



هيئة جودة التعليم والتدريب
Education & Training Quality Authority
KINGDOM OF BAHRAIN مملكة البحرين

Directorate of Higher Education Reviews Programme Review Report

**University of Bahrain
Bahrain Teachers College
Bachelor of Primary Education
Kingdom of Bahrain**

Site Visit Date: 18 – 21 February 2024

HA121-C3-R121

Table of Contents

Acronyms.....	3
I. Introduction.....	5
II. The Programme’s Profile	7
III. Judgement Summary.....	9
IV. Standards and Indicators.....	11
Standard 1.....	11
Standard 2.....	19
Standard 3.....	26
Standard 4.....	32
V. Conclusion.....	39

Acronyms

AI	Artificial Intelligence
APA	American Psychological Association
APR	Academic Programme Review
B.Ed	Bachelor of Education
B.PEd	Bachelor of Primary Education
BTC	Bahrain Teachers College
BQA	Education & Training Quality Authority
CAEP	Council for the Accreditation of Educator Preparation
CGPA	Cumulative Grade Point Average
CILO	Course Intended Learning Outcome
CPD	Continuous Professional Development
CSB	Civil Service Bureau
CQAC	College Quality Assurance Committee
CV	Curriculum Vitae
DAC	Department Academic Committee
DHR	Directorate of Higher Education Reviews
GPA	Grade Point Average
HEC	Higher Education Council
HEI	Higher Education Institution
HoD	Head of Department
ICT	Information and Communication Technology
IT	Information Technology
LMS	Learning Management System
MoE	Ministry of Education
MoU	Memorandum of Understanding
NIE	National Institute of Education

NQF	National Qualifications Framework
PCAP	Post Graduate Certificate for Academic Practice
PEO	Programme Educational Objective
PILO	Programme Intended Learning Outcome
QA	Quality Assurance
QAC	Quality Assurance Committee
QAO	Quality Assurance Office
SAC	Student Advisory Council
SER	Self-Evaluation Report
SIS	Student Information System
TP	Teaching Practicum
UILO	University Intended Learning Outcome
UoB	University of Bahrain
UTEL	Unit for Teaching Excellence and Leadership

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*	University of Bahrain
College/ Department*	Bahrain Teachers College
Programme/ Qualification Title*	Bachelor of Primary Education (Current Title) Bachelor of Education (Previous Title)
Qualification Approval Number	-
NQF Level	-
Validity Period on NQF	-
Number of Units*	41
NQF Credit	-
Programme Aims*	<p>The graduates of the Bachelor of Primary Education will be prepared to:</p> <ol style="list-style-type: none"> 1. Gain the central concepts, tools of inquiry, subject-specific pedagogies, instructional planning strategies and assessment of primary-level subjects. 2. Support pupils intellectual, social, emotional, moral, and general personal development. 3. Providing learning opportunities and positive environments that suit diverse and special needs pupils. 4. Take advantage of evidence based instructional strategies that encourage pupils' development of twenty-first century learning skills. 5. Leverage emergent Information and Communication Technology (ICT) tools and techniques to foster active inquiry, engagement, interaction and collaboration. 6. Use professional judgment and academic competences to communicate and solve problems.
Programme Intended Learning Outcomes*	<p>Students of the programme will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate understanding of the central concepts, tools of inquiry, subject-specific pedagogies, and instructional planning strategies of primary level subjects.

	<ol style="list-style-type: none">2. Promote equity by providing pupils with learning opportunities that support their intellectual, social, emotional, moral, and general personal development.3. Create learning opportunities suitable for diverse pupils and those with special educational needs.4. Use a variety of evidence-based instructional strategies to encourage pupils' development of twenty-first century learning skills.5. Manage safe learning environments that respect pupils and encourage positive social interaction, active engagement in learning, and self-motivation.6. Demonstrate knowledge and skills related to assessing and evaluating at primary level and how to influence pupils' development with constructive feedback.7. Demonstrate competence in leveraging emergent ICT tools and techniques to foster active inquiry, engagement, interaction and collaboration.8. Use professional judgment and academic competences to communicate and collaboratively solve problems to support pupils' learning and wellbeing.
--	---

III. Judgement Summary

The Programme's Judgement: Confidence

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

Standard 1

The Learning Programme

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

Indicator 1.1: The Academic Planning Framework

There is a clear academic planning framework for the programme, reflected in clear aims which relate to the mission and strategic goals of the institution and the college.

Judgement: *Addressed*

- The Bachelor of Primary Education (B.PEd) programme has been offered by the Bahrain Teachers College (BTC) of the University of Bahrain (UoB), under the name of the Bachelor of Education (B.Ed), since 2008. The programme was initially developed with input from the National Institute of Education (NIE), Singapore which provided an international benchmark to ensure that the programme meet international expectations. The United Kingdom teacher preparation programme was also used as a reference point in the 2015 programme review. The Council for the Accreditation of Educator Preparation (CAEP) accreditation, valid until 2030, also provides confirmation that the content and pedagogical knowledge of the programme meets international norms.
- The programme planning and development has been carried out in line with UoB Academic Courses and Programmes Regulations. It has been developed to meet the needs of the Ministry of Education (MoE) by preparing primary public-school teachers employed by MoE, which has been significantly involved in the planning process to ensure that the programme is fit for purpose and meets the needs of the educational context in Bahrain. The Panel is of the view that the new title of the programme, which was amended in 2022-2023, is concise and indicative of the qualification type and content. It reflects the focus of the programme on primary education and is accurately documented on key documentation and featured on the UoB website.
- UoB has an Academic Risk Management Guide which includes five key risk categories: human resources; partnership and community; funding; teaching and learning; and student experience. The BTC's Academic Risk Register follows the Guide. However, the Panel notes that it does not include all risks facing the delivery of the B.PEd programme.

For example, the BTC Recruitment Plan highlights that recruitment goals have not been achieved and there is a shortfall in the recruitment required for the delivery of the B.PEd programme in the academic year 2024-2025, particularly in the areas of Education Studies, Arabic and Islamic Studies. The need to recruit more staff to accommodate the projected growth of the programme is also noted in the BTC Self-Evaluation Report (SER) 2022-2023. While the BTC Risk Register mentions concerns about staff retirement and non-renewal of contracts of international teaching staff, the current challenges in recruitment are not included. The Panel also notes that there have been delays in the final approval of the BTC organisational chart (see Indicator 4.2) which also has implications for recruitment, but this is not covered in the Risk Register. Therefore, the Panel recommends that BTC should review its approach to risk management to ensure that all areas of potential risks are identified, and mitigation is considered at all BTC's levels.

- The BTC Operational Plan of 2023-2024 indicates that the B.PEd programme is being prepared for placement on the National Qualifications Framework (NQF), and hence, some arrangements have been made to comply with the NQF requirements. The Programme Intended Learning Outcomes (PILOs) have been mapped in the NQF areas of Theoretical Understanding; Practical Application; Generic Cognitive Knowledge; Communication, ICT and Numeracy; and Autonomy and Responsibility. The Curriculum Committee reviewed the number of Course Intended Learning Outcomes (CILOs) in each course, the mapping of the CILOs to PILOs, assessments and course contents. The expectations regarding student achievement are clearly set out and the B.PEd programme is proposed to be placed at NQF level 8.
- There are clear Programme Educational Objectives (PEOs) which cover the key graduate competences and skills for teachers working in primary schools in Bahrain. The PEOs were revised in response to the decision taken by the University to refocus the programme on serving lower primary education and to deliver the programme in Arabic. Internal and external stakeholders were involved in the revision of the PEOs and the curriculum to reflect the needs of the primary school context in Bahrain. The Panel is of the view that the PEOs contributes to the achievement of the BTC mission (to empower educators to build a better future for Bahrain) and to UoB mission (to contribute directly to the economic growth and development of Bahrain) and the related strategic goals by preparing skilled teachers to educate young children attending primary schools.

