see also CDRF)

- 4.9.1 The term ‘monitoring’ refers to ongoing scrutiny of the quality of course and program delivery. Curriculum Review and Development framework (CDRF) guides the department in reviewing their respective courses and course materials.

Staff and student's feedback on course and programs are conducted by the academic departments once every semester 1 and 2 to know their level of satisfaction on courses and program delivery and assessment and Graduate attributes achieved by students in a particular course. This system plays an important role in both the monitoring and review of the College's course and program. This feedback is collected through online. The academic department' HoDs and HoS or course coordinators consolidate and analyze the results, and submitted to the Specialization committee for consideration.

Feedback from the private sector is collected by academic departments through OJT assessment and during planned meetings with the public and private stakeholders. (*refer to Mechanism of Collection of Feedback from Industry on GAs, Los and Curriculum of Colleges of Technology*)

Specialized program-area committees (representing all CoTs) exist in order to review the content and assessment of individual courses and programs. Proposed changes are forwarded to the MoM for comment and/or approval.

Section Five - Assessment

5.1 The College's responsibilities in relation to assessment

(*refer to Course Assessment policy and Examination Policy*)

- 5.1.1 The College recognizes that its assessment practices and the processes through which it awards grades are extremely important and must always be handled with great care and professionalism. The College ensures that;
- a. Assessment practices are fair and accurate
 - b. Lecturers mark promptly and provide feedback to students on time
 - c. Grades are published on time and advice is given to students on any progression or probation issues
 - d. Any instances of student malpractice in relation to assessment are fairly and fully investigated

5.2 Assessment Strategy

(*refer to Course assessment policy and Examination Policy*)

- 5.2.1 The college's assessment strategy is fully integrated with methods of delivering the curriculum. The College's teaching and learning strategy puts the emphasis on interactive learning, practical tasks and the nurturing of critical thinking and independent study.
- 5.2.2 The college seeks to use a varied suite of assessment methods, tailoring these to suit the needs of particular courses. The main modes of student assessment used are quizzes, final examinations, mid-term examinations, assignments, oral presentations, practical tests, quizzes (in class or online), and project work. In addition, the academic departments use the following assessment methods:

Monitoring and evaluation of student attendance (*see Student Attendance Policy*)

Monitoring and evaluation of student participation in class, case studies, role-playing, projects, other classroom activities and micro-research work to assist student creativity. (*see Course delivery plan*)

- 5.2.3 Carefully designed assignments offer students the opportunity to work on their own outside class-time to answer questions or discuss issues of relevance to the course's learning outcomes. Tasks for assignments are designed in such a way as to maximize the possibility for students to display their individuality and creative thinking. Assignments can also be given and answered by the students using e-learning.
- 5.2.4 Oral presentations are an important assessment method in an environment where students are operating in a second language. Many students may be more confident in their spoken English than in their written English. Offering them the chance to demonstrate their achievement of course learning outcomes orally, therefore, is wholly positive.

- Furthermore, oral presentations sharpen interpersonal skills and allow students to consolidate and extend their skills with overhead projectors and the use of PowerPoint.
- 5.2.5 Practical tests are an essential component of assessment in courses where students learn practical skills in such areas as IT, science and engineering. Knowledge may be tested by other means, but performance is best tested through practical assessment.
 - 5.2.6 Normally assessment for a course consists of several complementary elements. For example, there might be an assignment, an in-class test and an examination for a largely theory-based course, or a practical test and an examination for a more hands-on course. These assessments are supplemented by quizzes which provide the opportunity to check student progress. *Marks are assigned as per Bylaws, Articles 60 - 63.*
 - 5.2.7 The tutorial system offers another avenue for students to learn from completed assessments. (*see Enhancing Student Retention and Progression*).
 - 5.2.8 Each course has a standard course description which stipulate course content, learning outcomes and the assessment pattern. The assessment pattern is closely linked to the learning outcomes and graduate attributes. Assessment offers the student the opportunity to demonstrate that he or she has achieved the learning outcomes.
 - 5.2.9 Learning outcomes are set out explicitly so as to leave no doubt as to what learning must be achieved and to what level. They also reflect student progression from introductory courses to courses whose content requires mature thinking, reflection, analysis and evaluation.
 - 5.2.10 To achieve quality of assessment, the final examination question paper shall be framed considering the delivery plan of the prescribed outcomes for each course. The question papers are reviewed by the course coordinator, the HoS, and the department examination committee.

5.3 Moderation Procedures and Physical Security of Question papers

(refer to Examination Policy)

- 5.3.1 Wherever possible student work is marked and then moderated. If the moderator finds inconsistency in the marking, the two markers will discuss and reach a final decision. In cases where there is disagreement about final grades to be awarded, the HoS will adjudicate. The judgment of the HoC/HoDs will be final in such cases.
- 5.3.2 Each department has sufficient facilities to assure the security of question papers, answer scripts and other tools used for assessment. The answer scripts are kept for a period of two semesters for any re-evaluation.

Section Six - Academic Standards

6.1 Academic standards

- 6.1.1 The term ‘academic standards’ is the specification of knowledge and skills required by a student in order to pass a course, complete a program or be granted a particular academic award (Diploma I, Diploma II, Advanced Diploma ad B.Tech).
The main elements that contribute to the maintenance of appropriate academic standards are:
 - The stipulation of course and program content so that this generally conforms with similar courses and programs nationally, regionally and internationally;
 - The explicit specification of appropriate aims and learning outcomes for courses and programs;
 - Methods of assigning grades based on assessment criteria that are consistent across the institution;
 - Forms of cross-checking (such as double-marking) to ensure fairness, consistency and inter-institutional comparability in marking and grading.

In setting and maintaining academic standards for all subject areas in the curriculum, the colleges pays particular attention to the definition of 'levels', so that Diploma I, Diploma II, Advanced Diploma and B.Tech courses and programs show a definite step up in levels of achievement from one to the next, and are linked coherently so that each level's study builds on the level below.

6.2 The importance of academic standards

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

If academic standards are not carefully maintained, these may happen; a) wide variation in knowledge and skills by holders of the same College award will lead employers to doubt the credibility of such awards. They will in future treat college awards such as Diploma I, Diploma II, Advanced Diploma and B.Tech with skepticism, as untrustworthy indicators of an individual's professional worth b) the College's wider reputation will suffer.

