



هيئة ضمان جودة التعليم و التدريب  
Quality Assurance Authority for Education & Training

# Higher Education Review Unit

## Programme Review Report

**Bachelor of Law**  
**University of Bahrain**  
**Kingdom of Bahrain**

**Date Reviewed: 10-11 May 2010**

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# 1. The Programme Review Process

## 1.1. The Programme Review Framework

The *four* indicators used to measure whether or not a programme meets minimum standards are as follows:

*Indicator 1: The Curriculum*

*Indicator 2: Efficiency of the programme*

*Indicator 3: Academic standards of the graduates*

*Indicator 4: Effectiveness of quality management and assurance*

Conclusions reached are in terms of minimum standards, and the summative judgment falls into one of three categories:

- (i) *The programme satisfies all four indicators and gives confidence, or*
- (ii) *There is limited confidence because up to two indicators are not satisfied, or*
- (iii) *There is no confidence in the programme because more than two indicators are not satisfied.*

## 1.2. The programme review process at the University of Bahrain

The programme review of the Bachelor of Law (BL) at the University of Bahrain (hereinafter referred to as UoB or the 'institution') was conducted by the Higher Education Review Unit (HERU) of the Quality Assurance Authority for Education and Training (QAAET) in terms of its mandate to review the quality of higher education in Bahrain. This report provides an account of the HERU programme review process and the findings of the Review Panel based on the Self-Evaluation Report (SER) and appendices submitted by the UoB, the supplementary documentation made available during the site visit, as well as interviews and observations made during the review site visit, which was conducted on 10-11 May 2010.

UoB was notified by HERU/QAAET on 20 January 2010 that it would be subject to a programme quality review of its BL programme during 2010. In preparation for the programme review, UoB conducted its programme self-evaluation and submitted a SER with appendices on the agreed date in March 2010. It is expected that the UoB will use the findings presented in this report to strengthen its BL programme.

The University of Bahrain was founded in 1986. It comprises eight Colleges: College of Applied Studies, College of Arts, College of Business Administration, College of

Information Technology, College of Engineering, College of Law, College of Science, and Bahrain Teachers' College.

The College of Law offers one academic programme, namely Bachelor of Law (BL). Most of the courses in the BL programme are taught by two departments: Public Law and Private Law. There are 45 faculty members in the College of whom eight have the title of 'Professor', ten 'Associate Professors', 12 'Assistant Professors', and 15 'Research Assistants'. There were a total of 792 students enrolled in the programme in the first semester of the academic year 2009-2010 for both morning and afternoon sessions, of whom 161 were males and 631 females (i.e. 20% males and 80% females). The number of Bahraini students for the same year was 757 students, 17 students from Gulf States and 18 students from other Arab countries (i.e. 95.5% for Bahraini students and 4.5% & for Gulf and Arab students).

## 2. Indicator 1: Curriculum

*The programme complies with existing regulations in terms of the curriculum, the teaching, and the assessment of students' achievements; the curriculum demonstrates fitness for purpose.*

- 2.1 The aims of the programme are clearly articulated and consistent with the institution's Mission. The programme is developed to achieve the desired knowledge and skills to meet the requirements of the Bahraini labour market. The aims are consistent with the University's objectives.
- 2.2 The Intended Learning Outcomes (ILOs) of the programme are well articulated. The programme includes a combination of compulsory and elective courses. The progression of courses is achieved by teaching introductory courses first then moving on to advanced courses in the majority of specializations. The programme also includes courses that assist students acquire intellectual and professional skills and improve their understanding and analytic capabilities in order to develop a legal mentality, consistent with the ILOs of the programme.
- 2.3 The programme follows the credit hours system, consists of several levels, and is divided into a number of semesters. In order for students to be awarded the degree, they have to pass 45 courses successfully, which constitute 132 credit hours; 44 of these courses include three credit hours per course and one practical training course, which has no credit hours. The courses include 41 compulsory courses and four electives. The SER states that there are 12 elective courses each of which has three credit hours. A student has to choose four of these courses and has to pass them as a requirement to be awarded a BL degree.
- 2.4 On reviewing the list of students' final results for the academic year 2008-2009 and the first semester of the academic year 2009-2010, and from meetings with students during the site visit, the Review Panel noted that the courses are not distributed in particular semesters. Instead, all compulsory courses are offered in each semester, except two courses that are not offered in the first semester of the academic year 2008-2009.
- 2.5 The Review Panel noted that only five out of the 12 elective courses are offered during the three semesters: the two semesters of the academic year 2008-2009 and the first semester of the academic year 2009-2010. None of the other elective courses were offered in any of three preceding semesters. From the discussions held with students, the Panel noted that the only opportunity for students to choose was between either Maritime Law or Intellectual and Literary Property Law. As a result, there was almost no chance for students to choose courses compatible with their preferences. Moreover, in this situation, there was no role left to the academic advisor to assist students in their course selection.

