



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

# **Directorate of Higher Education Reviews Programme Review Summary**

**Applied Science University  
College of Law  
Master in Law  
Kingdom of Bahrain**

**Site Visit Date: 24 – 26 May 2021**

**HA015-C3-R015**

## 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*	Master 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	9
Validity Period on NQF	5 years from Validation Date
Number of Units*	9 courses in addition to the dissertation course
NQF Credit	144
Programme Aims*	<ol style="list-style-type: none"> <li>1. Meeting the need of the society with graduates specialized in the field of public or private law who are able to serve the community, and work efficiently, by enabling the student to acquire critical knowledge, use professional skills, and be creative in applying them.</li> <li>2. Prepare a graduate who is able to use a combination of approaches to carry out critical analysis and evaluation in the field of current or modern legal issues.</li> <li>3. Encourage the student to contribute in the legal field with rigorous research and innovation, through developing his skills to use proper methods, approaches, and ethics of research.</li> <li>4. Develop and improve the student's scientific capabilities, as well as, create the appropriate climate for creativity and innovation in the legal field, in accordance with professional ethics and social responsibility.</li> <li>5. Develop the learner's communication skills to convey complex information and ideas in the field of law, and work independently in this regard within changing contexts.</li> </ol>

Programme  
Intended Learning  
Outcomes\*

A. Understanding and knowledge:

A1. Demonstrate critical knowledge and understanding of all important contemporary legal issues and controversial jurisprudence ones related to legal topics and rules, applicable locally and regionally in this regard, as well as, to their historical origins and judicial applications.

A2. Demonstrate detailed comprehensive knowledge and understanding of the procedural rules, applicable regionally and locally, which are governing the work of institutions and organizations relevant to legal work.

B. Subject-specific skills:

B1. Demonstrate creativity in the practical application of legal texts by dealing with complex and unexpected situations, issues, or problems related to legal matters.

B2. Demonstrate a professional level in planning and implementing research and conduct a specialized rigorous thesis in different aspects and details of the law.

C. Critical thinking skills:

C1. Demonstrate a professional level in interpreting legal rules, in an authentic expression, by finding definite meaning for legal texts, deducing judgments, and analyzing them accurately.

C2. Demonstrate the ability to critically analyze theories, jurisprudence opinions, judicial provisions, and the provisions of relevant authorities, and form an opinion in this regard.

D. General and Transferable Skills:

D1. Use professional skills to communicate effectively verbally and in writing during discussion or presentation of research, legal topics, and jurisprudence opinions, as well as, through communication with peers and specialists, in a proper legal language.

D2. Work professionally within changing contexts, while maintaining responsibility towards individuals and groups during group

	discussions, as well as, preparing reports and individual and/ or group research articles in the legal field.
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\* Mandatory fields

### 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	Partially Addressed
Indicator 1.2	Graduate Attributes & Intended Learning Outcomes	Addressed
Indicator 1.3	The Curriculum Content	Partially Addressed
Indicator 1.4	Teaching and Learning	Addressed
Indicator 1.5	Assessment Arrangements	Addressed
<b>Standard 2</b>	<b>Efficiency of the Programme</b>	<b>Satisfied</b>
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
<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	Not Applicable

Indicator 3.5	Capstone Project or Thesis/Dissertation Component	Partially Addressed
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	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 Master 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 is efficiently suitable and sufficient.
2. The IT Facilities are suitable and adequate to meet the student needs.

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

1. Expedite the development of two separate master's programmes, one in public law and the other in private law, instead of merging them into one single programme.
2. Demonstrate, in the certificate granted for the student who studies in the Master of Law programme, the track passed by him/her either in the public law or the private law.
3. Review the time limit identified for the thesis completion.
4. Include "Civil and Commercial Pleadings" course (LM614), and "Islamic Transactions Jurisprudence" course (LM681) in the study plan as compulsory courses.
5. Reformulate the course contents to reflect adherence to the approach of dividing the course into a general course and a specific course, in addition to the commitment to teach the subject of the specific course in-depth, in order to cover both depth and breadth aspects.
6. Update the textbooks taught in the programme, to cover the latest contemporary legal developments in the field of Bahraini legislation.
7. Take the necessary actions to ensure the accuracy of the course equivalencies.
8. 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.

9. 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 based on the level of the awarding universities.
10. Apply mechanisms to survey the faculty members about the professional development activities provided to them, and measure their relevance and effectiveness.
11. Subscribe to law-specialized databases such as (Lexis Nexis, and West Law), and increase the number of specialized databases in Arabic.
12. Develop clear mechanisms for periodic maintenance of the university facilities.
13. Discuss the reasons behind the delayed graduation of the students and provide the appropriate remedial plan.
14. Ensure that the multiple-choice questions in the exams include an appropriate number of choices.
15. 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.
16. Develop appropriate formal mechanisms to develop both external and internal moderation processes, based on the assessments and the follow-up processes carried out for each.
17. Audit the research approach used in the thesis to be in line with its content.
18. Ensure that the supervisor submits periodic and regular follow-up reports about the progress of the students under his supervision and ensure that these reports are formulated in detail to reflect the achievements of the students, and that this is applied consistently among all supervisors.
19. Ensure, when appointing an external examiner for scientific dissertations, that he/she is a professor or an associate professor at least.
20. Ensure availing all university's policies in both Arabic and English.
21. Ensure that the annual report contains clear numbered recommendations for improvement at the programme and the courses level, based on more than one input rather than the external auditor's report.

22. Audit the development of a clear improvement plan including specific actions to implement all recommendations involved in the annual audit report of the programme.
23. Expand the range of the programme benchmarks against similar programmes at the local, regional and international levels.
24. Ensure that the sample size for the various programmes is identified in all surveys and develop a mechanism to ensure further participation of both internal and external stakeholders in the surveys.
25. Conduct an integrated formal study of the needs of the labor market based on clear figures and data relevant to the Master of Law programme and use them in its improvement.