



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

Directorate of Higher Education Reviews

Programmes-within-College Reviews Report

**Bachelor of Physical Education
College of Physical Education
University of Bahrain
Kingdom of Bahrain**

Date Reviewed: 23-25 October 2017

HC106-C2-R106

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The Programmes-within-College Reviews Process

A. The Programmes-within-College Reviews Framework

To meet the need to have a robust external quality assurance system in the Kingdom of Bahrain, the Directorate of Higher Education Reviews (DHR) of the Education & Training Quality Authority (BQA) has developed and is implementing two external quality review processes, namely: Institutional Reviews and Programmes-within-College Reviews which together will give confidence in Bahrain's higher education system nationally, regionally and internationally.

Programmes-within-College Reviews have three main objectives:

- to provide decision-makers (in the higher education institutions, the BQA, the Higher Education Council (HEC), students and their families, prospective employers of graduates and other stakeholders) with evidence-based judgements on the quality of learning programmes
- to support the development of internal quality assurance processes with information on emerging good practices and challenges, evaluative comments and continuing improvement
- to enhance the reputation of Bahrain's higher education regionally and internationally.

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

Indicator 1: The Learning Programme

The programme demonstrates fitness for purpose in terms of mission, relevance, curriculum, pedagogy, intended learning outcomes and assessment.

Indicator 2: Efficiency of the Programme

The programme is efficient in terms of the admitted students, the use of available resources - staffing, infrastructure and student support.

Indicator 3: Academic Standards of the Graduates

The graduates of the programme meet academic standards compatible with equivalent programmes in Bahrain, regionally and internationally.

Indicator 4: Effectiveness of Quality Management and Assurance

The arrangements in place for managing the programme, including quality assurance, give confidence in the programme.

The Panel indicates in the review report whether the programme satisfies each of the four indicators. It concludes with a final judgement as shown in the following table:

Table 1: Criteria for Judgements

Criteria	Judgement
All four Indicators satisfied	Confidence
Two or three Indicators satisfied, including Indicator 1	Limited Confidence
One or no Indicator satisfied	No Confidence
All cases where Indicator 1 is not satisfied	

B. The Programmes-within-College Reviews Process at the University of Bahrain

A Programmes-within-College review of the Bachelor of Physical Education offered by College of Physical Education, University of Bahrain was conducted by the DHR of the BQA in terms of its mandate to review the quality of higher education in Bahrain. The site visit took place on 23-25 October 2017.

This Report provides an account of the review process implemented by the DHR, and the findings of the Panel for the Bachelor of Physical Education based on analysis of the Self-Evaluation Report (SER), and supporting documentation provided during the site visit, as well as interviews and observations conducted during the visit.

University of Bahrain was notified by the DHR/BQA on 6 March 2017 that it would be subject to a Programmes-within-College reviews, along with a site visit, which was expected to be conducted during October 2017. In preparation for the review, the University of Bahrain (UoB) conducted self-evaluation process of its Bachelor of Physical Education programme and submitted the SER with appendices on the agreed date on 12 July 2017.

The DHR/BQA constituted a Panel consisting of experts in the academic field of the programme who have experience of external programme quality reviews. The Panel comprised of (3) external reviewers.

This Report provides the evidence- supported findings of the Panel based on:

- (i) analysis of the Self-Evaluation Report and supporting materials submitted by the institution prior to the external peer-review visit

- (ii) analysis derived from discussions with various stakeholders (faculty members, students, graduates, and employers)
- (iii) Analysis based on additional documentation requested and presented to the Panel during the site visit.

It is expected that the UoB will use the findings presented in this Report to strengthen the Bachelor of Physical Education. The DHR recognizes that quality assurance is the responsibility of the higher education institution itself. Hence, it is the right of UoB to decide how it will address the recommendations contained in the review report. Nevertheless, three months after the publication of this Report, UoB is required to submit to the DHR an improvement plan in response to the recommendations. Nevertheless, three months after the publication of this Report, UoB is required to submit to the DHR an improvement plan in response to the recommendations.

The DHR would like to extend its thanks to UoB for the co-operative manner in which it has participated in the Programmes-within-College review process. It also wishes to express its appreciation for the open discussions held in the course of the review and the professional conduct of the faculty and administrative staff of Bachelor of Physical Education Programme.

C. Overview of the College of Physical Education:

The College of Physical Education dates back to 1982 when it was part of the College of Science, Arts, and Education, which was one of the subordinates that formed the University of Bahrain in 1986. As a result of the development processes of the University of Bahrain, the Academy of Physical Education and Physiotherapy was established in 2009, which was transformed in 2012 to the College of Physical Education and Physiotherapy, and then the College name was changed in October 2016 to become the College of Physical Education. The College comprises the Department of Physical Education, and it looks forward to 'being a leading center in the fields of physical education, sports, health, and treatment, which contributes to the service and development of the society', as stated in its vision.

D. Overview of the Bachelor of Physical Education:

The Bachelor of Physical Education was first introduced in 1982, with (12) enrolled students, the first cohort was graduated in the academic year 1985, then the University stopped the admission of students in the programme from 2005 to 2007, after which the admission was reopened, and the programme is still being delivered until the time of the visit. The Bachelor of Physical Education aims to 'develop and rehabilitate teachers who are specialized in the teaching of school physical education, and to organize and manage the physical education activities at all levels of education'. At

the time of the site visit, the number of full-time faculty members of the programme was (15), in addition to (25) part-time Members, while the number of the administrative staff was (11) members and the number of students was (1400).

E. Summary of Review Judgements

Table 2: Summary of Review Judgements for the Bachelor of Physical Education

Indicator	Judgement
1: The Learning Programme	Satisfies
2: Efficiency of the Programme	Does not satisfy
3: Academic Standards of the Graduates	Does not satisfy
4: Effectiveness of Quality Management and Assurance	Satisfies
Overall Judgement	Limited Confidence

1. Indicator 1: The Learning Programme

The programme demonstrates fitness for purpose in terms of mission, relevance, curriculum, pedagogy, intended learning outcomes and assessment.

- 1.1 The Physical Education programme has a clear academic framework, consistent with the nature of specialization, and appropriate to the bachelor's degree level. As shown on the university's website, the programme aims to 'prepare and retain specialized teachers in the field of teaching in Physical Education schools, who are capable of organizing and managing all teaching activities in all grades, according to the highest academic level'. While the Panel acknowledges that the programme has clear objectives which are linked to the mission and aims of the College and the University, the Panel notes that these objectives were dedicated – solely- towards preparing a physical education teacher, although the College guidebook included a provision on the preparation of students to be capable of working in the fields of physical education and training management. Furthermore, the College guidebook stated that the objectives of the programme include 'an administrator in sports clubs and sports federations, or administrator of physical activities and sports games'. Moreover, during the site visit interviews, the faculty and the alumni confirmed that it is important to widen the programme objectives to include; the ability to communicate in English language and the acquisition of physical training skills, which would enable graduates to find more job opportunities at private schools, and to compete in other sectors rather than schools, such as health clubs, and various sports organizations. This has been also confirmed during the interviews with employers, and stakeholders. Hence, the Panel recommends that the College should review the aims of the programme and the target areas for graduates employability to be more consistent with each other.
- 1.2 The Programme has a comprehensive study plan, which includes (128) credit hours, distributed as follows: (11) credit hours for the university requirements, (33) credit hours for the college requirements, (84) credit hours for the specialization requirements. The courses are distributed over eight semesters which provide the progression year by year; the plan contains an appropriate list of course prerequisites that ensures proper progression across the curricula, in addition to a number of appropriate elective courses that satisfy student's preferences and interests, furthermore the study plan has a variety of theoretical and practical courses, and the curricula balances the allocated credit hours for both theoretical and practical courses (approximately 54% for theoretical courses, and 46% for practical courses). Therefore, the Panel appreciates that the curricula are structured to provide smooth progression year by year, course by course, and there is a balance between theory and practice. However the Panel examined the course files and the study plan and noted that the programme structure includes some courses offered as a prerequisite such as; the

