Directorate of
Higher Education Reviews
Programme Review Summary

University of Bahrain
College of Arts
BA in Arabic Language & Literature
Kingdom of Bahrain

Site Visit Date: 19-22 November 2023

HA104-C3-R104

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 **Standard 1** is not satisfied	

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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.

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II. The Programme's Profile

Institution Name*	University of Bahrain
College/ Department*	College of Arts / Department of Arabic and Islamic Studies
Programme/ Qualification Title*	BA in Arabic Language & Literature
Qualification Approval Number	-
NQF Level	-
Validity Period on NQF	-
Number of Units*	-
NQF Credit	-
Programme Aims*	1. To prepare students on the scientific, literary, teaching, and research grounds. 2. To enrich students with knowledge of literature, culture, and civilization. 3. To improve students' knowledge of language, literature, and criticism as well as curiosity. 4. To prepare students to pursue postgraduate study. 5. To deepen Arabic and Islamic affinities as well as patriotism. 6. To guide students to contemporary culture, sciences, and experience as well as bridging the gaps with them.
Programme Intended Learning Outcomes*	1. Identify the sciences of Arabic language, the foundations of language, literature, and criticism, as well as the relevant theories. 2. Apply the skills of methodological analysis and critical thinking to references and studies of their specialization. 3. Practice in their academic specialization self-learning knowledge and research ethics. 4. Produce well written research papers in the Arabic language and literature following research styles and ethics.

	5. To analyse written and oral texts benefiting from their knowledge of the foundations of the Arabic language and literature.

* Mandatory fields

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III. Judgement Summary

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The Programme's Judgement:
Confidence

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

Indicator 3.5	Capstone Project or Thesis/Dissertation Component	Addressed
Indicator 3.6	Achievements of the Graduates	Partially Addressed
Standard 4	**Effectiveness of Quality Management and Assurance**	**Satisfied**
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	Addressed
Indicator 4.5	Relevance to Labour Market and Societal Needs	Partially 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 BA in Arabic Language & Literature 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. The head of the Arabic Language Department supervised around 100 students who collected folk tales in Bahrain. These tales were compiled into a five-volume book of 1,500 pages.

2. The Arabic Department faculty participate in ongoing professional development programmes that led some of them to obtain the Academic Practice Development Programme (PCAP) certificate, and the (She Leads) certificate to empower women academic leaders.

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

1. Expedite the processing of the items listed in the programme risk register.

2. Review the descriptions of the two courses "Language Skills (1)" and "Language Skills (2)" to ensure that each description aligns with the course title and the required intended learning outcomes.

3. Consider revising the name and description of the course "Ancient Arabic Prose" to focus solely on Abbasid prose, instead of limiting the teaching of Abbasid prose arts to a specific syllabus.

4. Consider renaming the courses "Modern Literary Criticism" and "Modern Critical Trends" to "Modern Literary Criticism (1), and "Modern Literary Criticism (2)", or provide clearer distinctions between them in the syllabus and course content.

5. The university must ensure that all textbooks are available in the library and sales centers.

6. Encourage professors to use various teaching methods, develop their professional aspects, and apply modern interactive teaching methods, in coordination and collaboration with the concerned entity at the university.

7. Expedite the appointment of new professors to cover the needs of the department in proportion to the high number of students. Each professor should teach only the courses that are aligned with his specific specialization.

8. Adopt necessary procedures to decrease the student-to-academic advisor ratio to enable professors to provide closer supervision and ensure the attainment of the required learning outcomes.

9. Adopt clear procedures to improve the academic performance of students who are struggling academically or on academic probation.

10. Monitor and document cases where it is found that similar text includes copying parts from the references used, without mentioning or attributing sources to them.

11. Apply external moderation for assessments formally, clearly and specifically in all programme courses.

12. Carry out a thorough analysis of the cohorts to determine the number of admitted students, graduation rates, and their academic progression within the programme.

13. Follow up the   first destinations of the graduates in a better way, so that accurate statistics can be identified about them, and appropriate actions can be taken to raise the employment rate of the programme's students in their field of specialization.

14. Take appropriate actions and provide the required support to enable the department to efficiently and responsibly carry out its tasks.

15. Review the policy and procedures for periodic review of academic programmes to include all aspects of the programme and feedback from internal and external stakeholders.

16. Review the benchmarking policy and establish clear rules for benchmarking processes at the level of colleges and academic departments; to identify and align the academic standards of the Arabic Language and Literature Programme with other similar programmes in the Kingdom of Bahrain, or at the regional and international levels.

17. The Employers' Committee should include some specialized people in the Arabic language field and are familiar with the education policies.

18. Evaluate the effectiveness and development of the mechanisms used to collect data on the needs of the labor market, as well as national and community needs. This in turn enables those in charge of the programme to periodically and continuously identify the skills required for programme graduates, and that the programme is relevant and is up-to-date.

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