Indicator 1.2: Graduate Attributes & Intended Learning Outcomes

Graduate attributes are clearly stated in terms of intended learning outcomes for the programme and for each course and these are appropriate for the level of the degree and meet the NQF requirements.

Judgement: Addressed

- The B.PEd graduate attributes are expressed as PEOs and embedded in the PILOs. The last review of the programme resulted in revised PEOs and PILOs. These PEOs are mapped against the University Intended Learning Outcomes (UILOs). The assessment of the achievement of the UILOs is monitored through the assessment of the PEOs and PILOs. There are eight PILOs for the B.PEd programme, which are set out in the programme development document and are appropriate for the programme type and level. These are also appropriately written (measurable) and linked to the PEOs. The benchmarking of PILOs for the B.PEd is evident in the Benchmarking Report.
- The B.PEd CILOs are clearly written in measurable terms and appropriate for the level of the courses and their contents. BTC has carried out a range of benchmarking to ensure that the CILOs are appropriate to the level of the course and provide clear guidance for the course instructor. As well as the use of benchmarking, BTC ensures that the syllabus and the CILOs are considered during the external moderation process, as evidenced in the reports from Kent State University and action plans are prepared in response to the report findings, to ensure that all CILOs are appropriately assessed.
- The B.PEd CILOs have been appropriately mapped to the PILOs as evidenced in the programme development forms. During the interviews, staff demonstrated a sense of ownership and a clear understanding of how the CILOs contributed to the achievement of the PILOs. The Panel was informed that there is steady progression from the CILOs from year to year ensuring that level 4 students are at the appropriate exit level (NQF level 8). The Panel was also informed that BTC uses horizontal and vertical alignment when developing the programme CILOs and staff ensure that CILOs and competencies are met through constant monitoring.

Indicator 1.3: The Curriculum Content

The curriculum is organised to provide academic progression of learning complexity guided by the NQF levels and credits, and it illustrates a balance between knowledge and skills, as well as theory and practice, and meets the norms and standards of the particular academic discipline.

Judgement: Addressed

- The study plan shows course by course progression, and the pre-requisites, where required, are clearly indicated. Staff monitor the student workload and offer academic advising to ensure that they are able to complete the courses on time. The B.PEd study plan covers 128 credit hours; the number of credit hours for semesters that include teaching practice have been reduced in order to give students enough time for school preparation. The study plan is reviewed and discussed by the Curriculum Committee to ensure that it is appropriate and achievable.

- The curriculum has undergone a number of reviews. The first review was carried out in the academic year 2014-2015 and was followed by a major review in 2020, involving the BTC Curriculum Committee, management, teaching staff, external advisors, students and alumni as well as extensive benchmarking. These reviews were carried out in line with the UoB Academic Courses and Programme Regulations and the UoB Quality Manual. The MoE is a key partner for the BTC, and it was also heavily involved in both programme reviews in order to ensure that the curriculum addressed the needs of teachers entering the primary classroom in Bahrain. The Panel appreciates the extensive consultation process undertaken in the reviews of the programme in line with the UoB framework.
- There is an appropriate balance between theory and practice as indicated in the course syllabi as well as between knowledge and skills. This is also evident from the feedback provided by external moderators stating that assessment shows clear alignment between theory and practice. As the programme is focused on ensuring students have the appropriate practical skills to teach in the primary classroom, teaching practice is incorporated within the programme each academic year (see Indicator 1.4). Programme course work includes microteaching assignments which students agreed was a useful approach to ensure that they are able to put theory into practice.
- The course descriptors are clearly written and have been clearly benchmarked to ensure that all elements are covered and that there is appropriate depth and breadth. The course content is broken down into discrete weekly topics with the teaching and assessment methods assigned to each class. BTC also works closely with the MoE to ensure that the course contents are suitable for future teachers working in their primary schools.
- The course syllabi documents include appropriate textbooks and references which are, on the whole, current although some standard texts are more than ten years old. The course developers in the Department Assessment Committee (DAC) and at the department level define the course materials to be developed. According to the staff delivering the programme, everyone has an input into the materials chosen. Teaching materials, including PowerPoint slides and references, are provided to students at the beginning of each course. The programme also incorporates textbooks that are currently used in primary schools in Bahrain so that students are familiar with materials used in the classroom.
- The annual SER of 2021-2022 cites an external moderation report which advised that the course textbook should be updated, and it was suggested that websites should also be added. This was referred to the College Curriculum Committee and the minutes of meetings show that the issue was discussed and carried through to the Curriculum Committee Action Plan. The BTC has also been working with the teacher education department of Zurich University to develop teaching materials and support teaching staff in course development. While the materials have been developed in English, translations

into Arabic have been made available. However, a number of reference materials for the B.PEd are in English and BTC needs to consider how access to key texts will be supported in Arabic.

Indicator 1.4: Teaching and Learning

The principles and methods used for teaching in the programme support the attainment of programme aims and intended learning outcomes.

Judgement: Addressed

- UoB has a university-wide Teaching and Learning Policy. The Policy calls for a constructivist approach to ensure that the courses incorporate interactive teaching methods. Furthermore, there is a focus on the use of effective teaching strategies to encourage student engagement and motivation for learning. The policy, however, is generic and does not specify how these approaches should be translated into the teaching and learning environment, which should be a key requirement for a teacher education programme. BTC does not have its own teaching and learning policy nor is its approach to delivering the B.PEd clearly articulated in programme documentation or faculty orientation.
- During the interviews, the Panel was informed that BTC provides informal guidance to their teaching staff in terms of expectations with regard to teaching and learning. What is not clear, however, is how a consistent approach to teaching and course delivery, underpinned by a robust pedagogic philosophy, is shared and implemented by BTC teaching staff. Unlike other colleges in UoB, BTC has a unique mission to support the preparation of teachers for primary schools in Bahrain and its specific approach to teaching and learning on its programmes needs to be clearly set out and disseminated. The Panel recommends that the BTC should articulate and disseminate its own teaching and learning framework, in line with UoB's Teaching and Learning Policy to enhance the delivery and nature of its programme.
- The course syllabus documents indicate a variety of teaching approaches such as lectures, pair/group discussions, presentations and whole group discussion. The programme specification form states that the programme involves, among many other methods, case-study analysis, microteaching, hands-on activities; the programme also provides students with academic language and analytic skills. The results of the Student Exit Survey showed that students perceived the teaching on the programme to be effective. Teaching and learning approaches are also considered by external moderators who, overall, expressed a positive view of the approaches used and the extent to which they supported the attainment of the PILOs.