'Chemistry Principles' (CHEMY106) and the 'Physics Principles' (PHYCS104), which have a general content that doesn't serve the physical education specialization, and it was revealed during interviews with faculty members that these courses have recently been transferred as university requirements, as they were previously taught by the College, the reasons provided to the Panel behind this change were not clear. Furthermore, the Panel found that there is a need to add other courses to provide the students with in-depth knowledge about the skeletal and musculature systems, along with the related kinetic aspects such as 'Descriptive and Functional Anatomy', which is considered as a central base for other sciences such as the science of organ functions, and other health sciences related to physical effort and athletic performance. In addition, during interviews, the alumni indicated to the students need to add a physical nutrition course that delivers the required knowledge on athletes' nutrition, the food ingredients study, and their impact on athletic performance. The Panel is of the view that it is necessary to review the course of 'Athletic Injuries' (PHEDE 314) to make it a compulsory course for all students, as the teacher of physical education may face some cases of athletic injuries in the school, consequently, he should be familiar with types of injuries and first aid. Hence, the Panel recommends that the College should address these considerations in the next periodic review of the programme.

- 1.3 According to the SER, course specifications are described in a template, which include detailed information on course objectives, alignment of the Course Intended Learning Outcomes (CILOs) to the Programme Intended Learning Outcomes (PILOs), teaching methods, assessment tools used for evaluating the CILOs, in addition to topics of weekly lectures, books used, and academic periodicals. The Panel examined the course files and the course specifications, during the site visit, and found them generally appropriate. The Panel also found through interviewing the faculty members and reviewing the course files, that the faculty members used the results of recent researches or their own research, constantly, in delivering their lectures. However, the Panel noted that there is a repetition in some of courses content, for example; the course syllabi of 'Introduction to Sports Games' (PHEDE410), which includes the laws of games and their updates, is covered in other courses, such as 'Observations and Analysis of Physical Education' (PHEDE412). In addition, the Panel found that the elective courses list includes courses which are not preferred by students such as; performance and teaching of rhythmic swimming course. Thus, the Panel urges the College to review and revise the elective courses list by cancelling the courses that were not opened during the last years, and adding other courses that contribute in increasing employment opportunities for graduates, so the graduate can work as 'an administrator in sports clubs and sports federations, or administrator for physical activities and sports games', as indicated in the college guidebook (see recommendations in paragraph 1.1, 1.2).

- 1.4 The Physical Education programme has ten PILOs grouped under four main categories namely; knowledge, specific skills, critical thinking and general skills, which are stated in the programme specifications and appropriate for the level of bachelor degree. The Panel examined the provided evidence and the SER, and found that the PILOs are well-written, measurable, satisfying the four required categories, and are aligned with the programme mission and aims. It was clear during the site visit that the faculty members are conversant and aware of the PILOs, and how their teaching contributes to its achievement. Therefore, the Panel appreciates that the PILOs are well-written, measurable, and related to the programme aims and objectives.
- 1.5 The University has a clear mechanism for developing and mapping the CILOs for each course to their respective PILOs. From the interviews with the faculty members during the site visit, and by examining the SER, and the course files, the Panel learnt that according to the university mechanism, the CILOs of each course have been developed by concerned staff members, then submitted to the Head of Department (HoD), who forward it to the Curricula Committee, and then to the Department Council for final approval. It was revealed from the interviews that the faculty members have a well-understanding of how to formulate the CILOs, and how to map them to the PILOs, it was also indicated that the students are aware of the CILOs of all courses, as the instructor of the course distributes the course descriptions at the beginning of each semester. The Panel noted, through examining the course files, that the CILOs are appropriate to the course level and content, and contributes to the PILOs achievement. However, the Panel found some cases of inaccuracy in aligning the CILOs to the PILOs, for example and as noted in the SER, the CILOs of some course are mapped to (11) PILOs, where the number of the PILOs all over the provided evidences are only ten (e.g, 'Performance and Teaching of Water Sports 2' (PHEDE203), 'Performance and Teaching of Gymnastics 1' (PHEDE205), and 'Teaching Theories and Training of Basketball' (PHEDE302). Another example, in the 'Teaching and Training of Gymnastics' (PHEDE307) the Panel found that CILO 1 of the course which reads: 'understanding and elaborating gymnastics theories, rules, and basics', has been aligned to seven PILOs including those which cannot be aligned with such as; (B) 'applying special skills related to planning, implementation, and discipline', (C) 'finding effective solutions to on-site problems', (D) 'developing student capabilities for classification, analysis, critical thinking, and decision-making', (E) 'showing the ability to innovate, to be flexible, and to communicate in group work'. Therefore, the Panel recommends that the College should review the mapping of the CILOs to the PILOs; to ensure that they are closely linked.
- 1.6 There is a work-based learning element in the programme, consisting of three courses on practical education; 'Practical Education at the Primary Level' (PHEDE401), 'Practical Education in Middle Schools' (PHEDE402), and 'Practical Education in High

Schools' (PHEDE404). As stated in the study plan, students spend (9) hours for each course per week equivalent to (3) credit hours for each session. The course provides the student with field experiences at all levels of general education, which are consistent with the first aim of the programme, 'learner's acquisition of concepts, skills, and information related to the teaching and training of various sporting activities'. The Panel reviewed the course prerequisites and the provided evidence, and found that the registration in the first course 'Practical Education at the Primary Level' (PHEDE401) requires that the student has completed (105) hours and has passed the course 'Teaching Sports Education for the Primary Level' (PHEDE315) as a prerequisite, and concerning the other two courses, the applicant must have passed the first course as a prerequisite. Each course has a clear description identifies its CILOs. The Panel found that it is aligned with the PILOs, and that the description explains the assessment mechanism. The assessment process for this course is conducted by an academic member, who is responsible for monitoring the performance of the student, advising and evaluating him (as detailed in paragraph 3.11). The Panel appreciates that there is a clear work-based learning component, where the CILOs are mapped to the PILOs, and that there is an appropriate number of credits and prerequisites allocated for the course, that enable students to apply their theoretical study and acquire initial teaching experiences.

- 1.7 The College has a clear policy for encouraging teaching staff to use a variety of recent teaching methods, techniques, and strategies, including lectures, seminars, discussions, self-learning, collaborative learning and etc., which are clearly integrated into course descriptions, and appropriate with all CILOs. The Panel reviewed the course files and found that various teaching methods were included in many courses, such as; 'Sports Physiology' (PHEDE211) and 'Mathematical Psychology' (PHEDE217). The senior management of the programme also indicated that the College is caring about monitoring the educational process, and the use of various teaching methods, the HoD also visits some classes irregularly, after coordination with the instructors. Furthermore, faculty members encourage their students to regularly participate in the learning process through various learning methods, which enhance the effectiveness of students' role in the learning process through assignments, reports, and research, in addition to using video during lectures; to display the illustrated exercises and common mistakes, which were praised by the students interviewed during the site visit. Therefore, the Panel appreciates the existence of different methods used in teaching that are aligned with the intended learning outcomes for each course, and encourages students to participate in the learning process. During interviews with faculty and students, the Panel found that although e-learning through 'Blackboard' is available, the use of the recent teaching technologies and e-learning is limited, especially that most of the staff members are not experienced in using the virtual learning platforms. Hence, the Panel urges the College to establish a culture of using modern techniques in education, and ensure the effective utilization

of the virtual learning platform available at the University, as well as enhancing the capacity of the faculty in this area (see recommendation in para. 4.9).

