



جامعة الناصر
AL-NASSER UNIVERSITY

**Al-Nasser University Academic Quality And
Standards HandBook**

Quality Handbook for HE Provision

Al-Nasser University

Academic Quality and Standards

1.0 INTRODUCTION

1.1 Our Take on Quality Assurance (QA)

Academic quality refers to how effective the learning experience provided to students is as they work towards achieving their award. On the other hand, academic standards describe the level of achievement expected to be attained by the students in order to attain the award. Quality assurance refers to the process of ensuring that students gain access to quality education through effective teaching and learning resources, proper assessment procedures, and the general support that enables them to be successful in their studies.

Universities are institutions of higher learning, charged with the responsibility of maintaining the quality of their education. It is also their role to regulate the standards of the qualifications which they offer and make them acceptable both locally and internationally. The actual process of maintaining the quality and standards in Yemen is guided and or reviewed by the Council for Quality Assurance and Accreditation in Higher Education (CQAAHE).

The Council for Quality Assurance and Accreditation in Higher Education is an independent body that performs its function by visiting universities with the aim of reviewing how well they are fulfilling their responsibilities. Consequently, they publish reports on the level of confidence which

needs to be placed in each of the universities' ability to maintain the standards and quality of their education.

These reports in turn provide guidelines in attempts to maintain and improve quality assurance processes. The agency schedules routine visits to universities with the aim of checking their quality and standards.

1.2 How is quality assured?

Universities manage the standards and quality of their awards in several ways including the following:

- Ensuring that all new courses are validated before they are launched in the university
- Annual monitoring to ensure the courses are offered meet the required standards
- Reviewing of courses after every five years based on nationally agreed reference points
- Use of appointed external examiners who are certified to check the quality and standards

The CQAAHE achieves its goals through a number of ways. These include:

- Providing universal starting points upon which universities set their standards and the general quality of the learning experience
- Publishing reports and availing them to members of the public
- Providing a code of conduct and regulations stipulating the minimum requirements that all universities providing all kinds of education in the Yemen are required to meet

1.3 How Students Contribute In Quality Assurance

Students can be part of the quality assurance and standards process in many ways. They include:

- Filling survey questionnaires from various quality and assurance bodies
- Being a student representative, and hence representing the voice of students during particular quality assurance and standards regulation workshops
- Airing your views to particular groups concerned with quality assurance

The university and the students work hand in hand to maintain the standards and quality of their education with the aim of ensuring students get the best experience possible while at the university. The views of students are central to the entire process.

1. Why Quality Assurance And Standards

With the aim of becoming a leading institution of higher learning within our scope of operation and an internationally acceptable and accredited academic center, Ai-Nasser University is determined to maintaining high standards of academics and reputable quality. We are determined to assuring all stakeholders both current and prospective ones of the quality of the education we offer. Our level of determination in fulfilling our obligation as stated in our mission statement, the vision, and the university's motto solely relies on the effectiveness of the quality assurance process. It matters a great deal to our reputation.

1.4 Who is it all about?

At Al-Nasser University, the Academic Quality and standards board is the main body that deals with all matters pertaining the quality and standards. There are properly laid down QA mechanisms and systems which work in collaboration to ensure the standards and quality in the institution. Each faculty has a specific role and works under close supervision of heads of faculties to ensure our baseline standards are met. The board and reports from faculties are availed for scrutiny by the CQAAHE.

Provision of quality education is all involves a number of stakeholders ranging from the students, employees, and the members of the public. All these have a part to contribute in quality and standards maintenance. Views from all these groups are channeled to heads of Academic Quality Assurance committees and those of faculties for final scrutiny before being submitted to CQAAHE. We take pride in involving virtually everyone in the process.

The significance of the duties assigned to each member of the Academic Quality Assurance and Standards team in Al-Nasser University varies depending on the level of influence of the individual in the university. This goes a long way in ensuring total representation during the entire process. Subsequent pages will provide you with a better insight of what concerns quality assurance and standards in Al-Nasser University.

2.0 AL-NASSER UNIVERSITY FRAMEWORK

Al-Nasser University has a sound and elaborate framework that makes it possible for academic provisions to be offered in a cohesive and learner-friendly atmosphere. The manner in which it is designed, developed and monitored reflects an institution with the interests of the student at heart. It is the University's commitment to ensuring that all the set quality standards are adhered to. Take a keen look at the aspects that Al-Nasser based the foundation of its framework and see the uniqueness that is found at the institution.

2.1 Entrance Criteria for Higher Education

The Al-Nasser University has put in place minimum qualification standard requirements that are expected to be met by all the HE level study programs. This is a very crucial factor that comes in when there is development of programs as they are used to communicate to all role players of what is expected of them during this process. The criteria are also useful at the validation stage as it is used as a guiding principle to the panelists in the critical and detailed analysis of all the proposals presented before it. This has been of immense contribution to the milestones made enabling the university to grow from height to another within a short period of time.

2.2 Level Descriptors

Here, the in-depth study and expected knowledge gain after a certain period of study are looked at. The learner must also be in position to put the acquired knowledge into practical application during the specified levels of programs as one makes advances. Level descriptors are broken down beginning from level 3 which is at zero (0) years to level 7, which is the Masters level. This makes it easy for them to be implemented due to ease of understanding.

2.3 Qualification Descriptors

Although these descriptors have some bearing with the level descriptors, they do not mean the same thing. This category solely deals with the assessing a graduate to determine the type of the award class in which one falls. This is arrived at by making a reference to the National Qualification Framework. When it comes to HE Qualifications, the range of the expected skills is NQF Level 3, NVQ Level 3 to FHEQ Level 7 for Masters.

Professional programs are also required to produce their own criteria to be used in the accreditation of the graduates. These include the competencies to practice, national occupational standards as well as the minimum hourly requirements for the completion of the practice. Obtain more information on this by visiting section 4 below

2.4 Academic Processes, Regulations, and Procedures

The Al-Nasser University's HE provision derives its management policies and foundation from the academic regulations. This is one broad area which is then categorized into other subdivisions which facilitate the overseeing of each one of them. The following are the areas covered by the academic regulations:

- The Al-Nasser's awards
- All programs pertaining assessment
- Framework dealing with the accumulation and transfer of credit
- Registration of students
- Admission of new students
- Student's academic progress
- Appeals by students
- External examiners regulations
- Individual results and the relevant awards

Feel encouraged to go through and familiarize yourself with Al-Nasser University's regulations procedures and processes. This will help you develop an open ended and positive attitude towards the institution that endeavors to provide high quality education to all its students. You will be in position to find answers to some questions that are burning and they need immediate and detailed answers.