It is therefore extremely important, both for the college itself, and for the community it serves, that courses and programs should be designed and delivered according to quality standards, and that those students who are certificated as having passed them should genuinely have achieved the relevant learning outcomes.

6.3 Responsibility for academic standards

- 6.3.1 At the College level, the responsibility for academic standards rests finally with the Dean. However, the Dean relies heavily on the ADAA, who has an obligation to ensure that all courses and programs are properly designed and assessed, and that Diploma I, Diploma II, Advanced Diploma and B.Tech are awarded only to those who have unquestionably met the relevant learning outcomes.

For the CoTs as a whole, the Specialized Committees have a responsibility to ensure that within specific discipline areas programs and courses are well designed, meet national and international standards and expectations, and are in line with the needs of the labor market.

6.4 Underpinning academic standards

- 6.4.1 Academic standards in the CoTs reassured through a coherent set of processes and procedures which cover program and course design, program and course review, marking and grading procedures, and approval of grades. The recruitment and retention of excellent academic and administrative staff ensures that these processes and procedures run smoothly and are carried out professionally and with accuracy and fairness. These matters are dealt with in the following sections in QAM, College Bylaws (including its amendments), related policies.

Section Seven - Assessment & Examination Standards

7.1 Examinations

(See Examination policy, GPF Examination procedures and Course Assessment Policy)

- 7.1.1 Invigilators are appointed by their respective HoC/HoDs (Article 26A of the Bylaws) and invigilation guidelines is posted in the College portal and notice boards during examinations. The role and responsibilities of invigilators are;

- 7.1.1.1 to ensure that examinations are conducted properly, without noise or other interruptions;
 - 7.1.1.2 to ensure that no cheating of any kind takes place in the examination;
 - 7.1.1.3 to ensure that students receive appropriate support during the examination;
 - 7.1.1.4 to ensure that all answer scripts and any other paperwork or examination artifacts are properly and securely collected and stored as necessary at the end of the exam.
- 7.1.2 The CC nominates academic department's head on a rotational basis to carry out the following activities: Creation of final examination timetable, preparation of invigilation schedule and issuance of instructions to invigilators and students (Invigilation guidelines). A set of regulations for the conduct of examinations is issued, and updated regularly. This will be carried out by staff reporting to the ADAA. It covers;
- 7.1.2.1 the role and responsibilities of invigilators a list of invigilators and examinations;
 - 7.1.2.2 the contents and layout of examination halls;
 - 7.1.2.3 special procedures for exams held in computer laboratories or workshops;
 - 7.1.2.4 rules for student behavior in examinations (including entering and leaving the examination room, cell phones, use of calculators and other electronic aids).

7.2 The Examination Committee

- 7.2.1 Students have the right to appeal the marks received in their examinations. Each department has its own examination committee with responsibility for reviewing and evaluating the accuracy of marks given on any examination paper which has been appealed by a student. The marks must be reviewed and a report submitted to the Head of Department within one week of receiving the appeal. (*refer to Examination policy*)

7.3 On discovery of malpractice

(*refer to Grievance Appeal and Counselling System*)

- 7.3.1 When an invigilator discovers malpractice of any kind by a student in an examination, he or she will deal with the matter according to *Articles 80 and 81 of the College Bylaws* or as written in the Invigilation guidelines for invigilators. The staff who discovers malpractice will report the matter through the online system for reporting malpractice and a decision is made. The student and the concerned Head of Department is informed of the decision.
- 7.3.2 When a student in an examination complains of illness, he or she should be escorted from the room by one of the invigilators and taken to the clinic. The time the student stops in writing the exam is noted. The illness of the student will be reported in writing by the academic staff responsible for the exam and his/her HoC/HoD is informed. The student will be notified that a doctor's note with signature will be required in order for them to re-take the exam at a later date.
- 7.3.3 In the event of an emergency, such as a fire, the invigilators terminate the examination and ask all students to leave as per safety policies and procedures (*see Health and Safety Policy*). In the event of unsatisfactory circumstances, such as a failure of lighting or air-conditioning, the invigilators look for another classroom, if no classroom available, then only windows will be opened. The timetable committee and Chief invigilator ensure that they assign exam classrooms with ACs and lights working.

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

- 7.3.4 When a student wishes to claim extenuating circumstances (such as personal illness or a death in the family) in relation to an examination or other assessment, he or she does so in writing to the CC (*See Bylaws, Article 70*).

7.4 Student appeals

(refer to *Grievance, Appeal and Counseling System; Enhancement of Student Discipline policy*)

Student appeals in regard to examination results are dealt with in the College Bylaws, Article 68. Appeals in relation to decisions of the Student Discipline Committee are dealt with according to College Bylaws, Article 87. Students who appealed follow the above procedures.

7.5 Coursework

- 7.5.1 The college is committed to consistency of academic standards. Therefore,
- the consequences of late submission of coursework should be explained to students and fairly implemented by all staff.
 - cases of plagiarism (*refer to Academic Integrity and Honesty- Plagiarism policy*) are also dealt with according to a standard set of procedures.

Students are required to meet the declared deadlines when submitting coursework such as assignments, homework and projects. If the deadlines are not met and there are no extenuating circumstances, coursework will only be eligible to receive (as a maximum) a bare pass grade.

The 'weighting' of coursework for each course is indicated in the course delivery plan and is explained to students.

- 7.5.2 All coursework which is handed in to the lecturer must have a standard cover sheet on which is recorded the student's name and the title of the course. The student will also sign a standard statement (appendix of Plagiarism policy) to indicate that s/he has not committed any act of plagiarism.

7.6 Examination meetings

- 7.6.1 Examination meeting or Department meeting is chaired by the HoDs and normally takes place at the end of Midterm and Final exam at each semester. The agenda is to finalize and approve all grades for the semester. The examination meeting must produce minutes, noting all cases where;

- the pass rate in a course is unusually high or unusually low;
- the spread of grades shows 'bunching' (low standard deviation);
- the spread of grades is very wide (very high standard deviation);
- a large number of students perform poorly in a particular course, despite performing well in most other courses;
- in Mid-term exam results, questions and answer were discussed with the students.
- All the above matters are reported to the ADAA.

- 7.6.2 It is the responsibility of the academic departments to report all Midterm examination results and the results of other assessments, promptly, accurately, and in writing. It will be the responsibility of the student to see his or her results in e-learning.