- 1.8 UoB has a clear assessment policy, which is implemented throughout the Programme. The Panel examined the course files, and found that there are a variety of tests conducted throughout each semester, which use cumulative and formative assessment approaches. The Panel is confirmed that both students and faculty have an adequate knowledge and understanding of the assessment policies and mechanisms, and the faculty members -transparently- provide students with clear feedback either written or verbal on their work, and in the practical courses, results are delivered to students as soon as the examination is completed. However, the Panel noted that the use of grading rubrics in the assessment is limited. Thus, the Panel advises that the use of these rubrics should be broadened, as those rubrics ensure more clarity and objectivity of the assessment, particularly in the practical courses. Moreover, UoB has a clear policy of intellectual property and plagiarism prevention, while the Panel has noted during the interviews with faculty members the use of 'Turnitin' program to detect plagiarism, its scope of application is still very limited. The penalties applied to the student in case of detecting plagiarised work are degrading from giving the student grade (F) in the course, to the dismissal for a full academic year and, if repeated, she/he would be displaced from the University. Through interviews with students and the analysis of evidence, the Panel found that there is a formal mechanism for appeal, which the students are aware of, and that mechanism is clearly stated within the student handbook. The Panel appreciates that the Programme implements an appropriate policy of assessment in general, through which proper feedback is provided to students, and that the academic staff and the students are well informed of, and that policy ensures fair and effective appeal procedures.
- 1.9 In coming to its conclusion regarding The Learning Programme, the Panel notes, *with appreciation*, the following:
- The curriculum of the program is structured to provide a smooth progression year by year, and from one course to another, balancing theory and practice.
 - The intended learning outcomes of the programme are well written and measurable and relevant to its goals and objectives.
 - There is a clear work-based learning component, linked with the programme outcomes, which has appropriate number of credit hours and prerequisites, that provide students with the opportunity to apply their theoretical and practical experience and acquire initial teaching experience.
 - The variety of teaching methods used to align with the learning outcomes required for each course, and encouraging students to participate in the learning process.
 - The programme implements an appropriate policy of assessment in general, through which proper feedback is provided to students, and that the academic

staff and the students are well informed of, and that policy ensures fair and effective appeal procedures.

1.10 In terms of improvement the Panel **recommends** that the College should:

- review programme objectives and target areas for the employment of graduates to be consistent with each other
- study the possibility of modifying the list of courses to ensure a better delivery of the programme, when undertaking the next periodic review of the program
- review the mapping of course intended learning outcomes to be aligned with programme intended learning outcomes; to ensure that they are closely linked.

1.11 **Judgement**

On balance, the Panel concludes that the programme **satisfies** the Indicator on **The Learning Programme**.

2. Indicator 2: Efficiency of the Programme

The programme is efficient in terms of the admitted students, the use of available resources - staffing, infrastructure and student support.

- 2.1 The programme implements the admission policies of the University, which are identified and published on the university's website. These policies include; minimum admission rate, which is 70% in the high school, medical examination, and an interview. In addition to the university's admission requirements, the Department holds its own admission tests, which include physical and skill tests, such as; body shape examination, and body composition test. During the interviews, the Panel confirmed that students are aware of those requirements. By studying of the evidence, the Panel found that the college admission requirements had recently been reviewed, and the College has added the use of the standard ruler of physical and skill tests to those requirements in light of the benchmarking with similar regional programmes. The Panel encourage the College to continue using the standard ruler, measure its effectiveness, use the benchmarking results, and the stakeholders survey results in developing and updating the admission requirements.
- 2.2 Statistics provided to the Panel show that in the first semester of the academic year 2017-2018, the number of admitted students were (263) student out of 360 applicants. The current results indicate that the drop-out rate of students from the programme reaches (8%), which is very low compared to the past years, since in 2010, the number of students who dropped out of the programme reached (144) represented approximately (36%) of the total admitted students, the Panel reviewed a study conducted by the Department at that time to explore the reasons behind the dropout, and the study found that these reasons include the incapability of students to complete the programme due to physical or skills problems. There are arrangements in place to track the students' academic progression through the available data on the admitted student attributes and their progress. There is also an academic supervision system on the university level, the Panel noted that the percentage of students at-risk of academic failure reached (7.78%), which is considered reasonable. However, there was no evidence that the College performed a holistic study to measure the effectiveness of the admission policy in selecting the suitable students for the programme, especially that the Panel observed a leniency in implementing the admission requirements, which was recognized during the site visit, as some students have a remarkable overweight. Accordingly, the Panel recommends that the College should properly implement the admission criteria, to ensure that the profiles of the admitted students are appropriate to the programme needs and that the number of the students corresponds to the resources and facilities of the College (see paragraph 2.8).

- 2.3 The College has a clear administrative structure, which demonstrates an appropriate hierarchy along with identified responsibilities for the programme management. During interviews with the senior management of the programme, it was indicated that the programme management decisions are taken through the Department Council, which consists of all faculty members. Faculty members are welcomed to discuss and display topics related to the Department. Decisions that requires higher approval level are sent to the College Council - headed by the Dean and compromised of HoD and two external members experienced in the practical field of the specialization- and the College Council may refer decisions that need higher approval to the University Council. Moreover, The Department Council manages its responsibilities through a number of committees, such as: The Curriculum Committee and the Audit Committee, which are responsible for reviewing course files and preparing reports and recommendations, the Study Plan Committee, the Postgraduate Committee, the Assessment Committee, the committee responsible for the selection of new academic staff, and the Promotion Committee. In addition, and as confirmed by the students and faculty members, HoD monitors the programme running, and meets regularly with students and faculty members to listen to their feedback. Accordingly, the Panel appreciates that there are clear lines of responsibility within the management of the programme. However, the Panel noted through reviewing the minutes of meetings of the College Council, that the external member of the programme has not attended the council meetings since January 2016. Hence, the Panel advises the College to address this issue.
- 2.4 According to the provided evidence and interviews conducted during the site visit, the College employs a number of experienced and highly qualified academic staff in different disciplines on a full-time basis. In the academic year 2017-2018, the number of staff members was 13 (2 professors, 4 associate professors, 7 assistant professors). The staff to students' ratio in the current academic year 2017-2018 is 1:35, which is very low, although it is calculating the total number of both full-time and part-time faculty members - which is (40) member - compared to the number of students (1400). The Panel also noted that the teaching load for staff members is exceeding the maximum limit (18 hours), which is considered a very high work load that consumes their energy and time, and negatively affects their ability to conduct researches and contribute in community services. The Panel found that half of the academic members did not conduct any research during the past five years, although there are policies to promote scientific research at the university level by providing rewards. However, the Panel is of the view that the promotion policy needs to consider reducing the workload for academics who are engaging in an academic research. The Panel learned that the Department had temporarily addressed the shortage in the number of staff members, by employing fresh graduates of high level, alongside coaches, or players at higher competitive levels, or employees of the Bahraini Olympic Committee, and affiliated sports federations who have bachelor, or master degree, to teach practical courses,

where they are guided and observed at the beginning of the semester by the course coordinators, then they take over teaching and assessment, yet the Panel has not been provided with sufficient evidence of a formal follow-up process conducted by course coordinators throughout the semester. While the Panel understood the acute lack of academic staff, it is yet noting with concern the negative impact of this situation; as there is no proper follow-up for external course instructors— especially for fresh graduates – which may negatively affect the efficiency of the programme delivery, and the quality of the graduate. The College has recently presented a request for the recruitment of 10 academics, but no member has been appointed until the time of the site visit. Therefore, the Panel recommends that the College should expedite the implementation of its plan to recruit an adequate number of teaching staff to address the acute shortage of academic staff and reduce the teaching workload.