- In line with UoB Teaching and Learning Policy, technology is integrated into the learning experience, where appropriate. Blackboard, Moodle and Microsoft Teams are used to support the delivery of the programme and provide access to the course content, assessments and learning activities. Students are encouraged to use e-references as indicated in the course syllabi and submit assignments, such as their final portfolio, electronically. In 2023, BTC formed a Digital Empowerment Committee to improve the integration of digital technology in teaching and learning and to offer online training sessions for the BTC community. The Panel was informed that BTC staff and students had recently attended workshops in the implications of Artificial Intelligence (AI) to develop awareness of its uses and how it can support students in learning and assessment. The results of the Student Exit Survey showed that the majority of students were satisfied with the computer technology used to support learning on the programme. Overall, the Panel was satisfied that e-learning is well integrated into the programme and supports the attainment of intended learning outcomes.
- Developing independent and lifelong learners are among the objectives of the B.PEd programme and are also reflected in the UoB Teaching and Learning Policy. The programme is built around a student-centred learning ethos which was confirmed in interviews by staff and students. The use of e-learning tools has been incorporated to encourage learner independence, recognising the needs of individual students. The e-Portfolio assignment is submitted at the end of the programme and encourages students to reflect on their learning and achievements. Students are expected to present the findings from their e-Portfolio and are assessed on the extent to which they are reflective practitioners and actively seek out opportunities to grow professionally. Teaching practice is an important part of exploring pedagogy and looking at the learner needs and provides an environment for exposure to professional practice and application of theory (see Indicator 3.4). Students expressed a high level of satisfaction with the skills gained from teaching practice in the Student Exit Survey.
- As per the SER, there is a strong emphasis on research in the programme. The B.PEd curriculum now includes a Capstone Project where students are required to conduct an action research project by identifying a challenge encountered in teaching, design a possible instructional solution, and implement this solution in a classroom. The course covers the research skills needed including the research principles. Furthermore, the Panel was provided with examples of how faculty research findings are used in course materials and teaching and learning activities. During the interviews, alumni and students were confident about their research capabilities and were aware of research findings being incorporated into their courses. However, it was noted in the annual SER of 2022-2023 that the student research skills need to be enhanced and BTC plans to address this through the Professional Development Committee and student committees. The Panel supports BTC's approach to improving student skills in this area.

Indicator 1.5: Assessment Arrangements

Suitable assessment arrangements, which include policies and procedures for assessing students' achievements, are in place and are known to all relevant stakeholders.

Judgement: Addressed

- The assessment framework for the B.PEd programme is informed by the UoB Regulations of Study and Examinations, Moderation of Assessment Regulation, the Quality Manual and the Teaching and Learning Policy to ensure objective evaluation of student performance. BTC uses direct assessment tools such as examinations, assignments, presentations, projects, and reports to evaluate students' attainment of CILOs and PILOs. These findings are presented in the Course Portfolios each semester. The BTC Quality Assurance Office (QAO) implemented a Course Rolling Plan in the academic year 2020-2021. This plan covers a two-year cycle and includes all courses and their assessments distributed over four semesters. This plan is being implemented to ensure that course assessment is carefully utilized to ensure consistency and fairness amongst all students.
- Assessment policies and procedures are available on the UoB website, in the Programme Booklet and in course syllabi documents for students. Relevant policies are also made available to other stakeholders such as the Moderation Policy for external reviewers. The Panel is satisfied that staff and students were fully aware of the BTC assessment policies and procedures.
- As per the SER both formative and summative approaches are used in assessing students' progress. An understanding of the theoretical components of the programme is assessed through quizzes, assignments and examinations while practical skills are assessed through projects, observations, microteaching assignments and reflective practice, as indicated in the course syllabi.
- The moderation process ensures that the assessment is consistent, fair and aligned with the learning outcomes. Each semester, courses are moderated using pre- and post-moderation forms and the resulting overall moderation report is discussed at department and college levels. This discussion leads to the development of an action plan to address shortcomings identified, such as the need to further align teaching and learning practices with assessment.
- There are clear rubrics for the grading of student assessment which provides a transparent approach for teaching staff and students. This also supports a fair and rigorous grading system. During the interviews the Panel was informed that all faculty members provide general feedback on mid-term examinations to all students unless there is a specific issue which needs to be discussed with individual students. Students acknowledged that feedback on other types of assessment could vary in quality (as can be seen in submitted

feedback examples) but students felt they were able to discuss feedback with the instructor to understand why the teacher marked the assessment that way.

- There is support from the UoB Deanship of Student Affairs to ensure that students are aware of academic misconduct and how to avoid it. Students are provided with Bylaws on Student Misconduct and are made aware of penalties (see Indicator 3.2). The Panel notes that BTC has in place a student appeal system and a set of online rules and guidelines that regulate the administration of online final examinations. These rules and guidelines cover expected practices before, during, and after examinations. Grade appeals are submitted through the Student Information System (SIS). During the interviews, the BTC staff confirmed that the appeal process is appropriate as the teacher who taught the course does not know which student appeals. Students were aware of the appeals process and were satisfied that it is implemented fairly.

Standard 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 2.1: Admitted Students

There are clear admission requirements, which are appropriate for the level and type of the programme, ensuring equal opportunities for both genders, and the profile of admitted students matches the programme aims and available resources.

Judgement: Addressed

- There is a well-defined and published admission policy for the B.PEd programme. It stipulates that candidates who are recommended for admission must satisfy both the academic and personal admission criteria set by the MoE, UoB and BTC. The MoE is responsible for the initial stages of the recruitment of students for the B.PEd programme. The MoE provides information regarding deadlines and application procedures through schools, its website, and notices in the local media. During the interviews with BTC staff and students, the Panel learned that the entry requirements are the same and apply to all students, including those with special needs. The Panel was informed that decisions to admit students to the programme are the sole responsibility of the MoE and cannot be altered by the BTC or the UoB. The Panel was also informed that students enrolled in different programmes at UoB are ineligible to transfer to BTC. If they desire to do so, they must submit their applications through the MoE.
- The Admission Policy and regulations at BTC are regularly revised. Benchmarking of admission requirements has been carried out with a number of regional and international universities. The Panel notes an increase in the number of students admitted to BTC. According to the SER, the number of students admitted to BTC between 2019 and 2022 has almost doubled, from 160 to 309. As per the statistics provided, the enrolment of female students in the BTC programme for the academic year 2022-2023 is twice that of male students. However, BTC indicates a significant rise in the number of male students aspiring to be teachers, influenced by various effective initiatives from both BTC and MoE. In fact, while only 13% of male students were admitted to BTC in 2018, this percentage rose to 32% in 2022.

- To gain admission into the programme, students are required to successfully complete a one-year Foundation Programme. Students who fail two courses of the Foundation Programme or have a CGPA below 2.00 are required to register for and pass those courses during summer term. However, if a student fails three courses, but remains committed to pursuing a teaching career, they have the option to repeat the Foundation Year. If students fail more than three courses, they will be dismissed from the College. The direct entry route into the programme is no longer implemented.

- **Indicator 2.2: Academic Staff**

There are clear procedures for the recruitment, induction, appraisal, promotion, and professional development of academic staff, which ensure that staff members are fit-for-purpose and that help in staff retention.