7.7 Progression regulations and exclusion of a student on academic grounds

- 7.7.1 The regulations governing progression of students from one level to the next (Diploma I to Diploma II to Advanced Diploma to B. Tech) are stated in the College Bylaws, Article 41. (*refer to Enhancing Retention and Progression Policy*)

- 7.7.2 The regulations governing repeat of a course and academic probation are stated in the Bylaws, Articles 51, 52 and 53.
- 7.7.3 The regulations on excluding a student from the College on academic grounds are stated in the college Bylaws, Article 72.

7.8 Assessment Offences

- 7.7.1 Cheating and plagiarism (*Article 77 of the Bylaws and Academic Integrity and Honesty Policy*). ‘Cheating’ term is used to mean an attempt to complete any form of assessment which the College considers to be unfair. The specific term ‘plagiarism’ is used by the College to mean the act of claiming that academic work is one’s own, when in fact it is taken directly from other sources (published work or another person’s work) without this fact being stated or not acknowledged (*refer to Student Discipline policy*).

Section Eight - Student Guidance and Support

8.1 Student Admissions

- 8.1.1 The MoM in cooperation with the Higher Education Admission Center or HEAC determine the number of students to be admitted in each College and minimum marks that qualify a student for acceptance. They also specify the criteria for different specializations. Allocation to the individual CoT is based on the number of students and their home regions.

Students are entered in the MoM software (CIMS) and the CoT receive a list of students who have been assigned to them. MoM also communicates to the students through newspaper advertisements of their respective assigned CoT.

The applicant’s right to admission will expire one week after the date of announcement of results. If a student fails to provide the CoT with an acceptable reason for their lateness, they will not be entitled to claim the restoration of that right after the elapse of one week. However, their name may be included on the waiting list for any prospective vacancies.

After completing the Foundation Program, students will join the specialization departments where they begin a new era of their studies. Policies, rules and regulations will be made known to them during the department’s orientation day.

- 8.1.2 Prior to enrollment in the specialization department, the student has to spend a year in the General Foundation Program (FP) where they will study the English language, mathematics, and information technology, for the purpose of providing the student with the basic knowledge, developing basic skills and preparing them to follow the College program(s). *College Bylaws, Article 29*.
- 8.1.3 Students are admitted into the Foundation Program according to the *College Bylaws, Articles 29 and 30*. At this stage a personal file is opened for each student. The student is also issued a college ID card and user account.

Students who are eligible to be admitted directly to Diploma 1 level are advised of the range of academic programs available to them (*College Bylaws, Article 31*). Once a student has reached an informed decision about the program of study he or she wishes to pursue, the student is registered according to standard procedures.

- 8.1.4 Students transferring from another College or university will be dealt with according to CB, *Article 32*. These students may be accepted to the CoT if the CC agrees that their level of study corresponds to the CoT’s level of study, minimum grade requirement of the course is acquired and a maximum of 50% of the courses that may be approved in the colleges’ four-level program.

- 8.1.5 Guidelines for supporting and assisting students with disabilities and special educational needs, *see section 8.4.*

8.2 Student Complaints Procedure

(refer to Grievance, Appeal, Counseling System)

- 8.2.1 The objective of the student complaints procedure is to ensure that satisfaction is enhanced through the provision of an effective complaint management system, enabling all parties to have the right to be heard.

It is recognized that if problems arise of a teaching-related or academic nature, those problems is firstly addressed to the HoS or advisor. Students are encouraged therefore to raise any issues of dissatisfaction, at an early stage, so that they can be dealt with effectively. ACT undertakes all issues that are raised and deals with them through processes that are timely, fair, consistent and easy to follow.

8.3 Academic Advice

(refer to Student Advisement and Registration Policy)

- 8.3.1 The College believes that it is imperative that all students have ready access to full and helpful academic advice at all times. It therefore operates a system under which academic advisors guide students in the courses that they should follow in any given semester. *(Bylaws, Article 25A for further details).*

Students will also be advised about terms such as ‘probation’, ‘transfer’, ‘dismissal’, ‘withdrawal’ and ‘postponement’ and their meaning in practice. *(College Bylaws, Article 51)*

8.4 Student Counseling

(refer to Grievance, Appeal and Counselling System)

- 8.4.1 Counseling refers to advice and support given to students on non-academic matters. This would include advice given on personal or family difficulties, and all advice and information about College life that does not relate to study. *(College Bylaws, Article 26C).*
- 8.4.2 The Head of Counseling and Graduate Follow-Up (HCGF) offers support and advice to students online. Although communication is done online, it is ensured that issues are dealt with confidentiality.

The HCGF will make him/herself known to students during the induction period and ensure that all students know how he or she can be contacted at any time during the student’s stay in the College. There will always be available staff in the department to offer counseling at any time.

8.5 Student handbooks

- 8.5.1 The College to issue student handbook to all students, containing information essential to successful study. The ELC and SA issue student handbooks to new students in the beginning of their first study during induction program. They also receive student handbook when they moved to the Specialization department. The handbook contains;
- A guide to learning resources in the College;
 - Guidance to students on behavior in the College;
 - A clear statement of program goals and objectives;
 - Information on the structure of the program;

- Guidance on the types of assessment used in the program;
- A definition of plagiarism, guidance on how to avoid plagiarism, and details of penalties for those committing plagiarism;
- Information on employment prospects after completing the program.

8.6 Career Guidance

- 8.6.1 Career guidance is offered by Student Affairs through the Career Guidance Office (CGO) (*Bylaws, Article 26C*).

The college understands the importance of providing excellent career guidance to its students and regards the employment rate of its graduates as an important measure of institutional success. Career guidance is dedicated to conduct activities to prepare students to apply and work in a real work environment.

Career guidance is supported by the academic departments in inviting speakers from the industry. The BS Department in collaboration with IT and ENG Departments, workshops and seminars are held to help the students develop positive attitudes towards work, prepare them for interview and CV writing is taught to them. Students are also encouraged on becoming an entrepreneur.

- 8.6.2 The academic departments also facilitate job searches through the announcements on the website and social media channels. The ACT website provides a link to MoM where job opportunities are displayed for students and graduates.

8.7 Student Finance

The college takes necessary steps with the MoM for the allotment of financial allowances to all the enrolled students according to their region of residence. The MoM allocates two types of allowances to the students: Accommodation allowance and Transport allowance. The SA Department takes care of the student allowances for the enrolled students. Every month after the registration process, the Registration Department of SA consolidates the number of eligible students and forwards it to ADAF. The ADAF in turn sends the list to MoM for allotment of allowances.