- 2.5 The University has a clear recruitment policy, which stipulates that the recruitment process starts on the department level, by submitting a request to the University expressing their need for academic staff, and the University responds to this request by placing an advertisement on its website declaring the need for the required posts and terms of submission, then the *ad hoc* committee for selection recommends the best and most qualified applicants according to publicly transparent procedures, and submits the recommended candidates to the Department Council for approval, which raises the issue to the University Council for final approval. The evidence provided indicates that the retention rate of the faculty members who demonstrate efficiency and merit in work is high; as there was only one academic member who dropped out during the past five years. Accordingly, the Panel appreciates the existence of a clear and transparent recruitment procedures and arrangements that contribute to the high retention rate of academic members. Moreover, the University has clear procedures for promotion, however, during the last five years, there was only one associate professor who has been promoted to a professor, and one request for promotion is currently pending. During the interviews with faculty members, they have indicated that applying for promotion is often difficult due to the overwhelming workload. Therefore, the Panel recommends that the College should develop and implement an appropriate plan to enable the faculty members to apply for promotion. The University has a system for staff appraisal ran by the Quality Assurance and Academic Accreditation Centre, where students are evaluating the course instructor at the end of each semester, then the university's Measurement and Evaluation Centre collects these assessments, calculates their rate, and sends a copy to the concerned instructor, the HoD, and the Dean. If an academic member receives less than 60% in her/his appraisal, then the HoD will arrange for a meeting with him to discuss the issue. Moreover, the Panel found from the provided evidence that the University uses forms for the annual appraisal of the academic staff, furthermore, it was revealed during the interviews that both HoD and the Dean are contributing in the evaluation process when there is a contract renewal or a submission for promotion. Consequently, the

Panel urges the College to ensure that the annual evaluation system is implemented comprehensively to include all members of the academic body (see para. 4.9).

- 2.6 The SER indicates that UoB utilizes a robust system for the management of various information on all levels and types, for example; the electronic registration system holds all information related to registration, curriculum, student number, class schedules, academic advising system, e-learning, human resources, student record and others. The SER stated that such systems collect data and information from their source, and provide statistics and analysis for colleges and relevant departments, to be used afterwards in decision making. Thus, the Panel appreciates the existence of a system for collecting and analysing various information that can be used in the program development. Nonetheless, the Panel noted that the Colleges and scientific departments have limited access to such information and data, and most of these information and data are obtained through a request submitted to the Deanship of Admissions and Registration, which may delay the process of utilizing these information, and therefore the Panel advises the College and the Department to develop direct access to all information and data related to the management of the programme, in order to facilitate further utilization of such information.
- 2.7 UoB has clear policies and procedures to ensure the integrity of information about learners and confirm the accuracy of results and their restore, as relevant records are kept on a secure information network managed by the Deanship of Admissions and Registration, and the Department. The course instructor is the only one who has an access to his private web page, where he enters students' grades, and send them to the HoD. The access is secured with a password, so no one can modify or manipulate the grades. The Department also keeps the student's answer papers for two semesters before they are finally disposed, while the student's electronic record is permanently saved. Furthermore, submitted evidence revealed that the University has a backup system, inside and outside the campus, to restore the information if there is a disaster, besides that, and to ensure further protection of the security and integrity of the students' information, the Information Technology Centre keeps an electronic backup copy of the students records in each semester. During the site visit, the Panel confirmed that these procedures are implemented and communicated to all stakeholders. Hence, the Panel appreciates the existence of a robust system to maintain the security of students records alongside the accuracy and integrity of the students' information.
- 2.8 During the site visit, the Panel toured the available physical resources and facilities which are used in delivering the programme, and noted that the Central Library, contains a lot of up-to-date resources, and is linked to a vast network of periodicals, journals, and global research engines. In addition, the Panel found that there are four classrooms dedicated for the department use, and another four shared classrooms

with the Psychology Department, besides, the Department is using some classrooms located in the English Language Centre premise, and across various buildings in the University, however, the Panel is of the view that the available classrooms capacity is insufficient, given the overall numbers of Students (1400), in addition, while the classroom accommodates (40) students, the number of students enrolled in some sections may reach more than (60) students, as shown in the class schedule for the first semester of the academic year 2017-2018 in the 'Sports Physiology' (PHEDE217), and the 'Teaching Methods of Physical Education' (PHEDE216). Furthermore, the Panel noted that the football field is designed in a minimized scale, and the athletics track is not designed in a way that ensures the security and safety of the athletes and does not conform to the standard specifications, especially that the floor is paved in asphalt. The Panel also noted that there are no cabinets in the athletes track for the students to keep their belongings during the exercise and that the only available places to change clothes are the bathrooms, which are also inadequate in number. In addition to the lack of training tools, especially gymnastics tools, which lack essential tools, such as parallel bar, balance beam, and the gymnastic rings. The Panel learned from the faculty members that the Department has submitted a request to the University to purchase sports tools and equipment, but the budget hindered to achieve that. Furthermore, the Panel found that there are four lectures conducted in the gymnastic hall at the same time and that other halls are narrow and did not allow smooth movement. During interviews with faculty members, the Panel learned that they are using the game halls of nearby schools at night, according to arrangements with those schools to overcome the shortage in facilities. Moreover, swimming classes are difficult to be performed during winter days; as there is no water heater or coverage, also there are no clear instructions on the pool's depth, security and safety arrangements, or health standards at the surrounding area of the pool. Furthermore, laboratories are inadequate in terms of standard equipment and tools, and there are no psychology laboratories and no biomechanics laboratories, which affects the effectiveness of course delivery and scientific research. As well, the Internal Audit Report of the Quality Assurance Centre stated that the physical resources of the College had a lot of shortcomings and recommended on development. Consequently, the Panel recommends that the College should develop different physical resources used to deliver the programme, which includes halls, gyms, and sports fields, in accordance with the internationally and regionally recognized standards, to accommodate the growing numbers of students and the needs of the programme.

- 2.9 UoB has a system for tracking the utilization of different resources. The College maintains a daily timetable for tracking classrooms, and laboratories utilization, in addition to Zain Centre which monitors the use of e-learning, in addition, the library also provides -upon request- a clear, detailed description of all transactions. Although there is a tracking system to assess the utilization of different resources, the Panel found no evidence that the results of those reports are regularly used in the

development of the programme, or in the improvement of the services provided to students, particularly in light of the severe shortage of the programme facilities. Accordingly, the Panel recommends that the College should utilize those results periodically and regularly in the development of the programme.