Judgement: *Partially Addressed*

- UoB has clear procedures for the recruitment, induction, appraisal, and promotion of academic staff, which are consistently implemented in a transparent manner. The UoB's/BTC's faculty recruitment process begins with the Human Resources Directorate advertising vacancies under the Civil Service Bureau's (CSB) regulations and the final recruitment decisions are taken by the University Council. The Panel notes that the B.PEd. programme has a diverse group of instructors with different specializations. Upon reviewing the faculty's Curriculum Vitae (CV), the Panel confirmed that their areas of expertise align well with the programme's academic requirements. According to the SER, BTC acknowledges the necessity of hiring additional staff. Examination of the supporting materials confirms the urgency of recruiting more faculty; as the BTC has not made any appointments since March 1, 2022 although it has a recruiting plan as per the provided evidence. Consequently, the Panel recommends that the BTC should expedite the process of recruiting academic staff as per its recruiting plan.
- BTC adheres to the UoB's regulations for academic promotion and the formation of a promotion committee. The BTC Promotions Report of the academic year 2019-2023 indicates that eight faculty members advanced in their ranks. The Panel verified that the Promotion Policy is well disseminated, and applied consistently and that faculty members are content with the promotion criteria that acknowledge faculty accomplishments. As per the faculty Grievance Policy, the faculty member can file a grievance as per the established procedure if they are not promoted.
- Although there has not been any recent recruitment of faculty, the Panel was informed that there has been a formal induction process which involved the Dean and the Head of Department (HoD) along with different entities from the College. Evidence of faculty orientation was provided to the Panel. Following university regulations, BTC conducts

annual performance evaluations for all faculty. The evaluation process relies on defined rubrics from CSB to ensure transparency and is conducted by the HoD, and the outcome is to be discussed with the faculty member. A faculty member can be dismissed if poor performance continues for more than two consecutive years. The Panel was provided with examples of faculty appraisal process for 2022 and 2023 which indicates that these procedures are followed.

- The Panel notes that the BTC has a Research Plan which lists the current and planned research projects, however, there are no specific key performance indicators to measure success or links to budgetary requirements. The Panel is of the view that BTC ought to review its approach to planning in this area in order to clearly identify targets and define the extent to which research will enhance teaching and learning practices. Therefore, the Panel recommends that BTC should develop and implement a specific overarching research plan to enhance teaching and learning practices.
- According to UoB's regulations there are mechanisms to ensure the conduct of research by faculty members, and evidence was provided to show the research goals of faculty members for the academic year 2022–2023. The Panel notes that the BTC in conjunction with the MoE have set up research groups in three model schools in order to improve public education through educational research. BTC staff have also been liaising with Boston University to explore research partnership and opportunities, such as in the area of AI. The faculty research output during the last three years is evident from the faculty CVs and the provided evidence. In the academic year 2021–2022, BTC faculty published 45 articles, 30 of which were in Scopus, and six books. Despite the above mentioned, the Panel suggests introducing special arrangements and procedures to increase the number of publications per faculty member in Scopus Q3 and other high rank journals that suit the nature of the programme and its requirements.
- The academic workload for faculty members is defined by the UoB Bylaws, where weekly working hours are set at 40 hours. The BTC academic workload in terms of taught courses and credit hours per week is appropriate in the Panel view and equitable as much as the circumstances allow. The total number of credit hours offered during 2020–2021 was 1,695, and the total number of faculty members who took those credit hours was 82. This means that there was an average of 20.6 credit hours per faculty member for the whole academic year. The remaining working hours are assigned by the HoD and cover academic advising, university and college committees, community service, and research activities. However, faculty workloads vary widely among faculty members.
- Arrangements for supporting and delivering training workshops are consistently monitored and evaluated by the BTC Professional Development Committee or BTC QAO. These workshops are either delivered by BTC faculty to meet the needs of fellow colleagues or by academicians/ educators from external collaborators such as the

American Embassy in Bahrain, Harvard University Graduate School of Education, Zurich University of Teacher Education and University of Oulu in Finland. BTC staff members also attend professional development programmes provided by UoB such as the ones offered by the Unit for Teaching Excellence and Leadership (UTEL) which are accredited by the Higher Education Academy in the UK. These include programmes such as Continuous Professional Development (CPD) and the Post Graduate Certificate for Academic Practice (PCAP). In the academic year 2020-2021, 31 BTC staff members graduated from UTEL programmes. The Panel appreciates the presence of a college-wide approach to the professional development of staff members, and opportunities are made available for faculty to remain up-to-date in all the areas related to the teaching-learning process.

Indicator 2.3: Physical and Material Resources

Physical and material resources are adequate in number, space, style and equipment; these include classrooms, teaching halls, laboratories and other study spaces; Information Technology facilities, library and learning resources.

Judgement: Addressed

- BTC provides an array of resources and facilities to support teaching and assist students in the B.PEd. programme. Currently, there are 32 classrooms which are equipped with a whiteboard, a computer, and a smart board. Additionally, there are five classrooms that feature state-of-the-art smart screens. Faculty members utilize these smart boards and screens daily to engage students effectively and enhance the learning experience. In 18 of the 37 classrooms, round tables are available, providing opportunities for collaborative group work activities. Furthermore, there are two computer laboratories and one Science laboratory. Each laboratory is equipped with a smart board, audio system, and projector.
- The computer laboratories allow ICT instructors to engage students in various activities related to Educational Technology. The PCs are installed with the latest update of software programmes. All network computers have internet access and are integrated with MS Windows Active Directory for authentication. Faculty and students log in using their UoB IDs and passwords, to access the internet and Wifi using their UoB login details. During the interviews, the Panel learned that the computers and software for special needs students were adequate.
- Faculty and students at BTC have access to two libraries. These two libraries offer substantial print collections, e-resources, study desks, computers, and group study rooms. The main library at the Sakhir campus is comprehensively equipped to cater to the diverse needs of faculty and students at UoB. The BTC library, situated on the second floor of the UoB main library, offers customized information literacy classes to students and staff. The classes focus on developing three key skills: accessing information through library tools,

evaluating information effectively, and utilizing information ethically. Students and faculty can access all the digital resources through the UoB website using their personal login credentials. During interviews, both faculty and students expressed their satisfaction with their experience of the library services provided, including online resource access.

- The BTC building follows UoB's health and safety guidelines. It is well-equipped with fire safety measures like fire extinguishers and smoke alarms, strategically located throughout the building. The upkeep of BTC's facilities and resources is managed by a designated administrative staff member. When it comes to maintaining BTC's Information Technology (IT) resources, two IT administrators handle basic issues, while more complex matters like account access and hardware are managed by UoB's E-Learning Center or IT Center. According to the SER, appropriate steps have been taken to ensure the safety and well-being of students and staff. The 2021-2022 Senior Exit Survey report revealed that students were highly satisfied with BTC's physical and material resources.

Indicator 2.4: Management Information Systems

There are functioning management information and tracking systems that support the decision-making processes and evaluate the utilisation of laboratories, e-learning and e-resources, along with policies and procedures that ensure security of learners' records and accuracy of results.

Judgement: Addressed

- BTC faculty members and students have access to the UoB's SIS by signing in using their credentials. During the interviews with administrative staff, they confirmed that the SIS is a tool used by all faculty members and students. The SIS generate reports to management for planning and decision-making purposes, and to identify, among other things, at-risk students. Students use the SIS to monitor their academic progress, view financial information, and access unofficial transcripts. At the end of each semester, they use it to evaluate the courses they have taken. The results of these evaluations are confidential and only accessible to the relevant faculty members and their HoDs.
- BTC employs two main online learning platforms: Blackboard and Microsoft Teams. These platforms are crucial for both teachers and students, aiding in a variety of educational and administrative tasks. The Blackboard is the designated Learning Management System (LMS) of UoB and is widely used by teachers and students to manage courses. Microsoft Teams platform is also used at BTC by students and faculty for conducting meetings, sharing documents, conducting surveys, and performing other academic/administrative duties.
- The tracking reports and data generated from the utilization of laboratories, e-learning platforms, and e-resources are integrated into the BTC decision-making process. The data

provides valuable insights into usage patterns and trends, helping BTC to identify areas of strength and opportunities for improvement. This data-driven approach ensures that BTC decisions are grounded in real-world evidence, enhancing the effectiveness and efficiency of various operations.