8.8 Medical Services

- 8.8.1 There is two on-campus clinics with nurses (male and female). First-aid medical facilities are provided for students and staff. Those who need further treatment and/or consultation by a specialist are transferred to the nearest Ministry of Health hospital by cCollege transport. First aid kits are available in each college building and floors.

8.9 Students with disabilities

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

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

Depending on the student case, and as approved by the ADAA or Head of C or D, examination papers will be read aloud to the student or makes the writing exam in big font, etc.

A staff can be appointed for students who have severe difficulties with writing, perhaps due to medical conditions which cause involuntary shaking of the limbs. The staff will write faithfully to the student's dictation and will also amend the draft at his/her instruction if time allows.

Where students have substantial deficits in hearing or sight, special arrangements will be made for their learning and assessment, as suggested by academic staff and agreed by the Dean or ADAA.

As the college expands all new buildings, it will have wheelchair access and lifts. Classes with wheel-chair users enrolled will, whenever possible, be allocated to ground-floor rooms.

8.10 Student Discipline Procedures

(See Enhancement of Student Discipline Policy)

8.11 Student feedback on teaching and learning (refer to 2.10.5)

8.11.1 The college recognizes that formal means of collecting student feedback are essential in a quality culture. The college collects feedback from students on all aspects of college teaching activity and to see to it that that result is formally discussed and acted by the HoC and HoDs.

On-line feedback is collected from students in semester 1 and 2. The ELC's HoC, HoDs, HoSs and QAD have access to the feedback results. Student feedback on teaching and learning is 25% of lecturer's appraisal report. Focus group interviews where possible is also conducted by academic QA coordinators and HoS. The result is formally discussed to lecturers by the HoC and HoDs, provide guidance to them for their own improvement.

8.12 Graduates Follow up

8.12.1 ACT recognizes the importance of its graduates as a good source of information, thus,

- The SA's Counseling and Graduate Follow up tracks its graduates so that it has information on employment rates.
- Graduates are requested to provide information through feedback on the extent to which skills which were not developed sufficiently in college.
- Graduates are invited to return to attend college events, including subsequent graduation ceremonies and open day.
- Graduates serve as role models for students still in the college and are invited to give presentations and/or to meet groups of students informally.

In these ways, college graduates have an important contribution to make to the quality of education and training offered by the college. The college maintains an extensive database of college alumni. There is an alumni section in the College website where students and graduates were given an access to update their information. This way, they can be easily contacted for any events conducted in the college such as graduation, alumni day, national day, career fair, cultural etc. Also, job vacancies are available in the website which is linked to the MoM website.

8.12.2 In maintaining contact with its graduates, the College also keeps contact with their employers through OJT program and feedback workshops with the employers. The college can get employer feedback on the quality of its graduates, adjust its course and programs

in response to employer feedback and continuous improvements can be made to college processes and procedures

Section Nine - Human Resources Planning and Management

9.1 Human Resource Planning and Management

(See HR Policy)

- 9.1.1 The college ensures that staff are best fitted with their jobs, staff performances are maximized, and staff potentials are realized. The College in return, is providing them the support they needed and helping them achieve their individual goal. A positive organizational climate is associated with staff satisfaction and retention.
- 9.1.2 The college implements a system for staff recruitment, professional development, performance planning and review and other matters related to HR (see below sub sections). There is Human Resource Manual of MoM which contains all guidelines and procedures for CoTs and it is in compliance with Omani laws.
The College is committed to hiring and retaining qualified and competent staff that can effectively and efficiently perform their duties and responsibilities. HRP helps in meeting the current and future demand (students) by being able to supply the needed numbers of staff at the appropriate time. The Cs&Ds initiates the requirements of staff to ensure that there is sufficient number of staff to meet the increasing number of students.

9.2 Identification of staff needs

- 9.2.1 Teaching staff needs are analyzed such as foreseeable case such as retirements, resignations, transfers, dismissals, end of contract and the number of new student intake.
- 9.2.2 The HoDs/HoC and academic coordinators prepare staff projection, twice in an academic year. Projection are analyzed based on the number of projected students in each specialization and the number of courses to be offered. The total contact hours is calculated for the next semester to know sufficiency of teaching staff (*total contact hours divided by 18, which is the maximum hours in teaching*).
- 9.2.3 The Heads of Academic departments determine staff shortages and discuss their requirements in the CC meeting. After approval, the staff requirements are forwarded to the MoM through the Dean. The new staff joining dates depend on how fast the processing of documents are done either from the Ministry or Agency.
- 9.2.4 For non-academic staff, the College contributes to the recruitment process by identifying administrative and technical staff shortages and reporting these in writing to the MoM by the Heads of Cs & Ds through the Dean. The new staff joined once approved and documents were processed by the MoM or Agency.

9.3 Recruitment and Selection (R&S)

- 9.3.1 It is the objective of the MoM to hire the most qualified individuals from a local and external sources. Employment decisions are based on industry experiences, qualifications and should be aligned to the required position and other factors such as skills and training earned. The R&S Committee of the Ministry handles R&S process in coordination with the appointed agency in which they enter into contractual arrangement for recruitment.
- 9.3.2 The number of staff requirements is taken from the projections provided by the Cs and Ds. The candidate may either be recruited for the MoM or Agency. Interviews are conducted either in visit to other countries or within the College as a case of replacement.
- 9.3.3 Procedures for teaching staff replacement:
 - 9.3.3.1 The department who is in need of a replacement contacts the agency. The agency staff leaving the Cs and Ds will be replaced by a new recruit coming from the same agency;
 - 9.3.3.2 Those candidates who have been interviewed and approved by the MoM Committee panel will be given preference. In case that those approved candidates are no longer available, the company sends CVs to the concerned HoDs/HoCs

- for their review, shortlist the candidates and a video conference is arranged;
- 9.3.3.3 Results of the interview signed by the interview panel is send to the Dean along with the CVs and necessary documents.
- 9.3.3.4 The Dean forwards them to the HR of the MoM to do the necessary action.
- 9.3.3.5 The Heads of Academic Department informs the agency.
- 9.3.4 For non-academic staff;
- 1.Shortages for non-academic staff are identified and reported to the MoM. The MoM selects non-academic staff in accordance with the vacancies submitted by the College.
 - 2.The MoM or its appointed agency, recruits staff through advertisements on websites or local newspapers or from the databanks of the HRD of the MoM. CVs are reviewed, interviews are conducted and MoM communicates with the HRD in the College.
- 9.3.5 Procedures for Selection of Key position in the unit
- 1.The Head of Unit can nominate a staff for the Head of Unit/section position. This process is to take place whenever it is necessary for the current staff to leave due to resignation, end of service, PhD study etc. The Dean and Assistant Deans conduct interviews and decide. The selection must get the approval of the CC and the authorities at the MoM.

