

# Directorate of Higher Education Reviews Programme Review Summary

Applied Science University  
College of Law  
Bachelor in Law  
Kingdom of Bahrain

**Site Visit Date: 24 – 26 May 2021**

HA014-C3-R014

## 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 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**

<b>Criteria</b>	<b>Judgement</b>
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 <b>Standard 1</b> 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 the indicator, standard, and the overall judgement.

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

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

## II. The Programme's Profile

Institution Name*	Applied Science University
College/ Department*	College of Law
Programme/ Qualification Title*	Bachelor in Law
Qualification Approval Number	It is approved for the ASU by the Ministry of Education – Kingdom of Bahrain, according to the decision no. (140/2004) issued by the Council of Ministers on 5 <sup>th</sup> July 2004.
NQF Level	8
Validity Period on NQF	20 <sup>th</sup> January 2024
Number of Units*	45 courses
NQF Credit	135
Programme Aims*	<ol style="list-style-type: none"> <li>1. Provide Bahrain and Gulf society with graduates who are able to work efficiently in the judiciary, public prosecution, judicial enforcement, legal profession and any other sectors that are related to the legal field.</li> <li>2. Prepare graduates with basic and advanced knowledge of the law branches and who have acquired a sufficient cognitive, practical, and transferable skills which qualify them to access the business market and participate in serving and improving the community.</li> <li>3. Prepare graduates capable of performing scientific research, undertaking continuing education, and using the latest technology qualified to proceed with postgraduate studies.</li> <li>4. Prepare graduates committed to the ethics of the legal profession respecting justice, religious, moral and patriotic values.</li> </ol>
Programme Intended Learning Outcomes*	<p>A. Understanding and knowledge:</p> <p>A1. Demonstrate critical knowledge of legal and judicial fields, and know the theoretical basis of the legal text and its jurisprudence.</p>

	<p>A2. Demonstrate critical knowledge of the work of legal stakeholders and their competencies including Courts, Public Prosecution, Judicial officers, and Legislative Councils.</p> <p>A3. Acquire detailed knowledge of the history and civilization of the kingdom of Bahrain and its political and economic systems.</p> <p>B. subject-specific skills:</p> <p>B1. Use specialized skills to apply theoretical knowledge in solving complex real and virtual issues in legal areas.</p> <p>B2. Use specialized skills in providing legal advice, conducting negotiations, making the optimal choice between available alternatives, and pleading in courts and judicial bodies, in addition to conducting investigation procedures efficiently.</p> <p>B3. Prepare research, regulations, pleadings, contracts and legal papers professionally.</p> <p>C. Critical thinking skills:</p> <p>C1. Use a range of approaches to carry out critical analysis and evaluate legal provisions and jurisprudence.</p> <p>C2. Use a range of approaches to creatively interpret legal rules and derive provisions from them.</p> <p>C3. Use a range of approaches to identify complex problems, analyze them, conclude solutions, and identify reasons behind the legal provisions.</p> <p>D. General and Transferable Skills:</p> <p>D1. Make presentations, discuss legal research, use computers and modern means of communication, as well as, sources of self-learning.</p> <p>D2. Practice behaviors, manners, and ethics of the various legal professions, and take responsibility toward others.</p> <p>D3. Work at a specialist level within multiple groups, and lead them, as well as, communicate with others in a proper legal language.</p>
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\* Mandatory field

### III. Judgment Summary

## The Programme's Judgment: Confidence

Standard/ Indicator	Title	Judgement
<b>Standard 1</b>	<b>The Learning Programme</b>	<b>Satisfied</b>
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
<b>Standard 2</b>	<b>Efficiency of the Programme</b>	<b>Satisfied</b>
Indicator 2.1	Admitted Students	Partially 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
<b>Standard 3</b>	<b>Standard 3: Academic Standards of Students and Graduates</b>	<b>Satisfied</b>
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	Addressed

Indicator 3.5	Capstone Project or Thesis/Dissertation Component	Not Applicable
Indicator 3.6	Achievements of the Graduates	Addressed
<b>Standard 4</b>	<b>Effectiveness of Quality Management and Assurance</b>	<b>Satisfied</b>
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	Partially Addressed
Indicator 4.5	Relevance to Labour Market and Societal Needs	Partially Addressed

## IV. Conclusion

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

**There is Confidence in the Bachelor in Law of College of Law offered by the Applied Science University.**

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

1. The equipment of classes, laboratories, and faculty offices are efficiently suitable and sufficient.
2. The IT facilities are suitable and adequate to meet the needs of students.

**In terms of improvement, the Panel recommends that the Applied Science University should:**

1. Consider adding "Law of International Organizations" course to the list of elective courses.
2. Review the admission requirements and consider a proficiency rate in certain courses such as Arabic language and mathematics as a requirement of admission.
3. Consider adding a remedial course in Arabic, as followed in some regional universities, and in accordance with the language of the programme, as well as, the nature of legal studies that require a high level of Arabic language proficiency.
4. Decrease the weekly workload of faculty members and increase the number of weeks of their annual leave to be consistent with the common rates locally and regionally.
5. Work on better representation of women within the faculty members, taking into account the reasonable rate of professors and associate professors, and to scrutinize, when appointing, the selection of degree holders according to the level of the awarding universities.
6. Apply mechanisms to survey the faculty members about the professional development activities provided to them and measure their relevance and effectiveness.
7. Subscribe to law-specialized databases such as (Lexis Nexis, and West Law), and increase the number of specialized databases in Arabic.
8. Develop clear mechanisms for periodic maintenance of the university facilities.



9. Examine the reason behind the high rate of students at academic risk, and improve the mechanism used to detect these students at earlier stages.
10. Revise the policy of external moderation by requiring the moderator to hold a certain academic degree such as professor or associate professor at the minimum.
11. Develop appropriate formal mechanisms to improve both internal and external moderation processes, based on the assessments and the follow-up processes carried out for each.
12. Ensure availing all university's policies in both Arabic and English.
13. Audit the improvement plans to ensure addressing the recommendations included in the annual review report of the programme, as well as, develop mechanisms to follow up their implementation and utilize them in the improvement of the programme and the courses.
14. Expand the range of the programme benchmarks against similar programmes at the local, regional and international levels.
15. Implement a clear mechanism to activate the results of the benchmark and utilize them in making improvements to the courses and the programme.
16. Identify the sample size for various programmes in all surveys and develop a mechanism to ensure further participation of both internal and external stakeholders in the surveys.
17. Develop a clear mechanism to utilize the analysis results of the collected surveys, as well as, the opinions of the stakeholders in improving the programme.
18. Ensure that the advisory board meeting is conducted periodically and regularly, in addition to implementing a mechanism to utilize its feedback systematically and regularly in the development of the programme.
19. Conduct an integrated formal study for the needs of the labor market, based on clear figures and data relevant to the Bachelor in law programme, and use them in its improvement.