- 2.10 The Central Library is employing a highly qualified administrative staff to assist students and provide them with proper support on using different resources. Moreover, The Directorate of Guidance and Advising, which is subordinating the Deanship of Student Affairs provides psychosocial support services through specialized social advisors. There is also a medical clinic within the campus to deal with any sport injuries. However, through examining evidences, and from the interviews with students and faculty members, the Panel is confirmed that there is a lack in the number of administrative staff, however the Panel appreciates that the College recruit students to address this shortage. The Panel also noticed that although the admission system does not permit admission for students with special needs, there are no arrangements in place to support students who are injured or partially disabled during the study. Accordingly, the Panel urges the College to introduce the necessary arrangements to support students who may get injured.
- 2.11 The SER shows that there are arrangements in place to guide new admitted students. During interviews with the academic and administrative staff, it was indicated that the induction day for new students is organized by the Department in collaboration with the College and the Deanship of Admission and Registration, which provides students with information on the academic system, the credit hours system, the university facilities and various support centres. An evaluation of the induction programme is conducted by the Deanship of Admission and Registration through student's surveys. Students who miss the induction day and transferred students are guided through other arrangements prepared by the College. Hence, the Panel appreciates that there are effective and efficient arrangements in place to guide the newly admitted students.
- 2.12 The UoB academic guidance stipulates that, the Department, in collaboration with the Deanship of Admission and Registration, assigns an academic advisor for each group of students. By examining the list of academic advisors, and the number of students registered in each group, the Panel found that in the second semester of 2016-2017 there were five academic advisors assigned to five groups, in which students number exceeds 120 students, which negatively impacts the effectiveness of the academic guidance system at the Department, taking into consideration the high teaching workload of those advisors. Moreover, the Panel examined the data related to the academic support provided to students at risk of academic failure, and found that their number is (115) students; allocated to the faculty members who provide them with academic support. In addition, the Panel found that the university's system provides

additional support for students at risk, as it stipulates that the student at risk should register for fewer credit hours. Through interviews with students, it was found that most of them visit their academic advisors only in certain cases, where they have a study problem, or there is a need to register or drop courses. The Panel is of the view that the role of academic advisor should be extended to evaluate future tendencies of the students and advise in the selection of appropriate subjects; this may be difficult in light of the growing numbers of students, and the significant workload of faculty members. Hence, the Panel recommends that the College should evaluate the effectiveness of the academic guidance system and take the necessary arrangements and procedures to make it more effective in assisting students at risk of academic failure.

2.13 During interviews with the senior management of the programme, the Panel was informed that there are some arrangements in place from the side of the Department and the College to encourage students to participate in competitions, as well as local and international championships. These arrangements include taking into consideration students participation in competitions and championships and their timetables, when allocating the study load, or taking their attendance, especially that most of the faculty members are highly competent, and experienced in the management of national teams. Furthermore, interviews with students revealed that some of the students are distinguished athletes, who represent the University in external competitions, have received rewards and prizes. Furthermore, students have participated in many internal events, including Bahrain Marathon, Bahrain First, and National Day celebrations, in addition to interior sports show at the University. There are also several student committees that arrange various extracurricular activities under the supervision of the Deanship of Student Affairs. Accordingly, the Panel is satisfied with the variety of the extracurricular activities provided by the College within an appropriate learning environment.

2.14 In coming to its conclusion regarding the Efficiency of the Programme, the Panel notes, *with appreciation*, the following:

- There are clear lines of responsibility in the program management.
- There are clear and transparent recruitment procedures and arrangements.
- There is a system for collecting and analysing various information that can be utilized in the development of the programme.
- There is a robust system to maintain the security of students' records and preserve the integrity of student information.
- Employing the students as a compensation for the shortage in college administration staff, which simultaneously enhances their experience.
- There are effective and efficient arrangements in place to guide newly admitted students.

2.15 In terms of improvement, the Panel **recommends** that the College should:

- properly implement the admission criteria, to ensure that the profiles of the admitted students are appropriate to the programme needs and that the number of the students corresponds to the resources and facilities of the College
- expedite the implementation of its plan to recruit an adequate number of teaching staff to address the acute shortage of academic staff and reduce the teaching workload
- develop and implement an appropriate plan to enable members of the faculty to apply for promotion
- develop different physical resources utilized to deliver the programme, including; halls, gyms, and sports fields, in accordance with the internationally and regionally recognized standards, to accommodate the growing numbers of students and the needs of the programme
- utilize the results of the tracking system periodically and regularly in the development of the programme
- evaluate the effectiveness of the academic guidance system and take the necessary arrangements and procedures to make it more effective in assisting students at risk of academic failure.

2.16 **Judgement**

On balance, the Panel concludes that the programme **doesn't satisfy** the Indicator on **Efficiency of the Programme**.

3. Indicator 3: Academic Standards of the Graduates

The graduates of the programme meet academic standards compatible with equivalent programmes in Bahrain, regionally and internationally.

- 3.1 As shown in the provided evidence, graduates' attributes of the program are clearly defined. These attributes, in general, emphasize the preparation of a distinguished teacher of physical education, as reflected by the intended learning outcomes of the university and involved within the learning outcomes of the program. The achievement of these attributes is assured by assessing the CILOs and mapping them to the PILOs, as well as conducting surveys for employers and graduates which are designed specifically for this purpose. The Panel appreciates that the graduates' attributes are measurable, clear, consistent with the objectives and outcomes of the programme, and continuously evaluated. However, the Panel is concerned that there is evidence referring to the lack of achieving some of the graduate attributes (as described in paragraphs 3.4 and 3.8). Consequently, the Panel urges the College to review the mechanism used in this regard, in order to ensure the reliability of the assessment tools and the achievement of all graduates' attributes throughout the programme among all students.
- 3.2 UoB has a formal benchmarking policy adopted in 2015, and published on the university website. This policy aims at attaining academic standards at the university level which are comparable to regional and international standards. At the programme level, the Curriculum Committee of the College conducts the benchmarking study, and submits the results to the Department Council for discussion, then for approvals from higher levels. Moreover, during the site visit interviews, the faculty members indicated that the programme was established through benchmarking with similar programmes in the United States of America. The SER stated that the College has benchmarked some aspects of the programme with some Arab and foreign universities, including; graduate's attributes and study plan in terms of number of hours and courses, while, no evidence was provided on conducting a comprehensive benchmarking study to benefit the programme development. Furthermore, the SER indicates that the benchmarking study concluded that 'there is some similarity' between the offered programme and similar programmes. While acknowledging the existence of a formal policy of benchmarking at the university level, the Panel recommends that the College should conduct a comprehensive benchmarking study according to the university policy, that covers all aspects of the programme, including programme outcomes, and benefit from its results in the programme development.
- 3.3 The College follows the university's assessment policy, which has been detailed in multiple documents as previously indicated (paragraph. 1.8). By reviewing the course files, and through interviews with students, the Panel found that the assessment

processes are transparent and clear in practical courses, where the results of the students' performance are immediately delivered. In addition, written feedback on the written tests and assignments are communicated to students. During interviews with students, the Panel noticed that students are well informed of the assessment methods, as they have been provided at the beginning of each semester, with the course plan, which contains all aspects related to course specifications, timetable of its subjects, and teaching and assessment methods to be followed. The Panel appreciates that there are clear policies and procedures of the assessment in place, and they are transparent and well known for all students, and faculty members, however, the Panel noted that the use of rubrics as an assessment tool is very limited, hence, the Panel is of the view that its use should be expanded through the development of assessment tools to evaluate the students practical performance in the practical courses, as well as for the reports assessment, research, and student presentations (see paragraph 1.8). Despite the fact that at the end of each semester, the Quality Assurance Centre receives a separate file, which contains all related documents of each course including assessments, the Panel noted a lack of specific and systematic mechanisms to monitor the effectiveness of the assessment processes and tools, the grades verification, and the discussion of evaluations within each course before being submitted to the HoD for final approval, for example, neither internal moderation processes on course level, nor the external moderation on the assessment tools and the students' assessed works have been conducted, furthermore, there is no evidence on conducting formal discussion for students reports at the Department Council or the College Council. Therefore, the Panel urges the College to develop monitoring mechanisms to ensure the proper implementation of the assessment policy and evaluate its effectiveness in attaining the PILOs (see recommendations in the following paragraphs).

