



**هيئة جودة التعليم والتدريب**  
**Education & Training Quality Authority**  
KINGDOM OF BAHRAIN مملكة البحرين

# **Directorate of Higher Education Reviews Programme Review Summary**

**University of Bahrain  
College of Arts  
B.A. in Media & Communication  
Kingdom of Bahrain**

**Site Visit Date: 9-11 October 2023**

**HA102-C3-R102**

## I. Introduction

In keeping with its mandate, the Education & Training Quality Authority (BQA), through the Directorate of Higher Education Reviews (DHR), carries out two types of reviews that are complementary. These are: Institutional Reviews, where the whole institution is assessed; and the Academic Programme Reviews (APRs), where the quality of teaching, learning and academic standards are assessed in academic programmes within various colleges according to specific standards and indicators as reflected in its Framework.

Following the revision of the APR Framework at the end of Cycle 1 in accordance with the BQA procedure, the revised APR Framework (Cycle 2) was endorsed as per the Council of Ministers' Resolution No.17 of 2019. Thereof, in the academic year (2019-2020), the DHR commenced its second cycle of programme reviews.

The Cycle 2 APR Review Framework is based on four main Standards and 21 Indicators, which forms the basis of the APR Reports of the Higher Education Institutions (HEIs).

The **four** standards that are used to determine whether or not a programme meets international standards are as follows:

*Standard 1: The Learning Programme*

*Standard 2: Efficiency of the Programme*

*Standard 3: Academic Standards of Students and Graduates*

*Standard 4: Effectiveness of Quality Management and Assurance*

The Review Panel (hereinafter referred to as 'the Panel') decides whether each indicator, within a standard, is 'addressed', 'partially addressed' or 'not addressed'. From these judgements on the indicators, the Panel additionally determines whether each of the four standards is 'Satisfied' or 'Not Satisfied', thus leading to the Programme's overall judgement, as shown in Table 1 below.

**Table 1: Criteria for Judgements**

Criteria	Judgement
All four Standards are satisfied	Confidence
Two or three Standards are satisfied, including Standard 1	Limited Confidence
One or no Standard is satisfied	No Confidence
All cases where <b>Standard 1</b> is not satisfied	

The APR Review Report begins with providing the profile of the Programme under review, followed by a brief outline of the judgement received for each indicator, standard, and the overall judgement.

The main section of the report is an analysis of the status of the programme, at the time of its actual review, in relation to the review standards, indicators and their underlying expectations.

The report ends with a Conclusion and a list of Appreciations and Recommendations.

## II. The Programme's Profile

Institution Name*	University of Bahrain
College/ Department*	College of Arts
Programme/ Qualification Title*	B.A. in Media & Communication
Qualification Approval Number	-
NQF Level	-
Validity Period on NQF	-
Number of Units*	43
NQF Credit	-
Programme Aims*	<ol style="list-style-type: none"> <li>1. Provide students with specialized knowledge that qualifies them to work in various media and communication professions, whether in government or private public relations and advertising departments.</li> <li>2. Provide students with practical and applied skills in media production and creativity across its various aspects.</li> <li>3. Promote the student's critical, scientific, and analytical thinking in their research, theoretical, applied, or productive work; to generate and address social, economic, and political issues at local and global levels.</li> <li>4. Dedicate commitment to media and communication work ethics, as well as social responsibility.</li> <li>5. Enhance oral and written communication skills in both Arabic and English, along with proficiency in technology, self-learning, and media and communication.</li> <li>6. Improve leadership, teamwork, and innovation skills in the media and communication field.</li> </ol>
Programme Intended Learning	<ol style="list-style-type: none"> <li>1. The learner should write news stories according to various media and communication forms and templates in the fields of strategic communication, radio, television, the web, and</li> </ol>

Outcomes*	<p>integrated media.</p> <ol style="list-style-type: none"> <li>2. Produce radio and television programmes and dramas for broadcast.</li> <li>3. Design creative content for digital media, utilizing integrated media applications.</li> <li>4. Acquire the skills of managing media and communication institutions and develop strategic communication plans and marketing campaigns.</li> <li>5. Employ all modern technological tools and solutions effectively and professionally in the various contexts of media and communication work.</li> <li>6. Prepare scientific research in the field of media and communication, applying critical thinking skills while respecting intellectual property rights, media ethics, and societal values.</li> <li>7. Proficiency in Arabic and English communication skills.</li> </ol>
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\* Mandatory fields