9.4 Staff Induction, Mentoring and Development

- 9.4.1 Induction is the process through which a new staff member is welcomed and quickly assimilated into the College organization. Mentoring is the process through which the new staff member can seek information and advice over the first three months of work from his/her head of unit or colleague. Development is the process through which a staff member expands his/her professional skills, knowledge, and awareness through internal and external training sessions, conferences, workshops etc. Effective staff induction, mentoring and development procedures help to support staff morale and job satisfaction. They guide the new staff to be competent and efficient in their work.
- 9.4.2 Procedures for Staff induction
1. Staff are welcomed and brief about the work environment.
 2. The new staff reports to the HRD to submit documents and endorsement letter from the MoM or agency.
 3. The HR staff escorts the staff to his/her respective department.
 4. The HoC/HoD or section receives the new staff, gives staff handbook, and is introduced in the unit.
 5. The induction of a new staff member normally includes:
 - 9.4.2.1 Introduction to the Dean and Assistant Deans;
 - 9.4.2.2 A guided tour of the college and facilities
 - 9.4.2.3 Briefing on duties, work practices and staff code of conducts, student advisements, etc.;
 - 9.4.2.4 Briefing about CB, QAM, Policies and Procedures etc.;
 - 9.4.2.5 Briefing about QA activities;
 - 9.4.2.6 Provision of office desk, office equipment and supplies.
 6. Feedback form is filled up to assess the satisfaction level of the new staff received from Induction.

9.5 Staff Development

- 9.5.1 Staff development opportunities are provided to address a weakness noted in staff appraisal feedback, classroom observation or training needs identified by the staff him/herself. Performance evaluation is linked to professional development
- 9.5.2 Provision for administrative staff development may be less extensive than that for academic staff development. The development of administrative staff can often be achieved in-house and request is made by the administrative staff members in coordination with the Human Resource Development Committee (HRDC).

- 9.5.3 The HRDC is under the Chairmanship of the ADAF with members from each Cs and Ds. The committee provide a forum for communication, consultation and cooperation among the members of the committee through which professional staff training and development and other related issues are discussed.
- 9.5.4 The committee ensure staff appraisal is linked to staff professional development. An annual staff training and development actions guides the activities of the committee in coordination with the Cs and Ds. Staff training and development database is used by staff to input their preferred training.
- 9.5.5 Specifically, in order to promote the professional development of administrative staff, the college seek linkage with other institutions, and internal Cs and Ds. Also, the Cs and Ds maintains contact with other Education providers and colleagues in neighboring countries so as to be aware of local and regional conferences and other professional gatherings.
- 9.5.6 When a member of academic staff is nominated to attend a conference or other event (in Oman or outside) he or she is required to give a presentation to colleagues on return to the College. If possible, printed materials or other information from the event should be disseminated to staff concerned using email or posting in the College portal.

9.6 Staff Profile

- 9.6.1 All the Cs and Ds maintain a staff profile of its staff members in a format they prepared and updated periodically. The staff profile includes nationality, age, date joined, educational qualifications, industry experience, contractor and other details related to research, papers published and presented in conferences etc. Similarly, Human Resource Information System or HRIS is used by the HR Department in updating the staff profile.
- 9.6.2 Staff plan is prepared by individual staff at the start of the semester in September. Staff conduct self-assessment in January to see any achievement/improvement in his/her personal plan and another self-assessment in June. Staff plan is also discussed with the staff by the HoC/HoD during discussion of annual staff appraisal.

9.7 Staff Appraisal

- 9.7.1 The overall aim of appraisal is to help maintain and improve individual job performance, realize potential and increase the effectiveness and efficiency of the college. Appraisal takes place in a positive and supportive spirit which recognizes good practice and acknowledges contributions individuals have made in the course of their work such as; staff contributions in research, cooperativeness with committees and group work, attendance in meetings etc. Staff appraisal should not therefore be seen by the individual as threatening, rather it should be seen as a means of assessing how skills can be improved. However, if a staff irregularly attends meeting or is not committed to his assigned duties and responsibilities, the staff will be reported by the Committee Chair or HoC.HoD to the Dean who will write a report and to be filed in HRD.
- 9.7.2 The 1st staff appraisal is conducted is only for MoM staff who are assessed by their respective HoC/HoD and submitted to the MoM. The 2nd staff appraisal is for all staff, appraised online by their respective HoC/HoD. The appraisal represents three separate staff appraisal systems according to staff category: teaching, technicians support and administration. The appraisal systems for the various categories of staff are different, reflecting the differing characteristics of the roles. The Asst. Deans and HoCs/HoDs and Heads of sections are appraised online by their respective staff.
- 9.7.3 The annual appraisal is prepared by the HoCs and HoDs, HoSs, and peers. Rates are entered on the following assessment titles; student's evaluation on teaching, peer feedback, advisement, classroom observation and administrative abilities. Each criterion has a corresponding percentage. A summary of teaching staff performance is submitted to ADAA while the Dean receives the appraisal report from HoC's of ELC and ETC.

- 9.7.4 Staff are provided opportunity to discuss his/her appraisal results. The staff must inform his/her HoS or HoC/HoD that he/she does not agree with the report and specify why. If the matter cannot be resolved, then the staff can either provide an addendum, a statement describing the objections which will be attached to the appraisal report and follow the staff grievance procedures (college portal/guidelines).