- 3.4 The SER indicates that faculty members are using a variety of methods in assessing learning outcomes, including written tests, reports, researches, and student presentations especially in theoretical courses. The practical performance of students in practical courses is being assessed through performance tests conducted throughout the semester. In addition, instructors ensure that the evaluations are aligned with the academic standards through a matrix linking between the CILOs and the assessment. Although the Panel reviewed the contents of the course files provided during the site visit and noted a variety of tools used for evaluation, some inappropriate assessments of the CILOs have been noted, for example; in the 'Performance and Teaching of Water Sports I' (PHEDE102), the examination included a question on the dog paddle style, and big part of the total grade was dedicated to this question, although it is not included in the study plan or in the CILOs. The Panel has reached to a conclusion during the site visit that the high teaching load of the academic staff, and the overcrowded students in classrooms and training halls have significantly hindered the effectiveness of the assessment process, especially in practical courses that need a wider space to allow proper assessment of the CILOs achievement. Therefore, the

Panel recommends that the College should evaluate the effectiveness of the assessment tools used to measure the extent to which the CILOs had been achieved, especially in practical courses.

- 3.5 UoB has a clear formal system that identifies the mechanisms of verification and internal moderation regarding the restrictions on setting questions, ensuring the fairness of the assessment, and the validity and integrity of the grades awarded. With regard to the application of this system in the Programme, a coordinator is assigned for the multi-section course taught by more than one instructor, as the coordinator will develop the final examination questions in coordination with other contributing instructors and ensure that assessment approaches and criteria are standardized; in order to achieve the highest degree of integrity and fairness among students, and to ensure that the expected learning outcomes are achieved. However, in the single courses taught by one instructor, these tasks are assumed by the same instructor, and therefore the assessment tools of these courses are not subject to any internal moderation before the students perform these evaluations. The Quality Assurance Office of the College is responsible for the internal verification of the student assessed works, and during interviews with the faculty members and the Quality Assurance Office, the Panel found that the office is reviewing the course files to ensure that they contain all the required documents including the assessment matrix and the model answer. While single courses are not subject to a rigor internal moderation, the review of the course files implemented by the Quality Assurance Office is verification for the file's contents and does not include a thorough and specialized examination of the adequacy of the assessment tools for the course level, content, and the intended learning outcomes. Therefore, the Panel recommends that the College should implement a clear internal moderation policy, and involve specialists in the process to cover all programme courses.
- 3.6 The University has a policy to ensure the consistency between evaluations and the required learning outcomes, this policy is known as the 'System of Exams Moderation and Student Assessment at the University of Bahrain', and it was accredited by the University Council in March 2015. This policy includes mechanisms for internal and external moderations, as well as mechanisms for pre-moderation for examination. By examining the evidence and during interviews with faculty members, the Panel found that, despite the existence of a recent policy for external moderation, the College did not formally use external moderators to assure the assessment processes or to ensure that the professional and academic standards are met for all programme relevance. Hence, the Panel recommends that the College should implement a mechanism for conducting the external moderation of the programme.
- 3.7 During the site visit, the Panel examined samples of students assessed work in various courses, and reviewed a list of students who received awards in local and regional

competitions. The examination revealed that various types of students' assessment are of suitable difficulty, also, there was a difference in the levels of achievement among students. The Panel also noted that the student success rate is low in the courses offered by other colleges of the University, for example, the success rate of the 'Physics' (PHYCS104) reached to (53%) and in 'Computer Fundamentals' (ITBIS105) was (48%). This rate is problematic and requires further study (see para. 1.3). Furthermore, the Panel has noted some contradictions within the assessment, as it was noted in the 'Biomechanics', it was noted that one of the mid-semester examinations included questions that were not taught to the student yet, according to the course distribution throughout lectures, and by reviewing the 'Water Sports' course file, the Panel found that a swimming type is assessed, despite that it wasn't included in the course content (see para. 3.4). The Panel is of the view that the achievement level of the student works and the methods used in its assessment are satisfactory, while it can be improved, as previously mentioned in different parts of this report.

- 3.8 The SER indicates that the College follows direct and indirect mechanisms to ensure that the CILOs and the PILOs are achieved. Direct mechanisms are carried out through access to the grades of the students and their cumulative rates in different courses and through the matrix of mapping the assessment tools to the learning outcomes required for each course, alongside the matrix of mapping the CILOs to the PILOs. The indirect mechanisms are implemented through the feedback collected from the surveys of employers and stakeholders. While the results of the students indicate to the achievement of CILOs and PILOs, the SER contains a table showing moderate levels of employers' satisfaction toward the academic preparation of graduates, and another study provided to the Panel during the site visit indicates that the satisfaction rate is generally low (from 20% to 50%) against all aspects of the graduate's preparation, according to opinions of the ministry of education's staff, managers and teachers. This was confirmed by the Panel during interviews with employers and graduates. Therefore, the Panel recommends that the College should study the reasons behind the contradiction between the results of the direct assessment and the indirect assessment, and develop appropriate mechanisms to address them.
- 3.9 The SER, alongside the supporting documentation, provides a set of statistics on student cohorts, as the Deanship of Admissions and Registration at the University carries out an integrated analysis, on a continuous basis, for the retention rates of students, their academic progression and the first destination of graduates. The Panel found that the dropout rate was huge in 2007, 2008, with the percentage of graduates reaching (28.1% and 69.5%) of the total number of the admitted students who have been admitted, respectively, and as a result the College had conducted a study at that time to determine the reasons behind the high percentage of dropout, and found that these reasons include the incapability of students to balance between the study requirements and work, and the students are unwilling to study the specialization. In

2017, the dropout rate decreased to 109 students equal to a percentage of %8 of the total number of students; the Panel is of the view that these cohorts should be tracked because these students are at the beginning of their studies. Moreover, the data provided to the Panel on student retention rates and their academic progress required continuous tracking and more accurate analysis of the cohort results to be subsequently used in improving the programme. The Panel discussed this with faculty members and university officials and found that the Deanship of Admissions and Registration could provide an accurate analysis at the request of the College, but the Panel did not find any evidence on the programme management tracking for these analyses. Accordingly, the Panel encourages the College to use comprehensive and detailed analyses of data on a regular basis in improvement of the programme.

