هيئة جودة التعليم والتدريب
Education & Training Quality Authority
KINGDOM OF BAHRAIN ممــلكــة الـبـحـريـن

Directorate of Higher Education Reviews
Programme Review Summary

University of Bahrain
College of Arts
B.A. in Islamic Studies
Kingdom of Bahrain

Site Visit Date: 19-22 November 2023

Extension Visit Date: 29 April 2025

Ha132-C3-R132

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	

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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.

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II. The Programme's Profile

Institution Name*	University of Bahrain
College/ Department*	College of Arts/ Arabic Language and Islamic Studies Department
Programme/ Qualification Title*	Bachelor of Islamic studies
Qualification Approval Number	-
NQF Level	-
Validity Period on NQF	-
Number of Units*	43
NQF Credit	-
Programme Aims*	1. Provide the student with theoretical and practical knowledge in Islamic sciences, and to introduce him to the methodology of thinking and working in teaching, preaching, and judicial positions in government and private specialized institutions, and how to solve the problems faced in them. 2. Enhance the student's self-learning skills and provide him with new knowledge, and to equip him with the mechanisms for dealing with Islamic texts according to the principles of correct deduction and their practical application. 3. Provide the student with communication skills and effectively use modern learning technologies to promote moderate thinking and work towards its consolidation and deepening. 4. Establish scientific research skills in the field of Islamic studies and its applications. 5. Provide the student with critical thinking skills in presenting and addressing social, economic, and other issues and how to express Islamic rulings on them.

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	6. Provide society with its need for guides and researchers in the field of Islamic studies who contribute to spreading noble values and deepening moderate Islamic thought.
Programme Intended Learning Outcomes*	1. Demonstrate detailed understanding of theoretical and practical concepts related to Islamic beliefs and legislation. 2. Apply self-learning skills and mechanisms in analysing and interpreting Islamic texts. 3. Adopt theoretical Islamic knowledge through practical means to advance a moderate Islamic approach, leveraging communication technologies and modern tools. 4. Explain core concepts of Islamic theology through a contemporary vision aligned with modern cultural contexts. 5. Conduct scientific research in the field of Islamic studies while adhering to scientific research methods and ethics. 6. Deduce solutions and judgments for contemporary issues related to Islamic aspects to serve the Bahraini community.

* Mandatory fields

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III. Judgement Summary

<table>
<tr><td colspan="3" align="center">The Programme's Judgement:
Confidence</td></tr>
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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	Partially 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	Addressed
Indicator 3.4	Work-based Learning	Not Applicable

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Indicator 3.5	Capstone Project or Thesis/Dissertation Component	Addressed
Indicator 3.6	Achievements of the Graduates	Partially 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

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IV. Conclusion

Taking into account the institution's 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 Islamic Studies 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. Faculty members actively engage in continuous professional development programs, with many earning certifications such as the "Program for Academic Practice Development" (PCAP) and "She Leads," which focuses on empowering female academic leaders.

2. Institutional commitment to continuous program enhancement, ensuring the alignment of its outcomes with labor market needs, including the use of modern information systems, quantitative/qualitative data analysis, and linking them with development plans.

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

1. Set an expedited action plan to address the recommendations indicated in the programme risk register and follow up its implementation by relevant committees and the department council.
2. Review and rephrase the courses' intended learning outcomes to align with the National Qualifications Framework level descriptors.
3. Ensure accurate alignment between course-level and programme-level intended learning outcomes by the Academic Curriculum Committee after updating and approving the courses' level descriptions.
4. Regularly and periodically update course reference lists, including e-libraries and specialised journals, with the aim of enhancing student knowledge and effective use of such resources in conducting research.
5. Implement the updated programme while enhancing practical components in all courses to balance theoretical and practical knowledge.
6. Eliminate self-study approaches in foundational courses forming the students' cognitive knowledge, and ensure class sizes in each division align

with teaching methodologies to achieve the courses' intended learning outcomes.

7. Recruit new faculty members proportionate to student numbers, with instructors assigned only to courses within their specialization and major.

8. Take the necessary procedures to reduce the number of students per academic advisor to enable closer follow-up and achievement of the intended learning outcomes.

9. Adopt clear measures to improve the academic performance of low achievers or at-risk students.

10. Annually update and analyse data, integrating employment trends with curriculum reviews to ensure alignment with labour market needs.

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