

Directorate of Higher Education Reviews

Programme Review Summary

**Kingdom University
College of Law
Bachelor in Law**

Kingdom of Bahrain

Site Visit Date: 8 – 9 March 2021
HA010-C3-R010

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

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 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*	Kingdom University
College/ Department*	College of Law
Programme/ Qualification Title*	Bachelor in Law
Qualification Approval Number	Q18-038
NQF Level	8
Validity Period on NQF	17 September, 2020 (for 5 years)
Number of Units*	50
NQF Credit	552
Programme Aims*	<ol style="list-style-type: none"> 1. Providing the Bahraini community and labour market with academically, professionally, and ethically qualified graduates to work in the Law field 2. Creating a distinctive environment for continuous and advanced education in the Law field that serves the Bahraini community 3. Developing scientific research in all Law specializations that are linked to real-world legal problems in the kingdom of Bahrain 4. Developing the cultural, historical, and moral awareness of students, in a way that enables them to sense their responsibility towards their community 5. Providing scientific contributions in the Law field that serve various institutions in the Bahraini society 6. Contributing in achieving the University's mission, vision, and strategic plan
Programme Intended Learning Outcomes*	<p>A. Knowledge and Understanding: when completing the programme successfully, the graduate will have awareness, understanding, and critical knowledge of:</p> <p>(A1) principles, detailed rules, and theories of the law, as well as, principles that govern the ethics of practicing the profession.</p> <p>(A2) legal rules, rules of interpretation and analysis.</p> <p>(A3) rules underlying the Bahraini legal, economic, judicial system, as well as, the comparative systems.</p> <p>(A4) rules organizing the function of domestic, regional, and international Law-related institutions.</p>

	<p>(A5) research approaches, analytical tools and legal drafting.</p> <p>(A6) cultural, historical and linguistic aspects which are relevant to the Bahraini society.</p> <p>B. Subject-specific Skills: when completing the programme successfully, the graduate will be able to:</p> <p>(B1) master basic professional skills in the discipline's field (e.g. dialogue skills, persuasion, handling situations and problems, pleading, etc.).</p> <p>(B2) write articles, reports, and research papers relevant to the discipline.</p> <p>(B3) draft contracts, papers of cases, and grievances.</p> <p>C. Critical thinking skills: the graduate should be able to:</p> <p>(C1) analyze critically legal texts, as well as, various jurisprudential opinions, with commenting on them.</p> <p>(C2) create solutions for real-world legal problems in the field of the discipline.</p> <p>(C3) link between various aspects of knowledge to solve real-world problems.</p> <p>(C4) employ professional skills in realistic legal situations.</p> <p>D. General and Transferable Skills (other skills relevant to employability and personal development): the graduate should be able to:</p> <p>(D1) communicate with peers, colleagues and specialists.</p> <p>(D2) pursue self-and continuous learning through using different methods of self-development.</p> <p>(D3) pursue initiative and working in teams.</p> <p>(D4) coordinate tasks and manage time well.</p>
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* Mandatory fields

III. Judgment Summary

The Programme's Judgment: 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	Partially 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	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
Standard 3	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	Partially Addressed
Indicator 3.4	Work-based Learning	Partially 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	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 Bachelor in Law programme of the College of Law offered by the Kingdom University.

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

1. The College has an academic planning framework of the programme, which is well-designed and satisfying the intended requirements.
2. The programme aims are well designed and clearly linked to the college's mission and objectives and are subject to review and development.
3. The university's library has a subscription with the British Library to offer the service of books borrowing between them, and it is seeking to make similar agreements with local libraries to put this service into place.

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

1. Ensure the accuracy of the written mission statements of the University and the College in all related documents.
2. Return the 'Principles of Economics' as a compulsory course in the curriculum and place it alongside the 'Provisions of Administrative Law' course, as two previous requirements of the 'Public Finance' course; while considering the revision of the 'Provisions of Administrative Law' course' title to be 'Administrative Law' and taking into account the inclusion of the 'Tax Legislation' course into the content of the curriculum as a separate course or as a part of the 'Public Finance' course where its title, in this case, should be revised to be 'Public Finance and Tax Legislation'.
3. Combine the 'Principles of Administrative Law' and 'Provisions of Administrative Law' into one course titled 'Administrative Law', and introduce a new 'Administrative Judiciary' course that includes: annulment and compensation litigation, due to the importance of teaching this course, in line with what is practiced in similar law colleges.
4. Revise the title of the 'International Commercial Arbitration' course to be 'International Trade Contracts' and modify its content accordingly.

5. Revise the content of the 'International Organizations' course, taking into account including the 'Gulf Cooperation Council' as a regional organization within this course.
6. Increase the number of elective courses to at least eight courses, one for each academic semester, so that their total number of credit hours in the programme will be (24) hours at least, and diversify the elective courses according to the needs of the Bahraini labour market and the benchmarking outcomes.
7. Revive the tests and remedial programmes, where applicable, to ensure that they include a combination of Arabic and English languages, as well as, the basic knowledge needed in forming the foundation and skills of the Law qualification.
8. Review the data recorded by the students in the documents and forms submitted by them to ensure its validity and accuracy.
9. Raise the percentage of the high school score required as a minimum requirement for admission to the Bachelor in Law programme and revise the admission policy regularly based on the outcomes of benchmarking conducted with reputable Law colleges, and in the light of the feedback received from the stakeholders.
10. Establish clear mechanisms for evaluating the research and academic contributions of faculty members that qualify them for promotion in the College of Law.
11. Carefully review the college's documents and develop an appropriate mechanism to ensure that faculty members adhere to the college's research plan, and that they are committed to publish their research papers in well-established scientific journals.
12. Develop and implement an appropriate mechanism to increase the community engagement activities of faculty members.
13. Appoint a faculty member specialized in Procedural Law.
14. Provide the library with specialized books and periodicals in the various disciplines of Law, Economics, and Sharia to ensure that it is not limited to general books only and subscribe to specialized electronic legal databases such as LexisNexis and Westlaw.
15. Develop appropriate mechanisms to utilize the tracking reports and data about the library usage in the decision-making process.
16. Establish clear criteria for selecting the training organizations and develop a mechanism to ensure that students gain similar experiences in these organizations.

17. Develop a mechanism to ensure the compliance of the site supervisors with the training plan and monitor the students' progress in training.
18. Conduct the cohort analysis on a regular basis and utilize the results in making improvements to the programme and in verifying that the academic standards are being met.
19. Expand the survey range to include as many stakeholders as possible and the largest possible samples and use the results in improving the programme.
20. Develop the organizational structure of the programme in a way that reflects the link between all stakeholders and add the College Council to the organizational structure.
21. Develop a mechanism to monitor, review and assess the effects of implementing the actions identified in the improvement plans.
22. Apply a more detailed benchmarking with other programmes and universities that includes in addition to courses other aspects (e.g. the teaching and learning processes, scientific research, and community services in Bahrain) and utilize the benchmarking outcomes in the decision-making process related to the programme's development.
23. Inform the stakeholders of the changes that are implemented based on their recommendations and assess their satisfaction in light of the feedback provided by them.
24. Regularly analyze and survey the labour market in order to develop the programme according to the current and evolving labour market requirements.