This is also the chance to get to prove the friendly nature of the University that welcoming to all students from all walks of life with a common aim of increasing their intellectual capabilities.

2.5 Program Specifics

Program specifications are documents are public documents which provide definitions and descriptions of the intended outcomes in a given higher education program. The documents also provides for the methods that will be used towards the achievement of the same. The Al-Nasser University's program specifications are the main document used during the periodical reviews and validation. It also brings out the following in details; threshold requirements, assessment matrix, form for module descriptors and assessment strategies. This is also where the aims and results are looked at basing on what was originally targeted.

2.6 Quality Handbook

The Quality Handbook majorly is concerned with providing a comprehensive overview of the Al-Nasser University's strategies by focusing on the quality and idealness of its procedures, processes and regulations. It is a handbook that provides all the sources that can be sort after in trying to get more information concerning the institution and whatever that is offered. In short, it is a directional point when one wishes to gain a deeper insight of Al-Nasser. The Academic Quality and Standards Service responsible for the maintenance but it is accessible by anyone.

3.0 Al-Nasser University QA processes

The various quality assurance processes in Al-Nasser University have been put in place in accordance with the CQAAHE's Code of Practice for Higher Education. Therefore, by adhering to the laid down policies and procedures in Al-Nasser University, you can be assured that you are indeed meeting external academic requirements and expectations.

3.1. Validation

3.1a Approval to Develop

This is done through the (PPA), Program Planning Approval process. In order to ascertain the proposals that will be submitted to the subsequent year for validation, the PPA process takes into account the outcomes of two other processes; the portfolio review process and that of the annual monitoring process. PPA forms are dully completed and signed by proposers, being aided by their respective Faculty Business Managers. They are then scrutinized by a team whose members are drawn from various service areas across Al-Nasser University. The final approval of a given proposal is left at the discretion of the university's PVC (Academic). The approval is mandatory prior to the inclusion of the proposal into the university's Validation Schedule.

The entire validation process in Al-Nasser University plays a fundamental role in assuring the academic standards. Activities of the validation process are monitored and regulated through the guidance of either the Threshold Criteria or the Academic Regulations or both. During the process, all the programs which are offered by Al-Nasser University undergo thorough scrutiny by Al-Nasser University's Validation Panels. Full details regarding the process can be found on the university's main website.

There are three types of validation; full validation, minor change validation, and streamlined validation. These have been described in detail in subsequent sections. For full and streamlined validation, the staffs that comprise the validation panel are derived from the Standing Validation Panel list. The list is usually approved by the Learning Teaching and Quality Enhancement

Committee of the university each year. The committee generates the list by selecting people from various sections across the institution. These often act as either chairs or members of the panel. Each member is selected to represent their respective section of origin and is responsible for airing matters concerning the said section.

The purpose of the program planning approval process is to make sure that the proposed program is in agreement with the name of the award achieved after pursuing it, the level of the award in question, the subject which requires to be validated, as well as the requirements that students need to meet in order to achieve the stipulated learning outcomes. These outcomes need to be clear achievable and measurable so as to be able to weigh the level of achievement in every case. The program must be approved by the validation panel after making sure it has the capability to operate at either the threshold quality standard, or somewhere above compared to other awards in Al-Nasser University, the national and international level. A majority, if not all, members of the validation panel need to be content, and approve the program before it can be implemented at the expense of others.

3.1b Full Validation

Prior to a full validation, there is usually a Peer Review Scrutiny process that is conducted by a peer review scrutiny panel. This also applies in the case of collaborative provisions.

- **The Peer Review Scrutiny Panel**

Members of the Peer Review Scrutiny panel are derived from the Standing Validation Panel (SVP) list. It comprises of a peer reviewer, usually from within the relevant faculty, and the Faculty-facing Acceptable Quality Standards staff member, aligned to the faculty. Where necessary, the peer review scrutiny panel can request members who belong to the Program team to attend the meeting. The number of peer reviewer attending the scrutiny meeting depends on the complexity of the proposal. If the proposal is deemed complex, up to two or more reviewers are allowed to attend. The outcomes derived from the peer review scrutiny panel are used to set conditions and enhancements which will address issues raised by the panel. The role of the AQS staff member in the meeting is to prepare a report of the outcome of the peer review scrutiny panel. This report is then signed by the Associate Dean of Faculty. This is to show that any or all the actions and recommendations in the report have sufficiently been addressed prior to the forwarding of the proposal to Full Validation.

In the case of a collaborative provision, the entire validation event is presided over by an AQS staff member and a team member or members for the partner institution to act as their representative. The two must be present during the peer review scrutiny meeting.

The full validation panel

Members of the full validation panel are drawn from the Standing Validation Panel. It is a requirement that its staff must not be from the proposing faculty. The members also need not to have had any direct or to some extent indirect input into the proposal. This is to ensure the decisions of the panel are not influenced by internal inputs particularly from the faculty where the proposal originated from. In order to inject external expertise to assist in the scrutiny, external advisors are incorporated in the panel. The Al-Nasser University's program specifications are the main document used during the periodical reviews and validation. It also brings out the following in details; threshold requirements, assessment matrix, form for module descriptors and assessment strategies. This is also where the aims and results are looked at basing on what was originally targeted. Such advisors can either be from an industry or with reputable professional backgrounds. One of them needs to be from an accredited educational institution with the necessary experience in teaching at the award level under consideration.