### III. Judgement Summary

## The Programme's Judgement: Confidence

Standard/ Indicator	Title	Judgement
<b>Standard 1</b>	<b>The Learning Programme</b>	<b>Satisfied</b>
Indicator 1.1	The Academic Planning Framework	Addressed
Indicator 1.2	Graduate Attributes & Intended Learning Outcomes	Partially Addressed
Indicator 1.3	The Curriculum Content	Addressed
Indicator 1.4	Teaching and Learning	Addressed
Indicator 1.5	Assessment Arrangements	Addressed
<b>Standard 2</b>	<b>Efficiency of the Programme</b>	<b>Satisfied</b>
Indicator 2.1	Admitted Students	Addressed
Indicator 2.2	Academic Staff	Addressed
Indicator 2.3	Physical and Material Resources	Partially Addressed
Indicator 2.4	Management Information Systems	Addressed
Indicator 2.5	Student Support	Addressed
<b>Standard 3</b>	<b>Academic Standards of Students and Graduates</b>	<b>Satisfied</b>
Indicator 3.1	Efficiency of the Assessment	Addressed
Indicator 3.2	Academic Integrity	Partially Addressed
Indicator 3.3	Internal and External Moderation of Assessment	Partially Addressed
Indicator 3.4	Work-based Learning	Addressed
Indicator 3.5	Capstone Project or Thesis/Dissertation	Addressed

	Component	
Indicator 3.6	Achievements of the Graduates	Addressed
<b>Standard 4</b>	<b>Effectiveness of Quality Management and Assurance</b>	<b>Satisfied</b>
Indicator 4.1	Quality Assurance Management	Addressed
Indicator 4.2	Programme Management and Leadership	Addressed
Indicator 4.3	Annual and Periodic Review of the Programme	Partially Addressed
Indicator 4.4	Benchmarking and Surveys	Partially Addressed
Indicator 4.5	Relevance to Labour Market and Societal Needs	Addressed

## IV. Conclusion

Taking into account the institution's own self-evaluation report, the evidence gathered from the interviews and documentation made available during the virtual site visit, the Panel draws the following conclusion in accordance with the *DHR/BQA Academic Programme Reviews (Cycle 2) Handbook, 2020*:

**There is "Confidence" in the B.A. in Media & Communication of College of Arts offered by the University of Bahrain.**

**In coming to its conclusion regarding the four Standards, the Panel notes, with appreciation, the following:**

1. Update the study plan to align with current advancements in media and communication studies, ensuring a balance between theoretical and practical courses.
2. There are appropriate policies and procedures in place to manage the work-based learning process, ensuring that all students have equal experiences.
3. The role played by the programme's advisory committee, in providing feedback on new trends and developments in the field of media and communications, which are used in developing and mapping the programme to the needs of the labor market.

**In terms of improvement, the Panel recommends that the University of Bahrain should:**

1. Review the course syllabus to ensure that all learning outcomes are properly formulated.
2. Review the textbooks and references used in all courses and ensure that they are updated.
3. Establish a formal mechanism for the periodic maintenance of resources and facilities, and assess the effectiveness of this maintenance and stakeholder satisfaction.
4. Produce an annual technical report on the status of laboratories, focusing on the equipment's modernity and software needed for teaching courses in the Department of Media, Tourism, and Arts include details on maintenance, replacement, renovation operations, and future development plans.
5. It should take necessary actions to reduce the percentage of allowed similarity in research work in courses or theses, monitor and document cases where similar text

contains unattributed copies of references used, and take disciplinary action according to university policy.

6. Review the procedures followed in the post-internal moderation to ensure that they contribute to improving the courses, ensuring the consistent implementation of assessments, and fairness of grading, as per the relevant academic and professional standards.
7. Implement external moderation for assessments in all courses of the programme formally, clearly, and specifically.
8. Follow up on the first destinations of graduates in a better way, so that accurate statistics can be identified about them, and appropriate measures can be taken to increase the employment rate of the programme's students in their field of specialization.
9. Provide all documentation of policies, regulations, and procedures in both Arabic and English.
10. Review the policy and procedures for the periodic review of academic programmes, and ensure they align with best practices for this type of assessment.
11. Review the benchmarking policy to ensure compatibility with best practices in similar universities and establish clear regulations for benchmarking processes at the college and academic department levels.