



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 Health and Sport Sciences
Department of Physical Education
Bachelor of Physical Education
Kingdom of Bahrain**

Site Visit Date: 18 – 20 September 2023

HA095-C3-R095

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	

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 Health and Sport Sciences/ Department of Physical Education
Programme/ Qualification Title*	Bachelor of Physical Education
Qualification Approval Number	N/A
NQF Level	N/A
Validity Period on NQF	N/A
Number of Units*	56 Unit
NQF Credit	N/A
Programme Aims*	<ol style="list-style-type: none"> 1. Prepare skilled teachers who understand the fundamental concepts, skills, and information needed to teach physical education in a professional and innovative manner. 2. Qualify teachers who possess knowledge of information technology and modern communication means. Utilize their expertise to address qualitative issues related to the educational process in physical education. 3. Participate actively in sports activities within both government and private institutions, demonstrating strong work ethics and principles. 4. Keep developing self-abilities and enhancing performance in the teaching process, lifelong learning, and continuing education.
Programme Intended Learning Outcomes*	

	<ol style="list-style-type: none"> 1. Demonstrate special knowledge of concepts, skills, and information specialized in the development of teaching performance, both individual and group teaching sports activities, and their respective rules 2. Employ planning, implementation, and assessment skills to apply teaching and learning strategies and address advanced situations in the educational process. 3. Use critical analysis, creativity, and innovation to find effective solutions to the real-life challenges students face in sports activities during the educational-learning process. 4. Utilize IT skills, diverse communication abilities, and scientific research to enhance the teaching aspects of sports activities and lifelong learning. 5. Take responsibility towards others, and actively contribute to the community by utilizing his varied educational background to enhance community sports initiatives.
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* Mandatory fields

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	Addressed
Indicator 3.5	Capstone Project or Thesis/Dissertation Component	N/A
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 **Bachelor of Physical Education** of the Department of Physical Education of the College of Health and Sport Sciences offered by the University of Bahrain.

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

1. Students on the programme have achieved notable positions in sports competitions at both local and international level.
2. The university's procedures and policies which are followed to achieve the required professional development for its faculty members on an ongoing basis.
3. Conduct a forum for partners of the College of Health and Sport Sciences and establish an efficient advisory council at the programme level, which contributes to the enhancement of the programme and aligns it with the needs of the labor market, as well as national and community needs.

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

1. Employ faculty experts in biomechanics, kinesiology, statistics, measurement, evaluation, swimming, public relations, and sports media.
2. Update the electronic library holdings to include research bases related to the specialization of physical education, such as Dar Al-Manzomah, Sport-Med, and others.
3. Establish detailed and clear procedures for selecting and appointing external moderators to ensure consistent implementation of external moderation for assessments, as well as adherence to relevant academic standards.
4. Develop mechanisms to evaluate the effectiveness of internal and external moderation of assessments to ensure they improve assessments and achieve fairness in grading.
5. Ensure that the admission rates align with the graduation rates and retention rates of students in the programme, as well as with the corresponding rates in similar programmes.

6. Develop mechanisms to improve communication with graduates, in order to ensure that the data on graduate destinations and employment rates is used to validate the fulfillment of the academic standards.
7. Develop mechanisms to ensure stakeholder adherence to all procedures outlined in this policy, while documenting the outcomes and recommendations from the review reports.
8. Expand the scope of benchmarking to include the learning and assessment methods, as well as universities on the international level.
9. Establish procedures to monitor the mechanisms applied to address the needs of the labor market and society, and to ensure that formal studies of the labor market are conducted periodically.