



هيئة جودة التعليم والتدريب

Education & Training Quality Authority

KINGDOM OF BAHRAIN مملكة البحرين

Directorate of Higher Education Reviews Programme Review Summary

**University of Bahrain
College of Arts
B.A. in History
Kingdom of Bahrain**

Site Visit Date: 24–28 December 2023

Extension Visit Date: 13 May 2025

HA131-C3-R131

I. Introduction

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

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

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

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

Standard 1: The Learning Programme

Standard 2: Efficiency of the Programme

Standard 3: Academic Standards of Students and Graduates

Standard 4: Effectiveness of Quality Management and Assurance

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

Table 1: Criteria for Judgements

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

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

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

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

II. The Programme's Profile

Institution Name*	University of Bahrain
College/ Department*	College of Arts/ Department of Social Sciences
Programme/ Qualification Title*	Bachelor of Arts in History
Qualification Approval Number	-
NQF Level	-
Validity Period on NQF	-
Number of Units*	43
NQF Credit	-
Programme Aims*	<ol style="list-style-type: none"> 1. Promoting national belonging and consolidating the values of citizenship and the Arab and Islamic identity among the students at the University of Bahrain. 2. Enabling students to read, understand, and utilize the historical dynamics of human societies. 3. Providing students with the scientific capabilities to link theory and practice. 4. Enabling students to use the tools of historical knowledge objectively and scientifically. 5. Enabling students to use the tools of historical research through the criticism, analysis, and interpretation of historical documents and texts. 6. Providing students with the methodology of historical research and its origins.
Programme Intended Learning Outcomes*	<ol style="list-style-type: none"> 1. The student will employ historical events in a manner that achieves a close connection with the homeland, consolidates Arab and Islamic identity, and highlights the cultural impact of the Kingdom of Bahrain. 2. The student will interpret contemporary issues in the light of historical occurrences.

	<ol style="list-style-type: none"> 3. The student will use modern technologies in the field of his specialization to manage information and give presentations on topics associated with historical studies and supporting sciences. 4. The student will analyse historical occurrences and events in a detailed manner, based on critical knowledge of such historical occurrences. 5. The student will carry out projects and research individually or in a group, using the most prominent means and methods of scientific research in the fields of historical studies as well as social and human sciences, and the mechanisms of adherence to scientific integrity and objectivity in the study of historical occurrences.
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* Mandatory fields

III. Judgement Summary

The Programme's Judgement: Confidence

Standard/ Indicator	Title	Judgement
Standard 1	The Learning Programme	Addressed
Indicator 1.1	The Academic Planning Framework	Addressed
Indicator 1.2	Graduate Attributes & Intended Learning Outcomes	Partially 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	Addressed
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	Addressed
Indicator 3.1	Efficiency of the Assessment	Addressed
Indicator 3.2	Academic Integrity	Addressed
Indicator 3.3	Internal and External Moderation of Assessment	Partially Addressed
Indicator 3.4	Work-based Learning	Not Applicable

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	Addressed
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 B.A. in History of College of Arts offered by University of Bahrain.

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

1. Participation of all faculty members in workshops organised at the department, college, and university levels, in addition to the continuous professional development workshops provided by the Teaching and Leadership Excellence Unit.
2. The mechanism for implementing the Graduation Research Project course, and its contribution to achieving the program's intended learning outcomes (ILOs), regular monitoring of student progress and satisfaction with supervision, and providing adequate resources for conducting research.

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

1. Review the intended learning outcomes of all courses to ensure they are appropriately formulated, transferable, measurable, and aligned with course content.
2. Expedite the implementation of a plan to recruit full-time faculty members to strengthen the academic staff body and ensure the continuity of academic programme development.
3. Implement the external moderation plan according to the specified timeline, ensuring the selection of external moderators across all specifications and holding advanced academic qualifications to guarantee the accuracy and objectivity of assessments.
4. Develop an effective mechanism to ensure the effectiveness of the programme's external moderation.