9.9 Promotion and Incentives

- 9.9.1 The employee of the month is awarded to an employee with distinguished or unique contribution to the college. The Head of Cs and Ds in consultation with their respective HoSs nominate one staff from his/her C and D by filling up a form and submit to the Dean.
- 9.9.2 The Dean and Asst. Deans select the employee of the month. In addition to the unique contribution of the employee, other criteria were also used;
- 9.9.2.1 Ability to learn, improve and apply knowledge;
 - 9.9.2.2 Initiative and brings creative ideas to the department;
 - 9.9.2.3 Punctual and adherence to deadlines;
 - 9.9.2.4 Ability to carry on challenging and diverse activities;
 - 9.9.2.5 Presentable appearance;
 - 9.9.2.6 Following instructions;
 - 9.9.2.7 Maintaining a good behaviour with colleagues and others;
 - 9.9.2.8 Knowledge of rules and regulations;
 - 9.9.2.9 Accepting guidance and criticism.
- 9.9.3 An employee who was not selected for that month becomes employee of the month for his/her department.
A staff who was selected for that academic year can only be nominated again after a year. Article about the selected “Employee of the month” is posted in the College website and portal. A certificate of appreciation is given for the best employee award.
- 9.9.4 The agency staff receives salary increase, bonus depending on each agency rules.

9.8 Staff Grievance (*refer to Staff grievance procedure – College portal, guidelines*)

- 9.8.1 The college recognizes and values the rights of staff to express their grievances on issues arising from working relationships, employment practices, unfair treatment or differences in interpreting a college rule or policy etc. Grievance is any complaint which can be filed by a staff or group of staff. This guideline assists the staff in dealing with the staff grievance so that any work-related issues or problems shall not escalate and be solved at the earliest period.
- 9.8.2 The staff grievance procedure follows the hierarchical order. Staff grievance is brought to the attention of the HoCs/HoDs or Section Heads. If not dealt with, grievance is addressed to Dean and Asst. Deans, depending on the nature of grievance. Staff Grievance is looked into by a panel consisting the Dean and Asst. Deans.

- 9.8.3 9.8.3.1 The grievant initially try to resolve the issue amicably with the respondent. If the respondent was not able to resolve the issue; it is recommended that the grievant talks to his/her HoS and try to resolve the issue amicably within the confines of the section;
- 9.8.3.2 If unsatisfactory solution is reached to, through the HoS, the grievant discuss the issue to his HoC/HoD who determines the severity of the complaint;
- 9.8.3.3 A grievant form is filled up (see appendix 1 of Staff Grievance Guidelines/college portal) and submit to the HoC/HoD;
- 9.8.3.4 The HoC calls for a meeting with the grievance committee to investigate the complaint within 5 days from receiving the complaint and resolve the matter as soon as possible;
- 9.8.3.5 The grievance committee comprising the HoSs and nominated staff follows up the matter with the grievant and the other parties affected by it to ensure that the matter is resolved completely.
- 9.8.3.6 The grievant is updated on the status of his/ her complaint/s within five (5) working days from the date of the submission of complaint;
- 9.8.3.7 If grievance is not solved, depending on the nature of grievance, the grievance is forwarded to ADAA (academic issues), ADAF (non-academic issues) or to Dean. In some cases, intervention of investigation committee is required. Within three (3) working days upon receipt of the complaint, a satisfactory solution is expected to be reached;
- 9.8.3.8 The grievant shall be updated on the status of his/ her complaint/s within five (5) working days through his/her HoC/HoD;
- 9.8.3.9 All reported grievances are filed in the C&D for future reference and treated with confidentiality.

9.10 Omanization

- 9.10.1 It is the priority of the MoM to employ Omani staff as per their specialization and skills to join the workforce in CoTs. The MoM and the College have agreements with some international Higher Education Institutions to include ACT Omani academic and technical support staff in developing their teaching and technical skills as part of the Omanization process.

9.11 Staff Handover

(Refer to Succession Planning policy in Colleges of Technology)

- 9.11.1 It refers to: a) staff leaving the College b) staff leaving a position (job rotation) c) staff short leave. Staff handover ensures operations and services are not affected and interrupted when any staff leaves the College, successors are aware of the new duties and responsibilities delegated to them and a proper handing over of files and documents
- 9.11.2 Key position handing over is endorsed to the position in rank (HoC/HoD to HoS). The teaching position handing over is endorsed to lecturers of the same specialization while technicians handing over is endorsed to technicians with the same field and skills. When admin staff leaves or changes the position, the HoC/HoDs appoint another staff for the position.
- 9.11.3 A handing over checklist is used for endorsement purpose which includes; course files, advisement files, reports, minutes of meeting, electronic documents, passwords, tools and equipment, etc.. An orientation meeting shall take place to discuss the duties and responsibilities. In case of HoD/HoC short leave, a HoS shall be appointed to run his/her C and D during the leave period. Staff in the Cs and Ds shall be informed to direct their concerns to the staff in charge.

9.12 Staff Transfers

- 9.12.1 Procedures for Staff Transfer and Promotion within the College:
Approval to transfer from one unit to another unit within the College can only be implemented through an internal decree by the Dean or an issuance coming from a Ministerial decree. This only applies to administrative staff.

Nominating current employees for a vacant position or promotion is to be addressed to the MoM by the HoCs/HoDs through the College Dean.

The above guidelines shall follow the official hierarchical channel of communications.

- 9.12.2 Procedures for Transfer to other CoTs:
Any staff wishing to transfer within the CoTs for a valid reason accepted by his/her HoC/HoD should;
- 9.12.2.1 have a replacement coming from that CoT. Both staff qualifications, expertise and company (if agency) should be the same. If both Deans and HoCs/HoDs approved the transfer, HR formalities follow.
 - 9.12.2.2 Obtain a No Objection Certificate (NoC) from his/her College Dean through the concerned HoC/HoD.
 - 9.12.2.3 Follow-up the approval of transfer, through the Dean, with the other College and MoM.
 - 9.12.2.4 If at any case, there is a vacancy in the other CoT where the staff wants to transfer to, the staff should be called for an interview by that CoT.
 - 9.12.2.5 If selected, and after the approval from the MoM, the staff will be notified by his/her College and be officially transferred.

9.13 Exit Interview

Exit interview is done for staff leaving the college. The HoCs and HoDs send the name of staff who is soon to leave the college to the QAD. Interviews are conducted by any of the QAD, ADAF or HR Head. All staff interview report is forwarded to the concerned Cs and Ds for their information and action on the recommendations and suggestions given by the exiting staff. Annual staff exit report is disseminated to CC and Heads of Cs and Ds for information by QAD. The report and staff retention rate are included in the ACT annual report.

