Directorate of Higher Education Reviews Programme Review Summary

University of Bahrain
College of Arts
Master in Arabic Language and Literature
Kingdom of Bahrain

Site Visit Date: 19-22 November 2023

HA105-C3-R105

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*	Master in Arabic Language and Literature
Qualification Approval Number	-
NQF Level	-
Validity Period on NQF	-
Number of Units*	9
NQF Credit	-
Programme Aims*	1. To deal with the philosophy of linguistic and literary sciences. 2. To improve students' skills of wide curiosity and close reading. 3. To provide students with ability to collecting, organizing, managing, and approaching scientifically and analytically data. 4. To provide students with abilities to formulate correctly scientific materials, reason soundly and infer from them, as well as to improve students' artistic taste, scientific and critical thought, as well as correct critical awareness. 5. To prepare academicians who can pursue postgraduate studies and undertake university work. 6. To enhance the University of Bahrain's scientific and research position.
Programme Intended Learning Outcomes*	1. Analyse notions and their mutations in the linguistic, literary, and critical domains. 2. Compare the foundations of literary, critical, and linguistic theories, their aims, trends, as well as procedural analysis. 3. Produce research projects in the domain of Arabic language and literature using correct methodological tools. 4. To study critically creative texts in the light of literary and linguistic theories and methods. 5. Analyse the issues of language, literature, and criticism in conferences and seminars.

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	6. To apply modern technology to approaching the issues of language, literature, and criticism.

* Mandatory fields

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III. Judgement Summary

The Programme's Judgement: Confidence

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	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	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

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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

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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 Master in Arabic Language and 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. There are permanent and continuous updates to the lists of course resources and references to ensure that they are up-to-date, comprehensive, and adequate for the student of the programme.

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.

3. The programme's professors aim to improve the student's skills in analyzing and critiquing literature and language, using research theories and approaches, which is evident in the student's choice of thesis topics and the innovative research approach they take in addressing them.

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

1. Prepare a risk management plan related to the programme, and expedite its processing.

2. Review the remedial courses for master's students to ensure that they are appropriate and sufficient to raise the level of the students who are enrolled in these courses.

3. Expedite the appointment of new professors and ensure that each course is assigned to the professor specialized in his field of the course content.

4. Document and monitor the cases where it is found that a text includes copying parts of references used without mentioning or attributing sources to them.

5. Apply the external moderation of assessments in a formal and clear manner for all programme courses.

6. Conduct an accurate analysis of cohorts, and utilize data related to the level of students' progression, and the graduates' destination, in verifying the fulfillment of academic standards of the programme.

7. Study the reasons behind the long period spent by the student to complete the programme, and address it.

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

9. Conduct the annual review of the programme regularly and utilize the statistical information related to students and faculty members, analyse survey results, and evaluate the programme's intended learning outcomes to develop improvement plans.

10. 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.

11. Establish precise items for benchmarking processes at college and academic department levels; identify and verify the alignment of the programme's academic standards with other equivalent programmes in the Kingdom of Bahrain, as well as at regional and international levels.

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

13. Evaluate the effectiveness and development of the mechanisms used to collect data on the needs of the labor market, as well as national and societal 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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