- UoB has policies and procedures in place to ensure the security and accuracy of the students' information and records, including secure databases and limited access to authorized personnel. During the interviews with BTC staff and students, they confirmed that the awarded certificates and transcripts are accurate and issued in a timely manner. The Panel was also informed that information regarding the issuance and replacement of graduation certificates can be found on the university's website.

Indicator 2.5: Student Support

There is appropriate student support available in terms of guidance, and care for students including students with special needs, newly admitted and transferred students, and students at risk of academic failure.

Judgement: Addressed

- The Student Affairs' Guidance and Counseling Department offers a variety of support services in academic, social, behavioral, and mental health areas. Additionally, they host several events and workshops, including the New Students' Orientation Day, Counseling Awareness, Steps to Success, Personal Development, Mental Health Enhancement, and Exam Preparation sessions. Every student at BTC is funded by the MoE. They enter into a scholarship agreement with the Ministry before starting the B.PEd programme at BTC, committing to completing the programme within the specified contract period. As a result, graduates immediately embark on their teaching careers.
- Newly admitted students are provided with a formal induction day at the beginning of the first semester each year, which is organised by the Deanship of Student Affairs and supported by the academic departments and the Student Council. Library induction sessions are also conducted, covering available learning resources and the concept of academic integrity, and students are advised on the methods of avoiding plagiarism. Interviewed students and alumni expressed their satisfaction with the student induction process, which provides them with pertinent administrative and academic information.
- Academic advising supports students in achieving graduate attributes and learning outcomes. Academic advisors at BTC use the SIS platform to access their advisees' personal and educational data from which students at risk of academic failure (those with 2.33 Cumulative Grade Point Average (CGPA) or below) are identified and proper actions are taken. After conducting interviews with students and reviewing the provided

evidence, the Panel affirms the effectiveness of the academic advisory services they receive while studying at BTC. The Panel also notes with appreciation the support provided to students through the interactive academic advising system.

- The Panel notes that UoB has regulations related to faculty and staff, including special provisions for women regarding the type and nature of their work along with other types of leave that are exclusive for women. The UoB also has a dedicated Disability Division within the Students' Services and Development Department under the Deanship of Student Affairs. This division caters to students with special needs by offering academic support, accommodations during examinations, integration into extracurricular activities, special transportation, and ensuring accessible premises for those with physical disabilities. During the interviews with UoB staff, the Panel confirmed the presence of blind students at UoB and that UoB houses a Physio-Braille laboratory for visually-impaired students. Interviews with students revealed their satisfaction with the services provided by BTC for all, including students with special needs.

Standard 3

Academic Standards of Students and Graduates

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

Indicator 3.1: Efficiency of the Assessment

The assessment is effective and aligned with learning outcomes, to ensure attainment of the graduate attributes and academic standards of the programme.

Judgement: Addressed

- BTC implements an efficient assessment process that ensures attainment of the intended programme outcomes and corresponding graduate attributes. The Panel notes that BTC follows many current policies and procedures to support efficient assessment. Specifically, article 49 of the Regulation of Study and Examination Policy stresses the need to conduct comprehensive assessment that covers all the course outcomes. The Panel also notes that these policies provide an overview, models, and procedures for the assessment process as well as criteria for appropriate assessment methods and guidelines for conducting valid and reliable assessments and for documenting results. Examples of assessment methods include midterm and final examinations, poster presentations, case studies, microteaching, observation logs, video analysis and reflections, collaborative worksheets, portfolio rubrics, and formative reviews of draft questions.
- The UoB Quality Assurance and Accreditation Centre provides BTC with course syllabi forms that include well-structured templates for mapping PILOs and CILOs. The Panel analyzed samples of the programme course syllabi and noted the use of the CILO-PILO alignment sheet as mapping tools to ensure proper alignment and coverage. Evidence from the meeting minutes of the Academic Board and from the analysis of sample course assessments indicates that BTC uses a diverse range of close-ended (true/false, multiple choices/ fill in the blanks) as well as open-ended assessments (short answer, essay questions) to address the variety and complexity of its PILOs and CILOs and meet the achievements of graduate attributes. This is corroborated by samples of answer sheets and student responses noted and analyzed by the Panel. Additionally, the Panel analyzed samples of final examinations and found that the examinations are structured to provide information about the covered CILOs, final grade percentage, number of pages and questions, and cheating repercussions.

- As per the SER, there are processes in place to ensure that the assessment policies and procedures are consistently implemented and there are actions taken to improve the assessments (see Indicators 3.3 and 4.1). The College Curriculum Committee reviews and approves assessment methods. Assessments are also internally and externally moderated and the course portfolios undergo regular audits. Furthermore, the Panel learned that the BTC annual SER and the Student Advisory Committee reports provide additional sources for feedback that are translated into action plans for improvement.

Indicator 3.2: Academic Integrity

Academic integrity is ensured through the consistent implementation of relevant policies and procedures that deter plagiarism and other forms of academic misconduct (e.g. cheating, forging of results, and commissioning others to do the work).

Judgement: Addressed

- BTC follows UoB's Regulations of Study and Examinations, Regulation of Professional Conduct Violations, and Regulation of the Misconduct Bylaws, and the Anti-Plagiarism Policy. Specifically, Article 68 of the Regulation of Study and Examination Policy specifies the procedures of dealing with cheating and academic misconduct. These procedures entail holding the answer cheat, case documentation and reporting, committee investigations, and acting on the cases through the Dean of Student Affairs. Furthermore, the Panel notes with appreciation that the BTC has an Academic Integrity and AI Policy that defines academic misconduct and describes permitted as well as prohibited generative AI tools.
- The Panel learned during site visit interviews with BTC administrators, faculty, and students that BTC disseminates the pertinent policies for academic misconduct through orientation sessions, links to published documents on the website, the BTC Student Handbook, presentations, and slides shared during the BTC's Induction Day *via* SharePoint. Furthermore, banners, and course syllabi provide additional space for policy sharing and for creating awareness about expected conduct and academic honesty. Specifically, the Panel notes that the current BTC course syllabi include definitions of plagiarism and self-plagiarism as well as explaining that cases will be dealt with according to the rules and disciplinary measures at BTC.
- BTC consistently applies plagiarism detection software such as the SafeAssign tool and Lockdown Browser. The Panel saw samples of current originality reports generated from the BTC detection tools that showed low risk match. Furthermore, the Panel learned that faculty members train students to use American Psychological Association (APA) referencing system as well as help them develop their study skills. This is further verified by the APA guide.

- The Panel notes that BTC has a set of procedures to record, report, handle, and take actions regarding cases of academic misconduct starting from the Academic Misconduct Committee, BTC Dean, Academic Board and ends with the Deanship of Student Affairs to take the proper action. The Panel also notes that there is clear communication with appointed committee members as well as proper explanation of the process of handling cases referred to the Committee by the HoDs.