3.1c Streamlined Validation

Occasionally, the validation process can be streamlined to suite some conditions. For instance, when making changes on an existing program, and in the event that full revalidation is not necessary. Streamlined validation can also be used when validating a relatively minor award, usually requiring up to sixty credits. In this case, a Validation Panel, the Program team, and the Quality Group Lead meet during the validation process. It is more or less similar to a full validation under the chairmanship of an approved Al-Nasser University Validation Panel chair. It is presided over by a Faculty-facing AQS and a panel member usually not from the proposing Faculty. At least one external adviser must attend the meeting and provide written comments. Where the validation involves making changes to an existing program, the current External Examiner serves as the external advisor. Upon approval by the Head of AQS, streamlined validation can be conducted by correspondences between the team and the validation pane. This type of validation is not fixed in nature and is less rigorous than a full validation one.

3.2 Minor Change

This type of validation allows minor alterations to be made during the validated lifetime of a program. The changes may be either to the entire program or to particular modules, following recommendations from external examiners, feedback from staff and or students, or due to industry requirements. Such are handled by the team that presides over the Minor Changes process.

However, the scope within which this panel operates is limited in some way. It only permits minor changes that do not impact tremendously onto the overall aims, goals, objectives, and outcomes of the program, and or the individual modules therein, as a result of external influence by external examiners' comments and any other form of influence. Such minor changes can also be used to validate another single module within the program.

Minor changes to a program or an individual module are approved by the university's Minor Changes Panel. The panel is answerable and channels its approvals to FLTEC (Faculty Learning Teaching Quality and Enhancement Committees) for further action and recommendations.

3.3 Revalidation or Periodic Review

Al-Nasser University conducts periodic reviews (or revalidation) of each program after every five years. This is to ensure the program is still in agreement with current trends and the required threshold that makes it acceptable by industrial, local and international standards. When submitting the standard documents for a validation, the involved team needs to complete and hence submit a detailed report regarding the review of the program.

During the periodic review, the panel aims at confirming the following:

- Currency and validity of the program and or the entire curriculum
- That the learning opportunities being availed by the university support and promote achievement of the laid down standards of the award by the students
- That the content and academic levels of the named award are appropriate in line with the expected learning outcomes of the program.

If a periodic review of the program turns out to be successful, the program is approved for another five years before another review is conducted. In Al-Nasser University, the Academic Quality and Standards service is charged with the responsibility of completing an annual periodic review report, alongside an annual review of validation. This report is used by the LTQEC (Learning Teaching and Quality Enhancement Committee) each and every year for purposes of facilitating critical evaluation of quality and standards of the awards offered by the university, and ensure continuity in currency and validity of the aims of the curriculum. In addition, the periodic review panel looks at emerging issues that need to be dealt with by the institution, and put necessary emphasis on areas of achievement that may arise from the review. Such issues are addressed during the university's Standing Validation Panel training events, and or on Development days.

3.4 AER's (Annual Evaluatory Review) and other monitoring

Al-Nasser University conducts numerous monitoring activities to evaluate the relevance, effectiveness, appropriateness and quality of its academic provisions. Such activities are aimed at identifying weak areas and making improvements where necessary. Continuous monitoring ensures that any issues that would otherwise threaten the quality and standards of the university are diagnosed, addressed and dealt with before it is too late. It also helps in promoting and sharing good practice that supports students' desires to achieve the various awards in the university.

3.4a. Routine Monitoring

This refers to structured monitoring schedules that are staged at particular times of the year and repeated in sort of a continuous cycle that is managed and controlled by heads of individual Quality Assurance Groups and Faculties. It entails collecting data from virtually all stakeholders and ensuring their voices are represented in ensuring provision of quality education and maintaining high standards. These include career and curriculum developers, the university's entire management comprising of all the staff, external examiners, locally and internationally recognized accrediting bodies, partner institutions, students, and the general public. The monitoring takes into consideration all that is affected by the standards and quality of education provided by Al-Nasser University either directly or indirectly. Al-Nasser University conducts its routine monitoring using the following ways.

- Through reports obtained from professional accrediting bodies and their recommendations
- Reports from external examiners that are often members of various QA panels
- Module assessment boards (MAB)
- Student representation committees and completing of predefined questionnaires
- Module and Program Evaluation

3.4b Annual Evaluatory Review (AER)

This process is conducted in Al-Nasser University on an annual basis with the guide of a standard template. The template is often revised to keep track of new trends in quality assurance and monitoring of standards in comparison with other institutions of higher learning and related industries. The module is designed to ensure all areas are included in the evaluation and review. Areas that are often represented include feedback from the staff and students, program statistics, research and scholarship, comments from external examiners and accrediting bodies, collaborative provisions, learning resources and good practice.

During the review, the respective leaders of each program are asked to complete an AER templates, and relevant Action plans, which are peer reviewed by a member of the faculty of origin who does not form part of the program team. The program AER report is submitted to the respective Quality Assurance Group and with the authority of the leader of the group it is peer reviewed. The reviewed copy of the report is handed over to the FLTQEC (Faculty Learning Teaching and Quality Enhancement Committee). Annual Evaluatory Reviews from all faculties in the university are considered and scrutinized further by the LTQEC before being handed over to the university's Academic Board. Executive Deans and those who chair FLTQEC have to disseminate their feedback to FLTQECs for review of the progress in comparison with the Faculty action plan, and then submit the interim report to the LTQEC. This cycle again repeats itself in the subsequent years with the aim of maintaining the standards of achievement required to warrant

the students to receive certain awards after undergoing a series of training sessions with the available learning resources.

3.5 External Examiners

Quality assurance and standards have got much more to deal with well beyond the boundaries of the university. Whereas the internal feedback, Action Plans, and reports presented by various heads of faculties and quality assurance boards is essential, external contributions are also fundamental. External examiners play the neutral role of weighing the credibility of the assessment process. It conducts a research with the aim of determining whether or not the awards provided by the university have been fairly conducted in line with Al-Nasser University's academic regulations, guiding principles and processes. Besides, external examiners also determine if the awards offered by the university are parallel to those offered elsewhere in similar institutions of higher learning. In Al-Nasser University, all programs that are running must have an appointed and reputable External Examiner.