9.14 Staff Clearance

Guidelines on staff clearance should be followed by staff leaving the college. The staff obligations to the college can only be met once the clearance form has been completed. It is the responsibility of the exiting staff to obtain the required departmental signatures and finally submit a copy to the HR Department. <https://acteform.act.edu.om/Request.aspx>

Section Ten – Research and Consultancy

10.1 Research and Consultancy

(see Research Policy and Research Administration Order)

- 10.1.1 The College is an institution whose primary focus is on teaching and learning. Effective teaching depends to a large extent on lecturers who keep up-to-date with developments in their field of specialization. For these reasons, ACT supports, within limits, academic staff who wish to pursue research and consultancy.

- 10.1.2 The term ‘research’ is used to mean any individual or collective endeavor that results in a measurable academic outcome such as a conference presentation, or a published book or article of clear benefit to the College’s profile and reputation.
- 10.1.3 In the context of the college’s mission and goals, applied research, focusing squarely on the needs and concerns of commerce and industry, is seen by the college as an activity which contributes to the college’s reputation, the professional skills of staff, and the good of the nation.
- 10.1.4 Consultancy refers to any work, carried out with the Dean’s written approval, that involves liaison with, and advice to, a company or other commercial or government organization. An example would be an institution where ACT is engaged with or with collaboration. Apart from consultation, ACT can also give presentation and workshops to the requesting company or other public entities. A Consultancy framework is to be developed by the research Committee and PMC to guide the staff in providing consultancy services.

10.2 Support for Research

- 10.2.1 Research can also be carried out by an individual staff member in his or her own time, using personal resources, and driven by the own motivation and professional ambition. In other cases a staff member or a group of staff may identify a research project with potential benefit for the college’s reputation and the wider community.

ACT is supported by MoM such approval to allocate fund for staff research and external support such as the TRC Open Research Grant (ORG) Program and Technology Transfer. The MoM and ACT endeavors to provide support for students and staff who can demonstrate, in writing, the proposed research project. The staff or students coordinate with ADAA and Research Committee about their proposal.

Research Institutions provides support as long as the project; is of benefit to the people of Oman, can feasibly be completed in a time period no longer than one year, will lead to publications in refereed academic journals, or presentations at internationally recognized conferences and can be completed within an affordably small budget.

- 10.2.2 In this context the term ‘support’ can mean;
 - 10.2.2.1 A monetary grant given by a Research Institution such as The Research Council – URG (formerly FURAP) for student’s approved project proposals;
 - 10.2.2.2 A provision of resources approved by the Dean when a resource is available in the College;
 - 10.2.2.3 Written permission from the College Dean for a lecturer or lecturers to be given teaching remission (that is to teach 25%, 50% or 75% of the normal teaching load) for a specified period of time;
 - 10.2.2.4 written permission from the MoM for a lecturer or lecturers to take either paid or unpaid leave from the college for a specified period of time
 - 10.2.2.5 the provision of academic books, stationery, or other paper-based resources

ADAA will then raise the matter with the Dean, who will decide, on the basis of the criteria listed in 10.2.2 whether the college is in a position to offer any support, whether the MoM should be approached as a potential source of support or whether the college gets funding support from TRC-URG and other Research Institutions.

10.3 Support for Consultancy

- 10.3.1 ACT may supports staff who wants to engage in consultancy, as long as;
 - 10.3.1.1 Consultancy framework has been developed for guidance;
 - 10.3.1.2 The consultancy project will help update professional knowledge and thus enhance teaching;
 - 10.3.1.3 Consultancy provided to industry supports the establishment and sustains relationship with them;
 - 10.3.1.4 Consultancy service can be carried out in the staff member's spare time or in holiday periods.

Currently, when an opportunity arises for a staff member or members to engage in consultancy, details must first go to ADAA. Once approved, the consultancy proposal according to the criteria in 10.1.4, the proposal goes to the Dean. The proposal is to be submitted to the MoM and Ministry of Finance for approval. The college does not accept any direct financial provision derived from consultancy project.

Appendix 1:

(Available in the College Portal and QA Folder)

1	College Strategic Plan
2	Annual Report
3	College-wide Committees
4	Survey Results
5	Policy Management System
6	Examination Policy
7	Course Assessment (formerly Student Assessment)
8	Student Advisement
9	Student Grievance Policy (<i>refer to Online Grievance Counselling and Appeal</i>)
10	Staff Grievance Procedure
11	Student Attendance Policy
12	Student Society Policy
13	Records and Retention Policy
14	Risk Management Policy
15	Academic Integrity and Honesty (Plagiarism Policy)
16	Health and Safety Policy
17	General College Support Services Policy
18	Curriculum Review and Development Framework
19	Academic Support Services Policy and procedures (revised and documented in ETC-QSM)
20	Asset Management Policy
21	Communication Policy
22	Code of Ethics Policy
23	HR Policy
24	Research Policy
25	Organizing College Events Policy
26	End of Contract Policy
27	CoTs Mechanism for the Standardization of frameworks, policies and procedures
28	CoTs Mechanism for measuring the effectiveness of Governance & Management of
29	CoTs Mechanism for the Financial Planning and Management in CoTs
30	CoTs Policy for Succession Planning
31	CoTs Guidelines for Enhancing Staff Commitment to Quality Assurance Work
32	CoTs Policy for Student and Staff Involvement in Decision Making
33	CoTs Mechanism for Collection of Feedback from Industry on GAs, LOs & Curriculum
34	CoTs Documentation Policy
35	CoTs Student Retention and Regression
36	CoTs Enhancement of Student Discipline
37	CoTs Mechanism for Enhancing Graduate Destination and Employability
38	Department's Summary of Appraisal Report
39	Instructors and Technicians Appraisal Report by HoD/HoC/HoS
40	College Forms
41	Amended College Bylaws
42	CoTs English Language Assessment Criteria
43	CoTs New Criteria for meeting GFP Requirements
44	CoTs New IT Program
45	ENG and ETC Quality Sub-manual (QAM) for workshops and labs
46	Staff handbook and students handbook
47	GFP Examination procedures

