



هيئة جودة التعليم والتدريب  
Education & Training Quality Authority  
Kingdom of Bahrain - مملكة البحرين

# **Directorate of Higher Education Reviews**

## **Programme Follow-Up Visit Summary**

**Bachelor in Arabic Language and Literature**

**College of Arts**

**University of Bahrain**

**Kingdom of Bahrain**

**First Follow-up Visit Date: 21-24 September 2020**

**Review Date: 3 - 7 December 2017**

**HC115-C2-F021**

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## The Programme Follow-up Visit Overview

The follow-up visit for academic programmes conducted by the Directorate of Higher Education Reviews (DHR) of the Education & Training Quality Authority (BQA) in the Kingdom of Bahrain is part of a cycle of continuing quality assurance reviews, reporting and improvement.

The follow-up visit applies to all programmes that have been reviewed using the Programmes-within-College Reviews Framework, and received a judgement of 'limited confidence' or 'no confidence'.

This Report provides an account of the follow-up process and findings of the follow-up panel whereby the Bachelor in Arabic Language and Literature (BAAR), at the University of Bahrain (UoB) was revisited on 21-24 September 2020 to assess its progress in line with the published Programmes-within-College Reviews Framework and the BQA regulations.

### A. Aims of the Follow-up Visit

- (i) Assess the progress made against the recommendations highlighted in the review report (in accordance with the four BQA Indicators) of UoB's BAAR since the programme was reviewed on 3 - 7 December 2017.
- (ii) Provide further information and support for the continuous improvement of academic standards and quality enhancement of higher education provision, specifically within the BAAR programme at UoB, and for higher education provision within the Kingdom of Bahrain, as a whole.

### B. Background

The review of the BAAR programme, at UoB in the Kingdom of Bahrain was conducted by the DHR of the BQA on 3 - 7 December 2017.

The overall judgement of the review panel for the BAAR programme, of UoB was that of '**limited confidence**'. Consequently, the follow-up process incorporated the review of the evidence presented by UoB to the DHR, the Improvement Plan submitted to BQA, the Progress Report and its supporting materials and the documents submitted during the follow-up virtual visit and those extracted from the interview sessions.

The external review panel's judgement on the UoB's BAAR programme for each Indicator was as follows:

**Indicator 1:** The learning programme; '**satisfied**'

**Indicator 2:** Efficiency of the programme; '**satisfied**'

**Indicator 3:** Academic standards of the graduates; '**not satisfied**'

**Indicator 4:** Effectiveness of quality management and assurance '**satisfied**'

The follow-up virtual visit was conducted by a (Panel) consisting of two members. This follow-up visit focused on assessing how the Institution addressed the recommendations of the report of the review conducted on 3 - 7 December 2017. For each recommendation given under the four Indicators, the Panel judged the recommendation as per Appendix 1; whereas an overall judgement is given based on the rubric provided in Appendix 2.

### **C. Overview of the BA in Arabic Language and Literature Programme**

The Department of Arabic Language and Literature in the University of Bahrain was founded in 1979, with two branches; one in Arabic Language and Literature and the other in Islamic Studies .

The Department formulated a set of objectives to be achieved by its graduates; namely, to train students on the sciences and theories of Arabic Language and fundamentals, develop students' linguistic and literary competence as well as critical sense of curiosity, apply methodological analysis and critical thinking skills in the study of subjects relevant to discipline, employ self-learning skills in their academic field of specialisation using modern technologies and information technology, prepare - individually or collectively - solid scientific research in Arabic Language and literature using the methods and ethics of scientific research, and analyse written and audio texts based on their critical knowledge of the fundamentals of Arabic Language and its literature.

To obtain a Bachelor in Arabic Language and Literature, the student must study 128 credit hours. Of these, 87 credit hours are major requirements, 9 credit hours are elective courses of the discipline courses, and 3 credit hours are elective courses irrelevant to the discipline. In addition to the discipline courses, the student must take 18 credit hours as requirements for the College of Arts including courses in various fields such as: the Modern History of Bahrain and Citizenship course 122, the Islamic Culture course 101, the Principles of Computer Science course 105, the Principles of Statistics 105, and the Sciences of the Qur'an course 114. The total number of students enrolled in the Department of Arabic Language and Literature is 675 students with 22 faculty members who belong to many Arab countries with a long history in teaching Arabic Language and Literature .

## 1. Indicator 1: The Learning Programme

*This section evaluates the extent to which the A programme of UoB, has addressed the recommendations outlined in the programme review report of December 2017, under Indicator 1: The learning programme and as a consequence provides a judgment regarding the level of implementation of each recommendation for this Indicator as outlined in Appendix 1 of this Report.*

No.	Recommendations	Judgement
1.1	Review and revise the content of courses (Language Skills (1)-ARAB 110, and Language Skills (2)-ARAB 210), to ensure that their syllabi are appropriate in terms of depth and breadth.	Partially Addressed
1.2	Review the courses specification and the content of their files, in order to ensure that they are accurate and include all required information.	Partially Addressed
1.3	Rewrite the Programme Intended Learning Outcomes to be measurable, and ensure that all the programme's documents contain the list of outcomes that are approved by the programme.	Fully Addressed
1.4	Apply the procedures that contribute to using the e-learning properly and in line with the teaching and learning policy of the University, and measure its effectiveness in achieving the Programme Intended Learning Outcomes.	Partially Addressed

## 2. Indicator 2: Efficiency of the Programme

*This section evaluates the extent to which the BAAR programme of UoB, has addressed the recommendations outlined in the programme review report of December 2017, under Indicator 2 Efficiency of the programme and as a consequence provides a judgment regarding the level of implementation of each recommendation for this Indicator as outlined in Appendix 1 of this Report.*