There are well laid down procedures and a properly outlined criterion that is used by Al-Nasser University when appointing the External Examiners. Among other basic principles that determine the appointments include the fact that the external examiner must exercise high levels of impartiality while executing their duties in the university's territory. They are expected to be independent and deliver expert judgment. They ought not to have any form of personal interest in the institution either directly or indirectly. Usually, they are appointed on a contract basis. However, the contracts are renewable upon satisfying the appointing panel that one can deliver for more than the first appointment. All external examiners in Al-Nasser University are endorsed by the (EEP) External Examiners Panel, pending approval by the LTQEC (Learning Teaching and Quality Enhancement Committee).

External examiners are assigned particular responsibilities in relation to various programs, awards, and or modules. Upon receiving official letters of appointment, which usually stipulate precisely their responsibilities and terms of agreement, the external examiners given powers to begin to execute their duties Independent of either internal or external interference, unless it is deemed necessary by the appointing panel. Part of their responsibility is to complete an annual report that is then considered carefully and responded to accordingly by the program team. The Academic Quality and Standards Service compile a summary of the reports from various External examiners and submit the summarized copy to LTQEC each year. It is the responsibility of the Quality Group Lead to ensure proper liaison and professional workmanship between the External Examiners and the university during the entire assessment period.

Quality Enhancement (QE)

Quality enhancement refers to the art whole process of taking deliberate steps at the institutional level with the aim of improving the quality of learning opportunities. It is fundamentally an aspect of institutional quality management. Al-Nasser University as an independent institution of higher learning has put in place a number of mechanisms to ensure quality in all its undertakings. Quality enhancement is achieved by monitoring the aspects that contribute positively towards managing the academic quality and standards in the university. This encompasses processes such as teaching, learning, assessment, and all the experiences the students undergo in the learning process. This approach entails monitoring these processes with the aim of identifying possible gaps and effecting deliberate improvements. The concerned bodies come up with action plans to ensure an enabling learning environment in which the learners can achieve the awards they are pursuing without facing major challenges. This is made possible through Annual (SVP) Standing Validation Panel training days, course development days, seminars, and conferences.

3.7 Peer Review of Teaching

Al-Nasser University is a new academic institution that just graduated from being a community college in the year 2011. This rapid transition is as a result of the quality of education that we offer to students who apply to train and achieve various awards in their respective areas of training. Our basic and most ultimate goal is provision of unique education of the best quality in comparison to other colleges and universities that operate within our scope of reach. This achievement has been arrived at through proper peer review of the entire teaching fraternity. Peer Review of teaching focuses on activities that the Al-Nasser University's teaching staff engage in, and how they contribute to the entire learning, teaching and assessment process across the university. The review aims at providing the teaching staff with an opportunity to reflect upon what takes place in the entire teaching, learning and assessment (TLA) at least once or twice in every year. It helps in identifying and working on areas where the staff has failed and encouraging them to put more emphasis on their major undoing. Our bachelor's degrees are practical and hands-on in nature. This makes it possible to measure the extent to which teachers contribute towards the learning teaching and assessment processes.

The other role of the Peer Review of Teaching is provision of evidence to external examiners and other bodies on the state of the art in terms of the teaching and learning process in the university. Such bodies borrow a lot from the reviews when generating their reports about the standards and quality of education offered by the university. Peer reviews can be used as the threshold that measure how responsible the university is in providing an enabling learning teaching and assessment environment for the students.

The criteria of obtaining information for use during the peer review process involves availing Peer Review forms to each member of the university's teaching staff who are expected to complete a copy of the form and submit it to their respective Quality Group Lead. This method helps in narrowing down to the individual contributions of each member of staff in achieving the prevailing

standards and quality of education in the university. The reviews help in identifying innovative and beneficial practices of teachers and the vices that are committed by some of the teachers which may threaten the quality of education. The Quality Group Leads use the returns to compile reports and submit them to respective Executive Deans as well as LTQEC. Annual reviews are also used for performance appraisal. Every year, teachers who are employed by Al-Nasser University either on contract or permanent basis must complete these returns. These statistics are used during annual peer review of teaching in the university. Such statistics are also essential for future renewal of temporary contracts, application for promotions, and application for HE Academy membership.

3.8 Assessment Boards

The role played by Al-Nasser University when it comes to curriculum development in Yemen is a vital one. With our determination to plan various degree programs that benefit students in all aspects of life, we have managed to have a unique education, which in turn has earned trust not only among the students and faculties but also at international levels. This is to a greater extent facilitated by the Assessment Boards, whose core role is to ensure standards and quality in the learning teaching and assessment process. They receive marks from the respective heads of faculties or individual teachers belonging to particular students that have enrolled for certain awards, confirm the marks and classifies each student in the category of award where they fall. The classification is usually based on looking at the general progress of the student over a given span of time, usually after an academic year, and determining their level of achievement. Responsibilities of Assessment Boards are delegated by the Academic Board. After analyzing the student's results from a particular assessment, they make recommendations regarding the mode of treatment the student deserves to be accorded based on the nature of their report. They handle various circumstances such as failure of a student to take part in the assessment, assessment malpractice, deferral assessment, and or on extenuating circumstances. Such recommendations remain confidential until when communicated to the affected victim. The boards conduct their business throughout the year. Whenever deemed necessary, additional re-sit boards are scheduled for the latter part of the year.

In Al-Nasser University, there are two distinct assessment boards that work hand in hand in ensuring quality and standard evaluation is conducted in the university. Module Assessment Boards (MABs) particularly deal with module marks. On the other hand, University Assessment Boards (UABs) deal with issuing of progression and or final awards. Detailed information concerning the responsibilities of each of these boards is well stipulated in Academic Procedures and Processes document of the university.

3.8a The Module Assessment Board (MAB)

The chair of a Module Assessment Board is appointed from among the pool of approved MAB chairs. The boards are operated at program level and or quality group. The rest of the members of the boards comprise of the teaching staff of Al-Nasser University, or individuals with any form of examination responsibility in the respective subject areas, a representative from SaMIS (Student and Management Information Service), and external examiners relevant to the subject area in question. In any given academic year, Subject External Examiners must attend at least one Management Assessment Board.

While executing their duty as an assessment board, their responsibility is to determine the marks attained by each and every individual student on a given module and classifying the marks on the basis of whether the student has failed, is on the border line or has achieved highly. The board also deals with recommendations on extenuating circumstances.