Indicator 3.3: Internal and External Moderation of Assessment

There are mechanisms in place to measure the effectiveness of the programme's internal and external moderation systems for setting assessment instruments and grading students' achievements.

Judgement: Addressed

- UoB has a number of policies and regulations that articulate the steps of scheduling the courses to be moderated, the criteria for the selection of moderators, and the procedures of pre-moderation and post-moderation processes, according to well-defined stakeholder roles and responsibilities. These policies and regulations include the Quality Assurance and Enhancement Policy, Regulations of Study and Examination, and the Moderation of Assessment Regulation. The Panel learned during the interviews that BTC implements internal and external moderation to address validity and reliability issues, introduce needed improvements, and ensure alignment with course topics and intended outcomes.
- Internal moderation is overseen by the Course Coordinator. As the Course Coordinator submits assessment for moderation, the instructor does not know who is moderating the assessment. The anonymous process means that the internal moderator can be at ease to provide honest feedback and teaching staff are more careful because they know they are going through the moderation process. The post-moderation involves reviewing the amendments made to the assessments in response to the pre-moderation recommendations as well as reviewing samples of students' answers and performing item analysis.
- During site visit interviews, the Panel learned about the role of external moderators as they review the documentation of a whole course to examine the relationship between the syllabus, the CILOs and the assessment. It was noted that their comments are comprehensive and insightful and the Panel was provided with examples of changes made in response to external moderators' comments, such as the need to update resources in the B.PEd programme. At the end of the internal and external moderation process a report is generated which goes through the Moderation Committee, QAO and Academic Board. Any issues related to internal or external moderation are raised in the BTC's annual SER.

- The Panel notes that there is a Memorandum of Understanding (MoU) between BTC and Kent State University to facilitate the external moderation in English. There is also another MoU with Al Ain University to facilitate external moderation in Arabic among other objectives. The Panel reviewed external moderation reports in English and found that moderation forms include constructive feedback and recommendations, and it was observed that the Department Academic Committee (DAC) has modified some assignments based on moderation recommendations. However, the Panel did not observe external assessment moderation in Arabic. The Panel supports the BTC's efforts to operationalize the MoU with Al Ain University, which is yet to be approved, and recommends that BTC should expedite the implementation of the MoU with Al Ain University and approach more Arabic-speaking countries to support conducting the external moderation in Arabic to ensure fairness and transparency.

Indicator 3.4: Work-based Learning

Where assessed work-based learning takes place, there is a policy and procedures to manage the process and its assessment, to assure that the learning experience is appropriate in terms of content and level for meeting the intended learning outcomes.

Judgement: Addressed

- The Teaching Practicum (TP) Booklet includes a comprehensive set of guidelines and other relevant information that regulates the practicum experience. These guidelines provide comprehensive information about the timeline, expectations, and the placement process of student teachers. Furthermore, the Booklet specifies the TP practicalities in year 1 through year 4: 20 days in TP1 (semester 1), 20 days in TP2 (semester 1), 20 days in TP3 (semester 2) and 75 days in TP4 (semester 2). The TP course syllabi accentuate the TP guidelines and provide additional space to inform student teachers. Furthermore, the roles and responsibilities of all stakeholders are well-defined, along with those of the TP offices of both BTC and the MoE. Evidence from the site visit interviews conducted by the Panel indicates collaboration between MoE and the BTC in the selection of student teachers and assigning of faculty members to supervise teaching practice. The Panel appreciates the cooperation among BTC, MoE and schools in order to support students' teaching practice that is based on clear Teaching Practice guidelines.
- The Panel notes that the TP course syllabi maps the CILOs and the PILOs, particularly PILO #8: Students use professional judgement and academic competences to communicate and collaboratively solve problems to support pupils' learning and wellbeing. The Panel also notes that BTC has attendance and absence policies and a code of ethical conduct. Furthermore, the TP requirements and assignments are well-structured and logically sequenced. There is also a range of rubrics that are utilized by BTC to manage the TP experience and ensure consistent content delivery. Specifically, the Practice Teaching

Rubric is based on the criteria of pedagogical performance, communication, classroom management, organizing the learning environment, and commitment to student well-being and safety. Similarly, the Teaching Lesson Rubric focuses on organization and quality of writing, prior knowledge, objectives, content knowledge, materials and resources, student assessment, and reflection. Meanwhile, the Observation Rubric attends to links and points of focus, clarity and word counts, quality of observations, quality of reflections, neutralizations, and timeliness of submissions. These rubrics, coupled with observation records and forms, video reflection and teaching practice rubrics, facilitate the assessment of the performance of student teachers, course grade reporting, record keeping, and reflective practice and professional ethics.

Indicator 3.5: Capstone Project or Thesis/Dissertation Component

Where there is a capstone project or thesis/dissertation component, there are clear policies and procedures for supervision and evaluation which state the responsibilities and duties of both the supervisor and students, and there is a mechanism to monitor the related implementations and improvements.

Judgement: Addressed

- The B.PEd curriculum includes a Capstone Project which has not been yet implemented (see Indicator 1.4). However, the Panel notes that student e-portfolios, which consist of three major assignments, are currently utilized by the BTC as a measure of students' level of achievement as well to assess attainment of nine competencies. The Panel also notes that BTC conducts induction sessions to provide students with the necessary information and documents, which are also available *via* share point. The schedule of student presentations is also available *via* share point and announced to students and to the two judges who are assigned to assess the quality of each e-portfolio.
- The Panel analyzed samples of student e-portfolios and found evidence of alignment matrices that link the total of three assignments from three different courses (TCDE512, TCDE581, TCDE561) and the nine competencies. While it is not necessary for one assignment to cover all nine competencies, it is required to show how each of the three assignments cover certain competencies and that all three assignments cover all nine competencies. The Panel notes that each student presentation lasts for 20 minutes (15 minutes for presentation and 5 minutes for question/answer) and the final grade is determined by averaging the grades of the two judges.

Indicator 3.6: Achievements of the Graduates

The achievements of the graduates are consonant with those achieved on equivalent programmes as expressed in their assessed work, rates of progression and first destinations.

Judgement: Addressed

- The BTC attends to monitoring, documenting, and enhancing the achievements of its graduates by using various mechanisms and feedback venues. These include exit, alumni, principals, and employer surveys along with formal and informal stakeholders' reports. Additionally, the Panel learned during the site visit interviews that BTC writes evaluation reports that highlight the achievements of the graduates. These reports are discussed at the HoD and the Dean levels to devise action plans to address any issues and concerns. The assessment of PILOs for 2022-2023 showed that all PILOs were met with a minimum of 90%. This is an improvement over achievement in previous years in which some PILOs did not reach 90%.
- The Panel notes that there is a steady increase in the number of admitted students for the past three academic years: 986, 1013 and 1036 students in 2020-2021, 2021-2022, 2022-23, respectively. Furthermore, the average CGPA of the graduating students shows an upward trajectory: 3.08, 3.1, 3.4. The Panel also notes that BTC is attentive to potential grade inflation and is working on monitoring it.
- The survey results from different stakeholders indicate high satisfaction rates with the achievements of the graduates and their readiness to teach. For instance, 55 graduates 4 males and 51 females who constituted the 2021-2022 cohort rated their development of professional skills to be 4.5 on a rating scale of 1-5. The survey results also indicated that a considerable number of the programme graduates have continued their graduate studies at UoB and abroad in the United Arab Emirates and the United Kingdom in various areas of specialization, including Islamic Studies, Math Education, Science Education, and Mass Communication and Public Relations.
- The senior exit surveys have shown consistent satisfaction with the achievements of graduates. The Panel found that the survey results reveal that all the graduates felt confident that they have developed the skills and knowledge relevant to the labour market and to their professional practice. Specifically, the graduates were satisfied with their knowledge of the field of education and with their written and oral communication skills. They reported that the field experience developed their teaching skills and advanced their awareness of the ethical and legal professional practices in education.