<b>No.</b>	<b>Recommendations</b>	<b>Judgement</b>
<b>2.1</b>	Expedite the development and the implementation of a formal plan to recruit new expert academic members, and reduce the actual teaching workload assigned to each academic member.	Partially Addressed
<b>2.2</b>	Develop and implement an appropriate plan to assist faculty members to achieve academic promotion.	Fully Addressed
<b>2.3</b>	Organize a formal induction programme for the new academic staff on the levels of the department, college, and the university to introduce them to the university policies, regulations, resources, and its multiple services, and evaluate the effectiveness of this programme.	Partially Addressed
<b>2.4</b>	Expand the use of the tracking reports and the data generated by the tracking systems to enhance making decisions that contribute to upgrading the educational process efficiency.	Fully Addressed

### 3. Indicator 3: Academic standards of the graduates

*This section evaluates the extent to which the BAAR programme of UoB, has addressed the recommendations outlined in the programme review report of December 2017, under Indicator 3: Academic standards of the graduates and as a consequence provides a judgment regarding the level of implementation of each recommendation for this Indicator as outlined in Appendix 1 of this Report.*

No.	Recommendations	Judgement
3.1	Conduct formal benchmarking processes in line with the university policy in order to cover all aspects of the programme including the admission requirements, the academic standards of students and graduates of the programme, and utilize the results in improving the programme.	Partially Addressed
3.2	Ensure that the university policies and procedures of plagiarism are applied properly in the programme.	Fully Addressed
3.3	Activate the university arrangements related to pre and post internal moderation for the assessment tools used in the programme, and assess their effectiveness, and ensure that the moderators are specialists.	Fully Addressed
3.4	Implement appropriate formal procedures for the external moderation of the assessment, where the feedback of the external moderation contributes to developing the programme and improving its courses.	Partially Addressed
3.5	Conduct intensive training courses about the assessment procedures and their alignment with the learning outcomes according to the Study and Examination System in UoB, and consequently expedite the activation of the course assessment form, as well as, the measurement of the Course Intended Learning Outcomes achievement, and finally the achievement of the Programme Intended Learning Outcomes in a more rigorous manner.	Fully Addressed
3.6	Utilize the available statistics about the student cohorts, in conducting a detailed analysis about the academic cohorts and utilize its result in improving the programme.	Fully Addressed
3.7	Activate the role of the advisory committee, follow an explicit methodology, identify topics presented and reviewed by the committee, and determine the mechanism of processing observations provided to the programme.	Fully Addressed

#### 4. Indicator 4: Effectiveness of quality management and assurance

*This section evaluates the extent to which the BAAR programme of UoB, has addressed the recommendations outlined in the programme review report of December 2017, under Indicator 4: Effectiveness of quality management and assurance and as a consequence provides a judgment regarding the level of implementation of each recommendation for this Indicator as outlined in Appendix 1 of this Report.*

No.	Recommendations	Judgement
4.1	Improve the approaches used for monitoring and assessing the quality assurance management system in the programme, and measures their effectiveness.	Fully Addressed
4.2	Implement the university policy of periodic programme review in a holistic and continual manner, and develop mechanisms for monitoring and tracking the implementation of improvement plans.	Fully Addressed
4.3	Continue to develop the university's mechanisms of surveying all stakeholders' opinions -especially external ones- and to analyze the results periodically and regularly, in addition to informing all its internal and external stakeholders about the results.	Partially Addressed
4.4	Implement periodic, comprehensive, and rigorous studies to assess the labour market needs both on the long-term and short-term, and to utilize the results in developing the programme.	Not Addressed

## 5. Conclusion

Taking into account the institution's own progress report, the evidence gathered from the interviews and documentation made available during the follow-up virtual visit, the Panel draws the following conclusion in accordance with the DHR/BQA Follow-up Visits of Academic Programme Reviews Procedure:

**Bachelor in Arabic Language and Literature programme offered by University of Bahrain has made "Adequate Progress" and as a result, the programme won't be subjected to another follow-up visit.**

## Appendix 1: Judgement per recommendation

Judgement	Standard
<b>Fully Addressed</b>	The institution has demonstrated marked progress in addressing the recommendation. The actions taken by the programme team have led to significant improvements in the identified aspect and, as a consequence, in meeting the Indicator's requirements.
<b>Partially Addressed</b>	The institution has taken positive actions to address the recommendation. There is evidence that these actions have produced improvements and that these improvements are sustainable. The actions taken are having a positive, yet limited impact on the ability of the programme to meet the Indicator's requirements.
<b>Not Addressed</b>	The institution has not taken appropriate actions to address the recommendation and/or actions taken have little or no impact on the quality of the programme delivery and the academic standards. Weaknesses persist in relation to this recommendation.

## Appendix 2: Overall Judgement

Overall Judgement	Standard
<b>Good progress</b>	The institution has fully addressed the majority of the recommendations contained in the review report, and/or previous follow-up report, these include recommendations that have most impact on the quality of the programme, its delivery and academic standards. The remaining recommendations are partially addressed. <b>No further follow-up visit is required.</b>
<b>Adequate progress</b>	The institution has at least partially addressed most of the recommendations contained in the review report and/or previous follow-up report, including those that have major impact on the quality of the programme, its delivery and academic standards. There is a number of recommendations that have been fully addressed and there is evidence that the institution can maintain the progress achieved. <b>No further follow-up visit is required.</b>
<b>Inadequate progress</b>	The institution has made little or no progress in addressing a significant number of the recommendations contained in the review report and/or previous follow-up report, especially those that have main impact on the quality of the programme, its delivery and academic standards. For first follow-up visits, <b>a second follow-up visit is required.</b>