After their deliberation, the Module Assessment Board members need to generate a report and hand it over to the university's assessment board. The report must capture, extenuating circumstances, deferral assessment, failure, and or malpractice that was discovered during the sittings of the meeting.

The MAB, after being furnished with statistics on the evaluation process from the respective faculties and relevant subject heads, scrutinize them, and give recommendations concerning the assessment standards, and determination of whether or not an internal and or external moderation of the assessment process took place. In the course of executing their responsibility, the board identifies good practice observed during assessment and captures it for purposes of compiling the report to be submitted to the UAB (University Assessment Board).

3.8b the University Assessment Board

Although this board works in consultation with the Module Assessment Board, it is deemed to be relatively superior in its mode of operation. At Al-Nasser University, the board's operations and carried out at University level under the chairmanship of either an Executive Dean or an Associate Dean. Quality Group Leads (QGL), Award External Examiners, Program Leaders, and SaMIS representatives comprise the remaining membership of the University Assessment Board at Al-Nasser University. It is mandatory for an external award examiner to be part of the University Assessment Board.

The UAB is governed by the Academic Regulations while making their decisions. They make their recommendations concerning particular by considering student profile and or module marks. Their role is to moderate the student results originating from a certain assessment. This helps in determining the level and type of award that a particular student deserves to be accorded upon completion of the training.

UABs also have a role to play in the academic progress of continuing students. In this case, they consider and determine student profiles and module marks, and use them to make recommendations concerning the student's progression. The recommendations may indicate that the student has passed, failed, or comment on the nature of the assessment as void. They may also recommend a reassessment to be conducted. Such recommendations are used to determine the students who deserve to progress. They also help in identifying students who may chose to exit the award before its actual completion.

As a superior board, it also acts on the recommendations originating from the Module Assessment Board regarding failure, extenuating circumstances, deferral cases, and or malpractice during the assessment.

At Al-Nasser University, the University Assessment Board is charged with the responsibility of classifying the final award to be accorded to completing students based on the existing merit list. They also handle borderline cases, and withhold the awards belonging to students who may be in debt with the university until when the debts are cleared.

3.9 The Student Voice

3.9a Student Representation

At Al-Nasser University, views from students play an integral role in the university's quality enhancement processes. In particular for a, students are allowed to give their opinion of the existing curriculum, the challenges and achievements there are, and possible solutions that could see the entire learning teaching and assessment process at the university produce desirable results. Feedback from students is captured through formal and informal programs. Through their representatives, students get the opportunity to air their views during formal and informal meetings that are often scheduled in the university being chaired by program leaders. Program quality committees also hold meetings with Student Representatives in attendance.

Primarily, the aim of incorporating student representation in ensuring quality and standards is to provide an avenue through which the students can input, and as a result receive feedback concerning the management and enhancement of quality in assessment processes and the entire curriculum implementation process. The students are allowed to share their experiences as key partakers of the curriculum, and airing difficulties that may bar them from achieving their intended awards as stipulated in their admission letters.

Student representatives of the university are arrived at through an electoral process. Fellow students are given opportunity to vote in their colleagues whom they feel can represent them adequately. Following their election, they become members of PQCs in their respective Faculty Quality Group.

The elected student representatives serve as the link between the students' fraternity and the university's senior management staff in their respective Faculty. Through such representatives, students are able to contribute in the quality and standards enhancement process by airing out matters related to particular programs, faculties, or subject areas. Such information is forwarded to the Faculty leaders or Quality Group Leads through the representatives. Al-Nasser University's students' union forms part of the Student Representative system that conducts activities of the university touching directly on the needs and things concerning students directly. They conduct training sessions in the campuses to further their support among the students body and thus empower them to provide total representation in ensuring quality and standards are maintained at a higher stake. The roles of students' representatives at Al-Nasser University are well stipulated. They are authorized and empowered by the university's quality assessment board to:

- Obtain students' views regarding their experiences during the teaching learning and assessment process
- Provide references to students with personal problems to appropriate resources in the university where they can obtain solutions
- Attending induction training sessions and workshops
- Avail themselves to students who may want to have their views aired to those in authority
- Organize, motivate, and create confidence among the students in the existing quality of the awards being provided by the university, and encourage them to point out areas that require to be amended.
- Instill interpersonal, and team working skills that will bring cohesion between the senior management staff and the student fraternity
- Instill a sense of resilience and personal initiative in contributing to, and feeling part of the quality and standards maintenance process in the university

3.9b National Student Survey (NSS)

The National Student Survey is carried out in various faculties across the institution with the aim of identifying the student experiences that contribute to the enhancement of quality and standards of awards being provided by the university. The outcomes of the survey are considered by the LTQEC with an impartial and independent approach at the university level.

The role of associate deans of faculties is to oversee actions that fall under their respective faculties, while heads of services mainly focus on actions related to their respective departments. The outcome of the National Student Survey as well as other avenues which provide feedback in quality standards becomes part of the Annual Evaluatory Review process.

3.10 Committees responsible for Quality Assurance

These comprise of university committees, and faculty committees. Each has a specific function to play in quality assurance in the university.

3.10a University committees

Al-Nasser University has a number of University Committees that have been formulated for purposes of enhancing academic quality assurance in the university. Each committee is assigned responsibilities to ensure enhancement of quality standards in academics in particular subject areas, faculties, or departments in the university. There are two types of committees; business and deliberative committees. The latter is where quality assurance structures fall. Such committees include:

The Academic Board

This board deals with issues related to academic activities and the necessary resources to support such activities. They include scholarships, research sponsorships, teaching, learning and courses offered at Al-Nasser University. They form part of the Vice Chancellor's advisory committee on matters relating to academics.

Learning Teaching and Quality Enhancement Committee

This committee advises the Academic Board on ways of maintaining quality academic standards by enhancing student experiences during curriculum implementation. It conducts reviews of the learning teaching process with a regulatory approach. It examines the policies and strategies being put in place to enhance learning, teaching and assessment in the university. The board deliberates on all matters relating to the learning teaching and assessment strategy in place.