- 3.10 The College implements a system of work-based learning, which prepared the student academically to move to schools through conducting the internship at primary, middle and high school levels and in partnership with the Ministry of Education, which identifies the targeted schools, and distributes the evaluation score to (90%) set by the supervisor, and (10%) set by the school management for the primary and middle school levels, while at high school level the proportion reaches (70%) for supervisor, (30%) for school management. The university's policies indicate that an average of five visits are expected to be conducted by the course instructor, in order to assess the students' performance and provide them with guidance in those courses, according to an assessment form designed specifically to that end. However, through interviews with students and members of the teaching staff, the Panel found that the academic teacher of the course might not be able in many cases to conduct the five visits due to the large number of students and the increasing academic workloads. In addition, the Panel noted through examining the course files that information on the assessment visit are not always available or documented in cumulative records to follow up the student progress during the period of field training. Therefore, the Panel recommends that the College should monitor the implementation of the students' assessment tools and mechanisms in practical courses, to ensure the proper compliance, and document all information related to the follow-up visits conducted by the supervisors to the students in the practical training sites on special files.
- 3.11 The University has a formal policy stipulates that academic programmes shall employ advisory boards to attain the prospective support, the policy clearly described the tasks of these boards, which include providing feedback on the professional needs of the programme and the needs of the labour market. The provided evidence includes information on the work system of the Advisory Board of the programme, however, there is no evidence on implementation of this policy until the date of the site visit. Through interviews with the programme team during the site visit, it was found that the College Council is using external members in its structure; who are occasionally invited to attend the College Council meetings, but the Panel found that their

attendance is irregular, as reflected in the minutes of the College council meetings. Thus, the Panel recommends that the College should implement the university's policy of the Advisory Board and establish an advisory board for the programme, with clear terms and mechanisms for its work, and benefit from its decisions in developing the programme.

3.12 The College is surveying the views of graduates and employers through special surveys. The Panel has examined these surveys and found that they need to be developed, to include deeper aspects to ensure obtaining quality feedback, that may represent an essential base for the development of graduates' competency. The Panel was informed of the most recent study conducted by the College – about ten years ago – to survey the employers' opinions on the level of graduates, through which it was revealed that the level of satisfaction of the stakeholders regarding the graduates is not high (see para. 3.8). Through interviews with employers and graduates, the Panel found that graduate levels are reasonably satisfying in regard to the cognitive aspect, with some lack of knowledge of certain aspects such as injuries, anatomy, and nutrition. The Panel also found that graduates experienced difficulties when they get jobs for the first time; some reasoned that due to the lack of adequate and proper training during the study. The Panel considers that these matters have a negative impact on two components of the graduates' attributes, which are; 'has the specialized practical experience that makes him being distinguished at his work" and 'has a broad knowledge of the profession of physical education teacher'. Furthermore, during interviews with the graduates of the programme, they indicated to their low level of English, although Bahrain's labour market requirements necessitate better levels of English language. Therefore, the Panel urges the College to review its mechanisms used to survey the views of employers and graduates, and to implement these surveys periodically, and utilize their results for the development of the programme and its outcomes (see recommendation in para. 4.8).

3.13 In coming to its conclusion regarding the Academic Standards of the Graduates, the Panel notes, *with appreciation*, the following:

- The graduates' attributes are measurable, clear, consistent with the objectives and the outcomes of the programme, and are continuously evaluated.
- There are clear policies and procedures of the assessment in place, and they are transparent and well known for all students, and faculty members.

3.14 In terms of improvement, the Panel **recommends** that the College should:

- conduct a comprehensive benchmarking study according to the university's policy, that covers all aspects of the programme, including programme outcomes, and benefit from its results in the programme development

- evaluate the effectiveness of the assessment tools used to measure the extent to which the intended learning outcomes of the courses had been achieved, especially in practical courses
- implement a clear internal moderation policy, and involve specialists in the process to cover all programme courses
- implement a mechanism for conducting the external moderation of the programme
- study the reasons behind the contradiction between the results of the direct assessment and the indirect assessment, and develop appropriate mechanisms to address them
- monitor the implementation of the students' assessment tools and mechanisms in practical courses, to ensure the proper compliance, and document all information related to the follow-up visits conducted by the supervisors to the students in the practical training sites on special files
- implement the university's policy of the Advisory Board, and establish an advisory board for the programme, with clear terms and mechanisms for its work, and to benefit from its decisions in developing the programme.

3.15 **Judgement**

On balance, the Panel concludes that the programme **doesn't satisfy** the Indicator on **Academic Standards of the Graduates**.

4. Indicator 4: Effectiveness of Quality Management and Assurance

The arrangements in place for managing the programme, including quality assurance and continuous improvement, contribute to giving confidence in the programme.

- 4.1 UoB has clear policies and regulations of the programme management and delivery, available on its website, manuals of these policies and regulations have been published to be available to all stakeholders, basic information on these policies is also available in the student guidebook. In addition, there is a policy for the management of the university quality system, assigned to the Quality Assurance Centre, which administrates and supervises the implementation of the quality management process in the colleges generally. The interviewed students confirmed their knowledge of these policies and procedures, and the faculty members interviewed by the Panel showed clear understanding and familiarity with these policies and regulations. By examining the submitted evidence, the Panel is of the view that the policies, regulations, and procedures used to manage the programme are suitable, as they are based on hierarchy and specialization, there are also mechanisms used to review their application, including the development of periodic reports, the review of the application of ongoing improvement plans and the self-evaluation study. Based upon that, the Panel appreciates the existence of clear policies and regulations for the management of the programme, which are known to the stakeholders, and continually reviewed. However, as indicated previously in this report, the Panel has noted a lack of effective implementation of some of these policies in the Programme, and urges the College to address this issue.
- 4.2 The College has a clear organizational structure, that clarifies a hierarchy of the lines of responsibility and accountability, in accordance with Decree-Law No. 12 of 1986, on the establishment and organization of the University of Bahrain, as amended by Decree-Law No. 18 of 1999, as described in the SER. The Dean of the College is responsible for the overall management of the College, followed by many offices such as the Office of Postgraduate studies, the Quality Assurance Office, and the Department of Physical Education, he is also the head of the College Council, which is responsible for running the College affairs generally. In regard to the department affairs and administration, they are conducted by the Department Council headed by the HoD, in addition to sub-committees helping the Council in performing its tasks. Through interviews with the department Council members, the Panel found that there is a fair distribution of the roles among all members of the teaching staff in performing the sub-committees' tasks and in implementing the council decisions, moreover, it was indicated from interviews with the senior management of the programme that they are able to track the work running in a credible way, in both the Department and the College. Accordingly, the Panel appreciates the responsible leadership of the

programme management, although it notes the difficulty of managing the programme efficiently in the face of limited material and human resources.

- 4.3 The quality system is managed internally through the Quality Assurance Office in the College, which coordinates with the university's Quality Assurance and Academic Accreditation Centre to implement the requirements of the programme quality and development, and ensure that the policies and mechanisms used in the Department and the College are properly implemented. This process is supervised by both the Dean, and the Director of Quality Assurance Office. The quality assurance guide provides a clear explanation of the quality assurance policies and procedures within the College, and through interviews conducted during the site visit with senior management of the programme and faculty members, it was revealed that the Quality Assurance Office in the faculty receives all the information and data related to the programme quality, analyse it and present the results to the related committees and boards to make use of them in the development of the programme. Among the introduced developments of the programme based on those analyses are; increasing the number of hours dedicated for the practical courses from one to two hours, as well as the unification of examinations between different sections. Accordingly, the Panel recognizes the existence of a clear quality assurance management system in the College that follows up the implementation of quality requirements on an ongoing basis, and encourages the College to measure the effectiveness of quality assurance procedures in the development of the programme outcomes.
- 4.4 According to the SER, the Quality Assurance Office in the College is concerned with the overall dissemination of the quality culture among both of academic and administrative members. The SER and the supporting evidence included a list of workshops and courses, which were organized by the Office in collaboration with the Quality Assurance and Academic Accreditation Centre at the university; to disseminate that culture and to raise the awareness of the faculty members on the quality and management system. These workshops include workshops on the SER preparation, the setup of improvement plans for the course files, how to measure the CILOs, and the use of Blackboard system in education. The academic and administrative members have shown understanding and awareness of quality requirements during interviews. However, the impact of the training workshops is still limited, as reflected in the course files provided during the site visit. Hence, although the Panel recognizes the existence of a clear system for management of the quality system at the University and the College, as well as conducting workshops, and courses to establish a quality culture among the academic and administrative members, the Panel expresses its concern on the small number of academic staff, which leads to increase their teaching workloads, and affects the effective implementation of the quality assurance requirements.

