



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

Directorate of Higher Education Reviews Programme Review Summary

**Applied Science University
College of Arts and Science
Bachelor in Interior Design
Kingdom of Bahrain**

Site Visit Date: 20 – 22 February 2023

HA084-C3-R084

I. Introduction

In keeping with its mandate, the Education & Training Quality Authority (BQA), through the Directorate of Higher Education Reviews (DHR), carries out two types of reviews that are complementary. These are: Institutional Reviews, where the whole institution is assessed; and the Academic Programme Reviews (APRs), where the quality of teaching, learning and academic standards are assessed in academic programmes within various colleges according to specific standards and indicators as reflected in its Framework.

Following the revision of the APR Framework at the end of Cycle 1 in accordance with the BQA procedure, the revised APR Framework (Cycle 2) was endorsed as per the Council of Ministers' Resolution No.17 of 2019. Thereof, in the academic year (2019-2020), the DHR commenced its second cycle of programme reviews.

The Cycle 2 APR Review Framework is based on four main Standards and 21 Indicators, which forms the basis of the APR Reports of the Higher Education Institutions (HEIs).

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

Standard 1: The Learning Programme

Standard 2: Efficiency of the Programme

Standard 3: Academic Standards of Students and Graduates

Standard 4: Effectiveness of Quality Management and Assurance

The Review Panel (hereinafter referred to as 'the Panel') decides whether each indicator, within a standard, is 'addressed', 'partially addressed' or 'not addressed'. From these judgments on the indicators, the Panel additionally determines whether each of the four standards is 'Satisfied' or 'Not Satisfied', thus leading to the Programme's overall judgment, as shown in Table 1 below.

Table 1: Criteria for Judgements

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

The APR Review Report begins with providing the profile of the Programme under review, followed by a brief outline of the judgment received for each indicator, standard, and the overall judgement.

The main section of the report is an analysis of the status of the programme, at the time of its actual review, in relation to the review standards, indicators and their underlying expectations.

The report ends with a Conclusion and a list of Appreciations and Recommendations.

II. The Programme's Profile

Institution Name*	Applied Science University
College/ Department*	College of Arts and Science
Programme/ Qualification Title*	Bachelor of Science in Interior Design
Qualification Approval Number	Decision of the Council of Ministers No.: (WD-140-2004), issued on July 5, 2004
NQF Level	8
Validity Period on NQF	5 years starting from its placement on the NQF
Number of Units*	42
NQF Credit	536
Programme Aims*	<ol style="list-style-type: none"> 1. Develop professional graduates in interior design capable of meeting market needs of both local and regional levels. 2. Develop expert graduates in applying their specializations, particularly in innovative applications of modern technology, to open broader future opportunities for learning and developing thinking process. 3. Develop graduates capable of visioning broader environmental and human contexts while achieving the responsibilities of their specializations. 4. Prepare interactive and open-minded graduates capable of following curricular methods, innovative thinking, and responding to cultural and environmental changes. 5. Carry a humanitarian vision towards society respecting diversity in cultural and employment related requirements, in addition to being mature enough towards the future to achieve sustainability.
Programme Intended Learning Outcomes*	<p>A. Understanding and Knowledge:</p> <p>A1. Clarifying administrative, financial, legal and ethical issues critically regarding their relation and impact on the interior design profession practice.</p>