External Examiners Panel (EEP)

Such committees scrutinize the criteria used when appointing external examinations; determine the level of content and awards provision of the university. It makes recommendations to the LTQEC regarding the approval or removal of certain External Examiners and any matters relating to quality assurance emanating from external examiners.

Minor Change Panel (MCP)

Considers, verifies and recommends all the minor changes that are made to the existing academic programs and submits their report to FLTQEC.

Research and Enterprise Committee

This board is the key advisor of the Academic Board on matters relating to research, scholarships and enterprise.

Academic Collaboration and Partnerships Sub-committee (ACPSC)

This sub-committee falls under the LTQEC and is responsible for monitoring quality of collaborative activities. It provides professional advice to the LTQEC and the Academic Board on all matters relating to collaborative provisions.

3.10b Faculty committees

These are almost similar to university committees, only that their scope of operation does not exceed the faculty level. They include:

Faculty Learning Teaching and Quality Enhancement Committee (FLTQEC)

This committee operates under the chairmanship of the relevant faculty's Associate Dean. Other members of the committee include a representative from the academic staff, a representative from the administrative staff, Quality Group Leads, a representative from the Student Union, and Academic Quality and Standards representative.

Faculty Research and Enterprise Committee (FREC)

The committee executes its responsibility of monitoring academic enterprise, research and scholarships at faculty level.

Program Quality Committee

This committee takes into consideration the student's general experience in the whole program. It also has the responsibility to evaluate, make decisions and recommendations concerning the quality of the program. It refers to reports from various committees regarding the program and makes their recommendations in favor of programs that prioritize enhancement of quality standards of academics.

4. Al-Nasser University Professional, Statutory and Regulatory Bodies

The Al-Nasser has the freedom and flexibility of applying to PSRBs where it intends to accredit its professional programs. This is because the requirements needed for this to be undertaken are adequately and sufficiently catered by the PSRBs and it does not contravene any of its quality assurance policies. The university also fully recognizes the PSRBs right to do a revalidation any time that this might be deemed necessary. Revalidation is the periodic reviewing and monitoring of the professional programs by the PSRBs.

These bodies have their own set quality standards in regard to the professional programs. It therefore means that they will also have hourly requirements that a student is supposed to be in practical work. There is also a prerequisite on the number of credits that any student is supposed to be awarded before being cleared to proceed or complete the course. The student has also got to attain a minimum mark in any course of study. Assuming that the Al-Nasser University's regulations and those of PRSBs are clashing, which is rare case, those of the PSRBs will reign supreme.

4.1 PSRB's Validation Process

During the accreditation of the Al-Nasser University's professional program, PSRBs might choose to be physically present at the ceremony. Alternatively, the university might decide to apply for the accreditation after the approval of the process by the university's own mechanisms. There is still the option of the program running for a given period of time after which accreditation is applied for.

If the PSRBs attend the occasion, they will use their own criteria to determine the suitability of the university to offer the program in a quality assured way manner. They will put the program on a weighing scale using their own self-set regulations. After, the validation has been completed; it has to be signed by both the PSRB and the University's Validation Chair. The program is only

declared to be valid after the two crucial signatures have been obtained. Meaning that should any anomalies arise, the validation will be put pending until all the arising matters are clarified and cleared.

The PSRBs send a representative that acts in its capacity during the whole event. The representative has the power to scrutinize, evaluate and examine the status of the subject program in all its aspects. Apart from the usual regulations that cover the validation of the program, the PSRBs might also come up with a number of other requirements that must be met according to the uniqueness of the course that is to be offered. These bodies might also choose to work with different time scales for the validation of the program. In such like scenario, the university might be required to do the documentation of the validation, sometime earlier than usual.

The representative of the PSRBs reports back with a detailed report on the assessment done on the program. Part of the report will also be recommendations on whether or not the program should be approved. Whichever side the recommendations fall, there must be very strong reasons that back them up. This ensures that everything is done fairly and in the most transparent manner.

4.2 PSRB's and the Review Process

The reviewing process is done either annually or periodically, by the PSRBs. The management of the process is mainly done by the faculty of course supported by the AQS. This responsibility can also be bestowed upon the Quality Group. When PSRBs report has been prepared and is ready for submission, it will be received by either the Faculty or the Quality group then forwarded to the Dean for consideration.

Other parties that will be present during this will be the managerial teams. After this, the report is then copied to the AQS. An action plan in response to the report is then appended. The action plan is like the summary of their view on the report and their take on it. The report has also to be considered by the FLTQEC and LTQEC that looks deeply and critically at the issues raised in the report.

5. 0 Al-Nasser University Collaborative Provision and Other Delivery Methods

5.1 The Al-Nasser University can enter into collaborative affiliation with other institutions that are offering similar programs to the university's award. Al-Nasser is charged with the overall responsibility of the program and is answerable for the quality assurance and the academic standards that are offered in all the affiliate bodies that offer the given program. For this reason, the university of Al-Nasser has a department that deals with academic regulations. It is this department that ensures that all the requirements and standards are met by all the programs before they can be allowed to run.

Up to date, the department has done an exemplary job which has enabled the university to enter into collaborative programs with some of the best education bodies around the world. It is also proud to be associated with some of the biggest and renowned universities from the USA and the YEMEN. This has gone a long way in helping the students to benefit from the international agreements besides the fact that the programs offered are competitive even in the world market. Collaborative provision is broad and it can take any of the following subcategories.

Franchise – In this category, other institutions that have fully and satisfactorily met the criteria set are allowed to offer ongoing Al-Nasser University's programs. For instance, an FE college can be approved to deliver this program for the university.

Validation – This is different from the first scenario. It involves a college coming up with its own HE program and then requesting Al-Nasser to validate it for them, in which case, there will be an award for the university.

The university has its own criteria that it will use in granting the institutional approval and acknowledging another body as its collaborative partner prior to which the program can't run. AQS oversees and manages the process of institutional approval. This undertaking requires lots of meticulousness and there are some business case stages that have to be accomplished before the validation can be granted.