- 2.6 The courses were documented and each course was described in a separate course file. Each course file contains everything regarding the offered course throughout the semester. The Panel noted that there were inaccurate titles for some of the courses.
- 2.7 The first aim of the programme is to link the outcomes of the educational and research processes to the requirements of all spheres of the labour market. To meet this aim, the College formed a special committee to develop the courses in line with labour market requirements. The SER states that this Committee reviewed the courses more than once and new courses were added while some other courses were merged with each other consistent with the first aim of the programme. However, the Panel found that the outcomes of the Committee's activity are extremely limited and its activities are not documented.
- 2.8 The Review Panel noted that the programme lacks courses that cope with the recent developments in Law. The institution may like to consider adding courses that address recent legal developments.
- 2.9 In order to achieve the fifth aim of the programme, which is to link theory to practice to ensure benefit from the learning outcomes in the practical legal field, BL courses included two applied courses. Both courses include Moot Courts. However, the Panel is of the opinion that these two courses are not enough to achieve the link between theory and practice. Consequently, the benefit from these courses in the real field of practice would be extremely limited.
- 2.10 Students are sent to courts, prosecution, jurisdiction, and lawyers' offices for the purpose of field training for eight weeks as a course requirement, after they pass 50 credit hours.
- 2.11 A group of the College's student participated in the international competition held in Vienna for the last two years. This contributes to the development of students' intellectual and linguistic skills. It also gives them the opportunity to display and develop their analytic skills and to communicate and compete with other colleges of law at the international level, which is a good practice.
- 2.12 Students are required to submit a graduation research in the final semester of study. This is insufficient for students to acquire the required skills and ability of conducting good research, which in turn negatively impacts on the ILOs. By examining a sample of the students' research, the Review Panel noted that the research is simply on topics displayed in general publications; hence, they have nothing new to add. This indicates the low level of scientific research in general.
- 2.13 The teaching methods and subjects varied according to the course. The majority of courses are taught by the lecture method: lectures are given on topics and students are advised to use a prescribed textbook. From meetings and discussions with the students, the Review Panel heard that there was a chance for students to discuss and interact with the lecturer. However, and due to the fact that most courses are taught

by direct lecture method, there is a common impression among students regarding the weakness of teaching methods and lack of variation. The course file (course outline) includes the method of teaching and materials relevant to the course (textbook and content material). The file indicates that the course appropriately contributes to the achievement of ILOs at the programme level.