Versions with amendments

	<i>Version and date</i>	<i>Summary of Changes</i>
	<i>Version 12.3</i>	<ul style="list-style-type: none"> - Academic support services added as one heading. 3.4 - Language review - Updated according to revised policies, procedures, guidelines. - Updated the SP elements, SP process, - Modified Staff grievance, modified and added approved policies - Modified consultancy framework statements -
	<i>Version 12.2</i>	<ul style="list-style-type: none"> - Staff appraisal rephrased in section 9.7 -Approved policies to date were added: Examination, Course assessment, General support services -Head of QAD and Head of Registration added Section 2.6 -Organizational structure section 2.4 amended and figure 2.4.1 added: ACT Management system -Research Support section 10.2- TRC Open Research Grant (ORG) Program. - The College approved to allocate OMR 3000 annually to fund - GFP examination procedures added
	<i>Version 12.1 November 2018</i>	<ul style="list-style-type: none"> -Deployment of surveys added in 2.10.1 - HS Investigation process, registration and monitoring was added -Added in the appendices- Asset Management policy, Communication and Course Assessment
	<i>Version 12 October 2018</i>	<ul style="list-style-type: none"> -The policies title was updated -Sub sections and table of contents were re-arranged -Current policy was referred to its related section -College Committees were listed section 2.11 -Organizational structural was revised -procedures in SP and OP was updated
	<i>Version 11 October 2017</i>	<ul style="list-style-type: none"> -Section 9 Human Resource Planning and Management. Each section from 9.1 to 9.11 was revised accordingly. Procedures were added. -Table of contents in page 6, the titles were renamed. -Section 3.12 Communication services was changed to Asset Management -Section 2.8 was added as Communication Management. -Section Eleven: Quality Audit - deleted -Section 2.6.5 last bullet point on Committees was added. -2.7.10 Dean changed to ETC Head as Chairman of RMS
	<i>Version 10 March 14, 2017</i>	<ul style="list-style-type: none"> -The College Committees chart was added see 2.7 -Operational Planning process is revised. Section 2.63 See page 19 -This particular statement was added under Policy Management System (2.7.8): "The CoTs have common policies that is for implementation in all the Colleges. (see College Portal – CoTs standardized policies and College policies) The list of these policies can be found in the appendices."
	<i>QAM version 9 November 2016</i>	<ul style="list-style-type: none"> -QAM appendices section moved to the last page. -College Council changed to College Academic Board – CC to CAB -Dean's name changed -Added all CoTs approved common policies in appendix -About SCL added in Quality of teaching section -Process of Activity plan audit was changed from Spot audit to QAD visit to Cs and Ds before a semester ends. -Applicable CoT policy was used as reference for applicable section or point. -CoTs policies added in section 3.3.2

	<p>-Section 8.3.4 Career Guidance Committee added</p> <p>-Section 2.6.5 ISA added</p> <p>-Section 3.3.2 Common CoTs added</p> <p>-CRDF – added statement on Course and program review by staff and students</p> <p>-Consultancy procedure – revised statement on financial provision.</p>
<p><i>QAM version 8 February 2016</i></p>	<p>-Parking policy added statement” ACT built a new parking lot to overcome the shortage in parking space. The parking lot gives a modern look and there is no longer shortage of parking space”.</p> <p>-Colleges of Technology policies approved in November 2015;</p> <p>*Mechanism for Collective Institutional Standard Assessment Application, ISAA of Colleges of Technology</p> <p>*Mechanism for the Standardization of frameworks, policies and procedures in Colleges of Technology</p> <p>*Mechanism for measuring the effectiveness of Governance and Management of Colleges of Technology</p> <p>*Mechanism for the Financial Planning and Management in Colleges of Technology</p> <p>*Policy for Succession Planning in Colleges of Technology</p> <p>*Guidelines for Enhancing Staff Commitment to Quality Assurance Work in Colleges of Technology.</p> <p>*Policy for Student and Staff Involvement in Decision Making in Colleges of Technology</p> <p>*Mechanism for Collection of Feedback from Industry on GAs, LOs and Curriculum of Colleges of Technology</p> <p>-2.1 Added: (Guidelines for Enhancing Staff Commitment to QA work in CoT</p> <p>1.10 added: (Policy for Succession Planning in Colleges of Technology)</p> <p>-4.8.4 added: (Mechanism of Collection of Feedback from Industry on GAs, Los and Curriculum of CoTs)</p> <p>1.2 Financial management of the College added: (Mechanism for the Financial Planning and Management in the CoTs)</p>
<p><i>QAM version 7 September 2015</i></p>	<p>Brief explanation of the following polices were added;</p> <p>3.13 Risk Management Policy</p> <p>3.14 Academic Integrity and Honesty (Plagiarism Policy)</p> <p>3.15 Records Retention</p> <p>3.16 Examination</p> <p>3.17 Curriculum Review and Development</p> <p>3.18 Parking</p> <p>3.19 Computer Services</p> <p>3.20 Library Services</p> <p>3.21 Maintenance</p> <p>3.22 Transportation</p> <p>3.23 Cafeteria</p> <p>3.24 Code of Ethics</p> <p>3.25 HR Planning and Development</p> <p>3.26 Account Creation/Deletion and Clearance</p> <p>3.27 Graduation Project</p> <p>3.28 Organizing College Events</p> <p>3.29 Printing and Photocopying</p> <p>3.30 End of Contract Procedures</p> <p>3.31 Student Society Policy</p> <p>3.32 Student Grievance Policy</p> <p>3.33 Student Attendance Policy</p> <p>Section 9.9 Staff Grievance</p>

		<p>10.2.4 <i>The research team or individual should first approach ADAA. (previously Research Team)</i></p> <p>10.2.5 <i>Whether the College gets funding support from Research Council-FURAP</i></p> <p>10.2.6 <i>A monetary grant given by The Research Council – FURAP for students for approved project proposals. (added)</i></p>
	QAM version 6.2 April 2015	<p>-New policies added: Student Society Policy and Student Grievance Policy page 3.</p> <p>-Statistics added. Section 1.1 last line.</p> <p>- The mechanism to obtain staff feedback on QAM is added- 2.2</p>
	QAM version 6.1 January 2015.	<p>-Mechanism added. Section 11.1 pages 63-64</p> <p>-SP Development Process added page 13.</p> <p>-OP Development Process added page 20.</p>
	QAM version 6 November 2014.	<p>- End of Contract Procedures page 3</p> <p>- Staff Handover Procedures added in Section 9.10 Appraisal Report updated. Appendix 4.1 to 4.3</p>
	QAM version 5 June 2014	-New policy added: Graduation project, Organizing Event Policy page 3
	QAM version 4 September 2013	<p>-New policy added: Printing and Photocopying Policy, HR Planning and Development page 3</p> <p>QAM version 6 November 2013</p>
	QAM version 3 Feb 24 2012	-New Policies added: Examination Policy, Records Retention Policy, Curriculum Review and Development page 3.