There must be an institutional agreement supporting the partnership between the university and the other educational body. There is also an individual Memoranda of Cooperation by each side aimed at setting out the agreement formerly. Before approval, there is a monitoring review that

will involve a three month report concerning the program in question. The report is prepared by the Academic Partnership Team, APT. After this, follows a 6-month report that is undertaken by the PPL and the UPL. Then there is the Annual Evaluatory Report and another Annual Partnership Review. During the development and designing of the Collaborative Provision, the teams involved have to consider and follow the laid down procedures. Right from the very beginning, the team observes and abides by the Policy & and Procedures for collaborative collaboration. The Academic Partnership Team as well as the AQS have to be allowed a say with every step that is made.

5.2 Offsite Delivery

This is case where an Al-Nasser University course is offered by its staff in another different location apart from the premises of the University. Before such arrangements can be fully implemented, there must be an audit of the facilities that are found in the learning centre. There has got to be An Offsite Delivery Agreement and other relevant documentations.

Al-Nasser University Support

6.1 Support Services

6.1a Academic Quality & Standards (AQS)

AQS monitors the quality and as well as the standards of the awards that Al-Nasser University gets. This is done using the University's QA framework and the other structures, procedures and processes that are contained in details this document. AQS operates with the full knowledge that the University's other areas of operations rely heavily on its efficiency. This is the driving force in its endeavors to providing the ideal kind of support to all the staff so that it runs its work swiftly.

6.1b Learning Information and Student Services (LISS)

This category covers all the learning resources for all the students of Al-Nasser. LISS has a tacit responsibility of ensuring that all its services are on point, accessible and the most recent. They cover all types of students and all the programs that are offered by the university. It is also ensures that all the students' regulations and procedures are adhered to. The policies help the students to be guided by getting the necessary help and support whenever possible. These policies include:

- The Student Charter – Outlines the institutions dedication to students and its expectations
- The formal and informal ways of a student launching a complaint
- The process of student harassment and bullying
- The expected code of conduct from the student

- Progressive Review Procedure

6.1c Centre for the Development & Enhancement of Professional Practice (CDEPP)

All the staff in Al-Nasser University gets any type of support that they require from CDEPP. The vitality of this body in boosting the work of the staff cannot be overlooked. Ideally, CDEPP deals with activities that improve and facilitate the teaching and assessing of the students by the staff. The general aim is to help the student achieve a unique learning experience all through the course. There is a close working relationship between it and the AQS which increases the efficiency.

6.1d Academic Partnership Team (APT)

APT is an external relations service that supports the university's growth in partnership through managing all the relationships and monitoring the agreements that provide HE.

6.1e Student and Management Information Service (SaMIS)

Its functions are mainly administrative ones. These include student registration, academic guidance to both the students and the teaching fraternity and streamlining graduation ceremonies and the award of the certificates.

6.2 Training

6.2a SVP Training – Members of the Standing Validation Panel are updated during an open day which is aided by members from the faculty and the central service.

6.2b CDEPP workshops

These workshops are organized for continuing professional training. Again, all the members from different departments are brought together to work towards the success of the curriculum design, teaching and assessment requirements.

6.2c AQS Training

This focuses on validation training academic regulations and annual evaluatory review.

6.2d Student Rep Training

It aims at supporting induction as well as providing overtime support for all the students within Al-Nasser.

6.2e MA Academic Practice

The program caters for new appointees in the academic and similar staff who have less than 3 years of hands on teaching experience in H.E. This equips the staff in handling their duties and responsibilities more diligently. .

6.3 Resources

The generated resources help the staff in the development of the program, its evaluation and review. A good example is the university templates that deal with external examiners, validation, details of the procedures and processes, and annual monitoring among others.

6.3a Course Developers Guide

It serves to give all the relevant information concerning a given program. It has sections with each of them dealing with the needed info and other useful links.

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students to be guided by getting the necessary help and support whenever possible. These policies include:

- The Student Charter

The charter outlines the institutions dedication to students and its expectations. This charter is a two way agreement in that both students and the university have roles that they are supposed to play. It commits each of the parties to fulfill these roles and mandates by providing guidelines on how this shall be done. In a way, it ensures that there is adequate coordination of the goals and targets of the two groups by making sure that each one of them is fully conscious of what is to be done.

- The formal and informal ways of a student launching a complaint

This section sets the forum through which students can launch complaints and any other issue that pertains the academic provisions and all the other services that fall along the same line. All the relevant steps that are to be taken are outlined in full details under the section. It also covers the hierarchy that must be respected whenever a student is planning to present a situation that they feel is not proper concerning educational provisions. This gives the students an easy time in seeking help in a condition that might compromise the quality of learning. Every student is encouraged to embrace this section fully as it directly affects them. Therefore, Al-Nasser University has been able to demonstrate its strong belief in creating an enabling environment for students to learn comfortably and conveniently.

- The process of student harassment and bullying

The section explicitly and clearly brings out Al-Nasser University's firm position concerning bullying and harassment incidences. It also contains action plans that can be undertaken by the victims of these unfortunate acts. The university has trained and highly qualified counselors who are always ready to guide and counsel any student who has undergone harassment or bullying. There is also the Students Union which is made up of persons capacitated to handle these issues by providing ongoing help to any student who presents a case before them.

However, it is the university's deepest conviction that there can be a peaceful co-existence between the students. Where, there is a difference, other peaceful methods can always be sort in reaching an amicable solution.

- The expected code of conduct from the student

All students are held to conduct themselves in a disciplined and respectful manner. No student is above the law and they are all seen as equals. Everybody is held accountable for one's deeds if found to be contravening the University's set regulations and principles. This section also explains all the measures that will be undertaken to investigate any situation that is found to be ill intended and which has breached the norms within which the institution operates. All the details concerning the investigation procedures and how the conclusion was arrived are also explained here. This has been a tool that Al-Nasser has used in reaching the high level of discipline that its students have been able to uphold up to date.

- Progressive Review Procedure

The procedure makes it possible for the student's progress to be gauged. Since academics is the backbone of the institution, this procedure is given a lot of weight so that its productivity is not compromised. The tutors are able to assess and determine the learners' ability to recall and apply what has been taught in the past. Where there is any noticeable issue, it will be raised so that every student is up and running in terms of academic performance. Many students have expressed their satisfaction with how the program is ran which has enabled them to constantly keep track of their progress.