	<p>A2. Summarising the specialised knowledge of design, its history and theories to interpret them into creative design solutions.</p> <p>A3. Demonstrating documents, specifications, environmental impact, methods of applying internal construction and its details, and modern building systems, and considering the relationship between a structural building system and its internal construction.</p> <p>B. Subject specific skills:</p> <p>B1. Utilising design elements and principles to shape space and structure and to support advanced design concepts and solutions, including some complex contexts.</p> <p>B2. Employing professionally the art and science of light and colour and combining them into design processes to improve human experiences.</p> <p>B3. Selecting design elements from manufactured materials and products based on their various characteristics and aesthetic contribution and applying them to design solutions in a specialised manner.</p> <p>B4. Contributing to the development of specialised strategies to achieve safety, comfort and proper performance within internal environments, considering the environmental impact of their design decisions.</p> <p>B5. Applying laws, guidelines, and specialised standards that affect the development of solutions through the design process by recognising their role in protecting the health, safety and wellbeing of building occupants and the impact of various organisational entities on interior design practice.</p> <p>C. Critical Thinking Skills:</p> <p>C1. Analysing and evaluating information and data from various stakeholders and sources critically and contributing to successfully responding to users' needs and improving wellbeing and comfort.</p> <p>C2. Formulating appropriate design questions based on various survey methods, data collection and critical analysis, and employing problem-solving methods throughout the design process to reach a comprehensive and integrated design solution.</p>
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	<p>D. General and Transferable Skills:</p> <p>D1. Responding professionally to environmental, social, economic and cultural changes in the context of interior design practice.</p> <p>D2. Working in teams, realising the value of integrating design practice, and getting ready to take responsibility as a leader and work effectively in a team environment.</p> <p>D3. Delivering persuasive, formal visual, verbal and written presentations using specialised applications, demonstrating the ability to listen and interpret external data, and communicating effectively in terms of style and content.</p>
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* Mandatory fields

III. Judgment Summary

The Programme's Judgment: Confidence

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

Indicator 3.5	Capstone Project or Thesis/Dissertation Component	Addressed
Indicator 3.6	Achievements of the Graduates	Addressed
Standard 4	Effectiveness of Quality Management and Assurance	Satisfied
Indicator 4.1	Quality Assurance Management	Addressed
Indicator 4.2	Programme Management and Leadership	Addressed
Indicator 4.3	Annual and Periodic Review of the Programme	Addressed
Indicator 4.4	Benchmarking and Surveys	Addressed
Indicator 4.5	Relevance to Labour Market and Societal Needs	Addressed

IV. Conclusion

Taking into account the institution's own self-evaluation report, the evidence gathered from the interviews and documentation made available during the virtual site visit, the Panel draws the following conclusion in accordance with the DHR/BQA *Academic Programme Reviews (Cycle 2) Handbook, 2020*:

There is Confidence in the Bachelor of Science in Interior Design of the College of Arts and Science offered by the Applied Science University.

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

1. The automation of many processes and services that meet the needs of students and faculty members, through comprehensive and interconnected electronic systems.
2. There is an effective advisory board at the level of the programme, which contributes in ensuring the alignment of the programme's outcomes with labour market needs.

In terms of improvement, the Panel recommends that the Applied Science University/ College of Arts & Science should:

1. Introduce advanced technical implementation of interior design skills, in related courses, by using 3D design software and designing detailed and executive drawings, in addition to organizing site visits to construction sites and enhancing the students' English language, presentation, and communication skills.
2. Update textbooks and references used in teaching courses.
3. Revise the admission policy and require a portfolio from all applicants to the programme and not only from those who have not passed the aptitude test.
4. Develop clear criteria for the admission of students with disabilities and identify ways to deal with the difficulties they face in learning, including the teaching and assessment strategies that are applied in teaching them, as well as the resources and assistive technologies that are available to support their academic achievement.
5. Develop a plan to increase the number of faculty members, especially in areas that require advanced technical skills.
6. Investigate the reasons behind the low scientific research production of faculty members, develop a plan to address this, and encourage faculty members to participate in community service activities.
7. Equip the studios with side tables and provide a water source or washbasins close to the studios.
8. Update library books and references.

9. Employ a mechanism to detect visual plagiarism in practical projects and use software, sites and tools that help identifying image plagiarism attempts.
10. Provide internship providers with information and documents that clarify their roles and responsibilities.
11. Develop the graduation project assessment mechanism, to include precise and detailed assessment criteria.