Standard 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.

Indicator 4.1: Quality Assurance Management

There is a clear quality assurance management system, in relation to the programme that ensures the institution's policies, procedures and regulations are applied effectively and consistently.

Judgement: Addressed

- The Quality Assurance (QA) of the B.PEd programme is governed by several policies and regulations established by the UoB, including the Academic and Administrative Bylaws, the Quality Assurance and Enhancement Policy, the Teaching and Learning Policy, the Regulation of Study and Examination, the Moderation of Assessment Regulation, and the UoB Quality Manual. These policies and regulations are communicated *via* the University's website and revised in accordance with UoB's regular policy review schedule. The key policies are also discussed and disseminated to staff through the college committee structure and in department meetings. From interviews, it was noted that staff and students are well aware of key policies and regulations that were relevant to their needs.
- UoB has a well-established quality management system, which is clearly described in the related documents that are regularly revised and improved. There are several college level committees that oversee the quality of the programmes offered by the BTC which include the College Quality Assurance Committee (CQAC), the department-level Quality Assurance Committees (QACs) and the Academic Board. The BTC has its own QAO which liaises with the university level Quality Assurance and Accreditation Centre. There is a clear delineation of the roles of the different QA bodies set out in the BTC QA terms of reference. These bodies are responsible for ensuring that policies and regulations are consistently implemented in the delivery of the B.PEd programme. The Panel is confident that the extensive oversight of the quality management system supports its consistent implementation, as evidenced in meeting minutes, annual SERs and confirmed in interviews with BTC staff.
- BTC has mechanisms in place to monitor the consistent implementation of policies and procedures across the College. These are monitored through the department level QACs and the CQAC which are formed every year by the Dean. The QAO has a clear role to play

in liaising between the University and the College and ensuring that departments comply with the institutional policies and procedures. The BTC Operational Plan 2023-2024 shows that in September 2023 training sessions were held on 'Continuous Quality Improvement Process' and 'Analysing Data for Quality Assurance'. The Operational Plan also shows BTC's commitment to implementing internal and external reviews, approving QA reports and following up on the achievements of college and department-level improvement plans.

- Academic and support staff are represented on college and department level QACs. Interviews with staff confirmed a broad understanding of QA and the role that academic and support staff play in ensuring the effectiveness of provision. QA is included in the new faculty orientation presentation and staff are provided with ongoing QA training opportunities. Members of the CQAC undergo a higher level of training to support the implementation of quality at department level.

Indicator 4.2: Programme Management and Leadership

The programme is managed in a way that demonstrates effective and responsible leadership and there are clear lines of accountability.

Judgement: *Partially Addressed*

- BTC has an organisational chart which was approved in 2014. The Dean oversees the management of the College and, according to the chart, the Dean reports to the Governing Council; the Dean's performance is monitored by the President of UoB. The current organisational chart does not reflect the current structure of BTC; for example, the chart refers to a 'Directorate of Quality Assurance and Strategic Planning' whereas this role is undertaken by the QAO. The Panel was informed that a new organisational chart has been developed and has been passed through the university approval system and now is waiting for the final approval of the CSB. The Panel recommends that the BTC should expedite the process of approving the new organizational structure.
- The existing reporting lines are clear and ensure effective communication and decision-making. The college level body responsible for QA reports directly to the Dean along with three key areas of activity: the Academic Division; Academic Support; and Administrative Support. The Dean is the Chair of the Academic Board (also referred to as the BTC Council) which comprises HoDs, senior staff within the College, department representatives and external representatives from the Supreme Council for the Development of Education and Training and the MoE.
- Regular communication is facilitated by HoDs through scheduled departmental meetings and various BTC committees. In these meetings, programme matters and activities

regarding the teaching and learning are discussed. Regular communication is maintained through emails and regular meetings (either face to face or using Teams) and minutes of meetings are readily accessible. Course coordinators also act as liaison between teaching staff and the HoD, and handle assessments, teaching and learning activities and feedback collection.

- While BTC seems to have a strong independent identity, there are clear channels of communication between the College and the University, for example through the Dean's membership of the University Council. Decisions made are discussed, recorded and approved at different levels: from committee level to department level committees; from department level to the College Academic Board; and from the Academic Board to the University Council. The Panel is satisfied that communication and decision-making are effective.
- There are clear terms of reference for different management posts and committees. The roles of the Dean and HoDs are set out in the UoB's Academic and Administrative Bylaws and the responsibilities of the Director of the QA are set out in the UoB's Quality Manual. Clear committee terms of reference are provided by the University-level Quality Assurance and Accreditation Centre. BTC committees are expected to produce a report every semester to show the number of meetings conducted, the committee achievement during the year and the committee priorities for the subsequent semester which are submitted to the Dean. The sample reports are brief and primarily descriptive; BTC is encouraged to review the rubric of the report to ensure that the resulting reports are more reflective and evaluative. While the Faculty Survey results from 2022-2023 suggest that staff are satisfied with the amount of committee work, the Panel heard that there have been issues with participation and attendance. The Panel notes the large number of committees in place and recommends that the BTC should review its committee structure to support the management of the programme.
- There are clear systems in place to ensure that the custodianship of the academic standards is understood at the department, college and institutional level. The initial responsibility lies with the teaching faculty who are responsible for the course delivery and ensuring that the teaching and assessment are in line with UoB policies and procedures. The overall academic responsibility lies with the BTC Dean who oversees a complex process for monitoring standards which includes feedback from the MoE as a key stakeholder. The overall leadership for the B.PEd programme also lies with the BTC Dean, supported by the QAO and HoDs. Internal and external stakeholders expressed their satisfaction with the management of the programme in terms of responsiveness to feedback and oversight of the quality of programme delivery. The Panel is confident that the current management of the B.PEd programme demonstrates effective responsible leadership.

Indicator 4.3: Annual and Periodic Review of the Programme

There are arrangements for annual internal evaluation and periodic reviews of the programme that incorporate both internal and external feedback and mechanisms are in place to implement recommendations for improvement.