6.1c Centre for the Development & Enhancement of Professional Practice

(CDEPP)

All the staff in Al-Nasser University gets any type of support that they require from CDEPP. The vitality of this body in boosting the work of the staff cannot be overlooked. Ideally, CDEPP deals with activities that improve and facilitate the teaching and assessing of the students by the staff. The general aim is to help the student achieve a unique learning experience all through the course. This is achieved through the useful academic projects that are initiated therefore enabling the staff to sharpen and widen their scope of the mode of instructions. There is a close working relationship between it and the AQS which increases the efficiency.

6.1d Academic Partnership Team (APT)

APT is an external relations service that supports the university's growth in partnership through managing all the relationships and monitoring the agreements that provide H.E. The fostering of the good relations makes it possible for Al-Nasser University to offer high quality education in both the main centers and the other branches as there is sufficient communication in between. APT is also responsible for managing the relationships between the Faculty, other departments and the partners.

6.1e Student and Management Information Service (SaMIS)

Its functions are mainly administrative ones. These include student registration, academic guidance to both the students and the teaching fraternity and streamlining graduation ceremonies and the award of the certificates. These roles extend across all the main campuses. SaMIS is also charged with the mandate of ensuring that students' record system, SITS, fully developed and maintained. It also deals with the external reporting by ensuring that all the related activities are ran properly.

6.2 Training

6.2a SVP Training – Members of the Standing Validation Panel are updated during an open day which is aided by members from the faculty and the central service. The yearly event brings together the stakeholders that train and refresh the SVP giving it the latest developments in validation and curriculum development therefore making them well equipped as well as increasing their ability to deliver as expected.

6.2b CDEPP workshops

These workshops are organized for continuing professional training. Again, all the members from different departments are brought together to work towards the success of the curriculum design,

teaching and assessment requirements. These workshops provide support that might be needed by all the program teams by answering some crucial questions that have a bearing on the progress of Al-Nasser University. The events which are organized all through the year include e-learning strategies, WBL, course development and retention amongst others. The attending teams are fed with the most recent techniques that are needed to make their work a big success.

6.2c AQS Training

This focuses on validation training academic regulations and annual evaluatory review. There is also bespoke training that will be offered on request.

6.2d Student Rep Training

It aims at supporting induction as well as providing overtime support for all the student representatives within Al-Nasser. When the representatives are trained and enriched, they are able to reach the other students more easily and appropriately and extend what they have acquired to them. For this to be accomplished, the university works side by side with the AQS.

6.2e MA Academic Practice

The program caters for new appointees in the academic and similar staff who have less than 3 years of hands on teaching experience in H.E. This equips the staff in handling their duties and responsibilities more diligently. This program is mandatory in keeping up with the professional standards that are set when it comes to teaching and the relevant support needed in HE.

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It serves to give all the relevant information concerning a given program. It has sections with each of them dealing with the needed info and other useful links. The Guide is an important tool all the people who wish to understand the specifics of a given course and all that is required of it. The information found in this section also outlines what is expected of those who are partaking of it.

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Annex 1: CONTACTS

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Annex 2: Indicative Roles and Responsibilities

Module Leader	Presides over the overall leadership of a module. Key roles of the leader include coordinating communication, providing of an overview of the module's contributions towards the program, liaising with staff and students, coordinating and managing student support and their learning experiences, overseeing module assessment processes, attending MABs, and development of module data.
Program Leader	Oversees the overall leadership of the program. Key roles of a program leader include communicating with students and or staff, coordinating the teaching timetable, management of learning resources, planning and delegating work based learning, marketing the program, admission and recruitment of new students to the program, program development, and responsible for overall program data, managing and controlling the assessment strategies and processes for the program. They take full charge in overall evaluation of the program.
Quality Group Lead	Responsible for providing professional and particularly academic leadership for the given program within a Quality Group (QG). Key responsibilities include ensuring the generation of routine Quality Assurance reports on a regular basis through the help of various Program Quality Committees, contributing to the outcomes of annual monitoring processes, validation, assessment, and the development of peer review of teaching staff.
Executive Dean	Is responsible for the overall leadership a particular faculty in the university, with keen focus on the quality of its management and the entire academic provisions. The dean runs activities of the faculty with reference to the code of regulation and rules as stipulated in the strategic and financial plan of the university. Also responsible for creation and management of the learning environment with particular emphasis on the students' experience during the learning teaching and assessment process. The kind of leadership provided by the executive dean at faculty level is in the organizational context, and aims at diversifying education.

FLTQEC Chair	Completes the faculty's Annual Evaluatory Review (AER) report and submits the summary to LTQEC. Other responsibilities include ensuring quality and standards are enhanced within the faculty and preparation of a report on Peer Review of Teaching.
Faculty-Facing AQS Staff	AQS are responsible for providing support and facilitation of the Faculty's Quality Assurance (QA) processes by way of advising and availing guidance. They also play part in Streamlined Validations, Peer Review Scrutiny of the specific faculty, and assisting in validations involving other faculties while playing an independent role. They also attend FLTQEC and faculty's Annual Monitoring Process meetings.
Faculty Business Manager	Links the faculty's operations with either internal and or external service providers by advising on brokerage deals, commissioning of services, and issuance of contracts and tenders. The manager also provides professional aid to the Executive Dean in budgeting, managing and overall controlling of major teaching contracts. Ensures the smooth running of activities of the faculty.
Validation Chair/ Panel Member	The panel comprises of members of the Standing Validation Panel. Their key role is to analyze and conduct thorough scrutiny of proposed programs and compares them with the university's set down QA policies. This ensures the programs being offered in the various faculties in the university comply with the standards of the Higher Education Sector.
External Examiner	Is an independent member of the panel concerned with evaluation of the assessment processes? They determine whether or not the process has been fairly conducted in accordance with the requirements of the relevant Programs and or Modules. They aim at ensuring the awards are issued in a fair manner based on merit.
External Advisers	Provide professional advice to program validation panels in written form. They give comments and recommendations concerning proposed programs based on their experience with similar programs to those proposed, elsewhere.
Student Representative	Is elected by fellow students of the university in question, and serves as the link between the academic, managerial staff, and the student fraternity. They are also duty bound to attend PQCs.