- 4.5 The College follows the university's policy of offering new programme, which is implemented through a department-level committee that submits its work to the department's curriculum committee; then to the Department Council, which submits its recommendations to the Dean who, in turn, reports to the Curriculum Committee of the College. This process shows an appropriate hierarchy and a clear setting for the preparation of new programmes. The university's policy in this regard states that an analytical study should be used to justify the need for offering a new programme, or developing an existing one, in addition, the results of stakeholders and beneficiaries' surveys should be taken into consideration. Although the College has not opened new programmes during the last three years, the Panel acknowledges that there is an appropriate policy in place for offering new programmes at the College.
- 4.6 The SER indicates that the College submits an annual report on the programme to the Quality Assurance and Academic Accreditation Centre, based on the university's policy, to ensure the quality and enhancement of academic programmes. The Quality Assurance Committee of the College undertakes the annual review of the programme in the light of the collected information from the meetings of the Department Council, College Board, and feedback from different sources (members of the academic staff, students, graduates, employers). The report is discussed at the department level; the appropriate recommendation is generated against it, then submitted to the College Council, and then to the university's Curriculum Committee. The Panel examined the annual review reports of the programme, where these reports aim to measure the efficiency of the programme and to develop suitable improvement plans for its development, and found that many improvements have been incorporated into the courses, for example: changing of the name of the 'Algebra and Functions' (MATH108) to 'Educational Statistics', as well as revising the CILOs and the academic advising strategy. The Panel appreciates that there are appropriate arrangements for the annual evaluation of the Programme, which are implemented in light of the available information provided in the annual report, however, the Panel is of the view that studies of labour market needs should be updated, and the Advisory Board should be established to seek its advice in the evaluation of the programme.
- 4.7 The university's quality assurance policy stated that a regular review for the programmes should be conducted, accordingly, the SER stated how to develop and implement improvement plans based on the programme's regular review. The Panel examined the last review report of the programme dated on 10 January 2016, which was carried out by two internal academic members of the university, specialized in quality assurance but they are not specialized in the field of physical education, and found that it includes a review of several aspects of the programme, including the analysis of the study plan, the outcomes of the courses, and the programme objectives and outputs, besides the college mission and goals. The report was ended by results and recommendations for improving and developing the program. While the Panel

notes that the University has conducted an internal review of the programme, the Panel urges the University to draw on the external professional expertise of physical education area when conducting the periodic review for the programme (see Para. 3.6).

- 4.8 The university's quality assurance centre has clear policies and procedures for collecting and analysing feedback, it also collects numerous of surveys and questionnaires to measure the quality of the programme, and the satisfaction of the students and the graduates, some of which are conducted annually and others are conducted every semester, in addition to some specific questionnaires related to programme exit. Moreover, through interviews with faculty members and quality management, the Panel found that the university's quality assurance centre had transformed the manual system of students questionnaire into an electronic system; in order to facilitate collecting and analysing students' feedback, and expedite their communication to the concerned instructor, and the HoD, at the end of each semester. Furthermore, during interviews with the faculty members, the Panel learned that the course instructors benefited from the views of the students in developing their methods of teaching the programme, but this is done individually, and it is not clear to the Panel to what extent the programme team makes use of the stakeholders' feedback in conducting improvements to the courses or suggesting improvements to the programme. The Panel also learnt that if the result of the instructor's appraisal was less than 60%, the Dean arranges for a meeting with him to discuss the issue. Although the SER stipulates that the programme benefits from the results of alumni and employers surveys, the provided evidence indicates that the last study conducted by the College regarding this was about 10 years ago (see paragraph 3.12), the Panel also found during interviews and from the provided evidence that the feedback collected from the stakeholders and the graduates are mainly about the development of the graduates level in English, and the upgrading of physical preparation, which were not reflected in the new plan. Therefore, the Panel recommends that the College should develop and implement a clear mechanism for analysing the feedback of the different stakeholders, and benefit from the results in an integrated manner to develop the programme and its outcomes.
- 4.9 According to the SER, a plan to conduct a number of workshops and development courses for faculty members is set by the Quality Assurance Office in the College in collaboration with the quality assurance centre of the university. The Panel reviewed the list of workshops and courses attended by the faculty members in the last five years, and found that they are all related to quality assurance process. However, the Panel noted that these workshops and courses are not based on constant surveys of the professional developments needs of the academic staff, in addition, the Panel found that there is no annual system for faculty member evaluation, except for the students' appraisal conducted at the end of each semester, which deems the

professional developments programmes to be ineffective. Accordingly, the Panel recommends that the College should implement a clear mechanism to determine the professional development needs of the faculty members, that recognizes their feedback, and links these needs with an appropriate annual appraisal.

4.10 There is no evidence that the College carried out recent formal studies to provide detailed analysis on the labour market needs and ensure that the programme is in line with current updates, especially that the last study was held in 2007. The 2007 study was based on a comprehensive labour market survey, particularly with regard to the specialized relevant professions such as; training, management, supervision, and health rehabilitation. The Study focused on inventorying health clubs and sports facilities in hotels and resorts, it also includes some statistics on health clubs, private physical fitness centres including all facilities, workers and potential job opportunities, beside studying the public and private educational institutions needs to professions related to the specialization. However, the Panel found that the results of the study have not been reflected in the development of the programme, as the programme has mainly aimed at graduating primary, middle and high school teachers. Therefore, the Panel recommends that the College should conduct regular formal studies of labour market needs in short and long-run, and utilize the results of these studies in developing the objectives and outcomes of the program.

4.11 In coming to its conclusion regarding the Effectiveness of Quality Management and Assurance, the Panel notes, *with appreciation*, the following:

- There are clear policies and regulations for the management and implementation of the programme, which are known to the stakeholders, and continuously reviewed.
- There is a responsible leadership for the program management.
- There are appropriate arrangements in place for the annual evaluation of the Programme.

4.12 In terms of improvement, the Panel **recommends** that the College should:

- develop and implement a clear mechanism for analysing the feedback of different stakeholders and benefit from the results in an integrated manner to develop the programme and its outcomes
- implement a clear mechanism to determine the professional development needs of the faculty members; that recognizes their feedback, and links these needs with an appropriate annual appraisal
- conduct regular formal studies of labour market needs in short and long-run, and utilize the results of these studies in developing the objectives and outcomes of the program.

4.13 Judgement

On balance, the Panel concludes that the programme **satisfies** the Indicator on **Effectiveness of Quality Management and Assurance**.

5. Conclusion

Taking into account the institution's self-evaluation report, the evidence gathered from the interviews and documentation made available during the site visit; the Panel draws the following conclusion in accordance with the *DHR/BQA Programmes-within-College Reviews Handbook, 2014*:

There is a limited confidence in the Bachelor of Physical Education programme offered by the University of Bahrain.