Judgement: Addressed

- BTC systematically implements the UoB Academic Courses and Programme Regulations and the Programme Quality Assurance and Enhancement Policy to support the annual internal programme evaluation of its programmes and courses. The QAO is responsible for preparing an annual programme SER which is submitted to the Academic Board for consideration. The annual SER includes a section to show progress against the implementation of the previous year's Improvement Plan. It is noted from the annual SER of the academic year 2022-2023, that a number of actions from the 2021-2022 Improvement Plan have yet to be completed. The Panel suggests reviewing the BTC approach to closing the improvement loop.
- At course level, each course produces a Course Portfolio. There are clear course portfolio guidelines to support the consistent collection of information and data. The final report contains suggestions for the improvement in the delivery and attainment of the CILOs. The Course Portfolios are considered by the department QAC and verified by the QAO. The findings of these portfolios also feed into the annual SER. The B.PEd programme is scheduled to undergo an internal quality audit in 2023-2024, led by UoB's QAAC.
- The BTC Dean and the QAO are responsible for the implementation of the periodic reviews. As mentioned earlier in Indicator 1.3, the programme underwent a periodic review in 2015-2016, followed by the 2020 major periodic review which resulted in the introduction of the modified programme in 2022-2023. These comprehensive periodic reviews of the programme were carried out in line with UoB policies and regulations. The 2020 review process was triggered by a suggestion from the Supreme Council of Education and Training that BTC should prepare teachers for lower primary education which led to the formation of a Curriculum Task Force. The Task Force considered feedback from BTC management, staff, external stakeholders including the MoE, as well as students and alumni.
- **Indicator 4.4: Benchmarking and Surveys**

Benchmarking studies and the structured comments collected from stakeholders' surveys are analysed and the outcomes are used to inform decisions on programmes and are made available to the stakeholders.

Judgement: Addressed

- UoB Benchmarking Policy clearly sets out the objectives of benchmarking and the approach to selecting benchmarking partners. During the 2020 programme review, BTC carried out an extensive benchmarking exercise with 10 other education programmes offered in the United Arab Emirates, Jordan, New Zealand, United States, Canada, Australia as well as the NIE programme in Singapore. Each aspect of the B.PEd programme has been considered in the benchmarking process including the seven content areas (Education Studies, English, Maths, Science, ICT, Arabic, Islamic Studies) and teaching practice. BTC provides a clear rationale for the selection of these benchmarks and explores the similarities and differences between the international programmes and its own in terms of the admission policy, PILOs, academic plan and the courses offered. As BTC offers the only Education programme in Bahrain, there are no local benchmarking partners.
- The outcomes of benchmarking activities are considered by the Curriculum Committee. BTC clearly showed how it used the outcomes of the benchmarking process to inform decision making in the programme development forms, particularly in the wording of PILOs and CILOs and the introduction of the Capstone Project for the B.PEd. The benchmarking also informed minor changes made to the credit hour distribution. Minutes of the curriculum committee meetings from 2022 show that benchmarks were also considered in the naming and alignment of course titles.
- The BTC QAO employs a variety of approaches, including surveys, course assessments, and interviews, to gather feedback about the programme from graduates, faculty, and external stakeholders such as the MoE. The goal of these surveys is to gather and analyze data to assess the programme's suitability, effectiveness, and alignment with its objectives. This feedback helps identify necessary improvements to both the programme and the quality management system. The surveys, which include the Senior Exit Survey, the biannual Alumni Survey, Employer Survey, and Faculty Survey, are carried out on a regular basis according to a schedule outlined in the BTC Operational Plan. Students also complete course evaluation surveys which measure the effectiveness of the course planning and delivery, the adequacy of the learning environment and the provision of student support. The results of these course evaluations are kept confidential except for the concerned faculty members and their HoDs.
- UoB collates the survey findings from across UoB which are then analysed by the QAAC. The analysis of the annual findings shows that BTC has the highest response rate across the University and the second highest overall satisfaction rate. BTC provided evidence to show that improvements are made based on student feedback. Students have suggested more specialised courses and improved IT laboratory facilities. The results from the Alumni Survey show that students believe that the B.Ed programme is effective in developing the necessary knowledge and skills for trainee teachers. Alumni feedback was also taken into account in developing the revised B.PEd. Feedback from the Employer

Survey indicates that School Principals are highly satisfied with BTC's graduates, and their professional commitment aligns with the expectations expressed in MoE's teacher evaluation criteria.

- During the site visit interviews, the Panel was informed that faculty members are encouraged to provide feedback on their courses and make suggestions for changes which are discussed in department level bodies before being submitted to the Academic Board. While the Panel found evidence of the mechanisms in place to implement improvements, it is not clear that there is a systematic approach to communicating the outcomes. Neither students nor alumni were aware of changes that had been implemented in response to survey results or recommendations. BTC does produce an annual report but this is circulated to executive bodies within and outside the College. Therefore, The Panel recommends that BTC should explore a range of approaches to ensure that internal and external stakeholders are aware of changes that have been made in response to their feedback.

Indicator 4.5: Relevance to Labour market and Societal Needs

The programme has a functioning advisory board and there is continuous scoping of the labour market and the national and societal needs, where appropriate for the programme type, to ensure the relevancy and currency of the programme.

Judgement: Addressed

- The BTC has a Governing Council which aims to hold the College accountable for the achievement of its goals. The Governing Council has representation from the MoE and has clear terms of reference. The BTC also has a Student Advisory Council (SAC), which provides feedback on the implementation of the programme. For example, it was noted that there were a number of assignments that were close to each other for one course and as a result, the assignments were more fairly spread.
- The evidence that was made available to the Panel includes the approval of Governing Council of the revised B.PEd programme. However, there was little evidence of the Governing Council's regular meetings although meetings can be held on an ad hoc basis to discuss urgent issues. The Panel learned, during the site visit interviews, that the Governing Council did not have the opportunity to meet in 2023 and has recently been reformed. As the Dean reports to the Governing Council, it is imperative that the Council meets and fulfills its role as BTC's principal governance and advisory body. Therefore, UoB is urged to ensure that the Governing Council meets regularly and function in a systematic manner.

- In accordance with the Quality Assurance and Enhancement Policy, the Quality Manual, the QAO terms of reference, and the BTC Operational Plans, the programme is regularly updated to ensure its relevance to the MoE needs. There are regular meetings between BTC management and the MoE in order to ensure that the Ministry's requirements are met. There is clear alignment between the MoE's expectations in terms of teacher competencies and the PEOs of the programme. The Panel recognises that the BTC has a close working relationship with the MoE which is the sole employer of BTC graduates.

V. Conclusion

Taking into account the institution's own self-evaluation report, the evidence gathered from the virtual 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 Education of Bahrain Teachers College offered by the University of Bahrain.

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

1. The extensive consultation process undertaken in the development of the reviews of the programme in line with the UoB framework.
2. The presence of a college-wide approach to the professional development of staff members, and opportunities are made available for faculty to remain up-to-date in all the areas related to the teaching-learning process.
3. The support provided to students through the interactive academic advising system.
4. The BTC has an Academic Integrity and Artificial Intelligence Policy that defines academic misconduct and describes permitted as well as prohibited generative Artificial Intelligence tools.
5. The cooperation among BTC, MoE and schools in order to support students' teaching practice that is based on clear Teaching Practice guidelines.

In terms of improvement, the Panel recommends that the University of Bahrain and/or Bahrain Teachers College should:

1. Review its approach to risk management to ensure that all areas of potential risks are identified, and mitigation is considered at all BTC's levels.
2. Articulate and disseminate BTC teaching and learning framework, in line with UoB's Teaching and Learning Policy to enhance the delivery and nature of its programme.
3. Expedite the process of recruiting academic staff as per its recruiting plan.
4. Develop and implement a specific overarching research plan to enhance teaching and learning practices.
5. Expedite the implementation of the MoU with Al Ain University and approach more Arabic-speaking countries to support conducting the external moderation in Arabic to ensure fairness and transparency.

6. Expedite the process of approving the new organizational structure.
7. Review BTC committee structure to support the management of the programme.
8. Explore a range of approaches to ensure that internal and external stakeholders are aware of changes that have been made in response to their feedback.