- 2.14 With regard to assessment, there are three categories: (i) semester examinations, where students take two examinations during the semester, each of which represents 25% of the total score of the course; (ii) quizzes or partial examinations, which assess student's participation in class discussions and this represents 10% of the total score; (iii) final examination, which represents 40% of the total score. Upon reviewing some of the final examinations for courses, the Panel came to the conclusion that the majority of questions tend to be theoretical in nature and that there was no clear policy that links assessment to the course ILOs. However, there was a small percentage of the questions assessing students' analytical and research abilities. Yet, these are insufficient. As a result, most of the examinations do not measure students' efficiency in term of the acquisition of intellectual and practical skills. Instead, they measure – in the first place - their ability to acquire theoretical knowledge.
- 2.15 With regard to semester examinations, they are held twice during the semester commencing from the academic year 2009-2010. Each semester examination weighs 25% of the total scores of the course. The Panel noted the good practice in that students are given their answer sheets back after marking them so as students recognize their mistakes and get the chance to discuss them with the course lecturer. Following the review of answer sheets and having students being sure of their marks, papers are returned to be kept at the department.
- 2.16 The Panel was pleased to note that faculty members display their class timetables in their office including office hours to respond to students' enquiries regarding the difficulties they might face in their study, their questions, and feedback in relation to topics of the course.
- 2.17 In coming to its conclusions regarding the curriculum, the Review Panel noted, with appreciation, the following:
- The programme has clearly articulated aims consistent with the institution's Mission, and it is well-developed to achieve the intended knowledge and skills required to meet labour market needs in Bahrain. The aims of the programme are consistent with UoB's objectives.
  - Courses description and ILOs are clearly articulated, and they are consistent with aims of the programme.
  - The programme includes courses that assist students acquire intellectual and professional skills and improve their understanding and analytic capabilities in order to develop a legal mentality consistent with the ILOs of the programme.

- Opportunity is given to students during lectures to discuss related topics and to interact with the lecturer.
- There is a good student assessment system in place based on the distribution course marks to measure students' performance and activity throughout the semester, as well as their level of achievement in the final examination.
- The College's team participation in the international competition held in Vienna leads to the development of students' intellectual and linguistic skills. It is an opportunity for them to show and develop their analytic skills and to communicate and compete with other colleges of law at the international level.
- There is a system in place that allows students to reflect on their answers sheets of semester examination, in addition to the lecturer's review, to realize the shortcomings and avoid their mistakes in the future.
- The faculty members' announcement of office hours at their offices enables students to meet them for assistance to overcome the difficulties they might face in their study.

2.18 In terms of improvement, the Review Panel recommends that the College should:

- Expand the use of modern teaching and learning tools and methodologies instead of being restricted to the traditional lecture-style teaching, as is the case in most of the courses.
- Provide a genuine opportunity for students to choose the electives by offering an appropriate number of these courses in each semester.
- Develop a system of assessment for ILOs at the programme and course levels and establish examination standards that are linked to ILOs.
- Increase the number of hours allocated for applied courses, and diversify these courses to include practical and applied tutorials.
- Develop new courses, such as E-trading, Communications, Competition and Prohibition of Monopolistic Practices, International Trade Contracts, Petroleum and Natural Resources Exploitation Contracts, and World Trade Organization Treaties, to cope with recent developments bearing in mind that all or some of these courses can be taught in English.
- Pay attention to teaching scientific research methodology to students at early stages in their studies to enable them to apply the rules of legal drafting and the basic rules of scientific research and legal articles preparation.

2.19 **Judgment**

**On balance, the Review Panel concluded that the programme satisfies the indicator on curriculum.**

### 3. Indicator 2: Efficiency of the Programme

*The programme is efficient in terms of the use of available resources, the admitted students and the ratio of admitted students to successful graduates.*

- 3.1 The number of students enrolled in the programme in the first semester of the academic year 2009 - 2010 was 794 students; most of them are Bahrainis, with a small number of Arab students. The rules of new students' admission at the University of Bahrain as a whole apply to students' admission in the BL programme. These rules are based on competition on the opportunities available in each programme. Students enrolling in the programme are required to satisfy the minimum entry requirements of High School Certification (HSC) as 70%. In addition, they have to pass an aptitude general test or a personal interview. The result is the enrollment of students appropriately qualified to enroll in the programme.
- 3.2 There are 30 faculty members of whom eight members have the 'Professor' titles, ten 'Associate Professors', and 12 'Assistant Professors. All faculty members are working on a full-time basis and have various fields of specializations. There are several positive indicators on the efficiency of faculty members as they have the qualifications, experience and capacity enabling them to give academic lectures, conduct academic supervision and teaching, and carry out appropriate scientific writing. Their qualifications, which they gained from prestigious universities outside the Kingdom of Bahrain, are appreciated as they contribute to the efficiency of the educational process. Their publications cover most of the courses. In addition, they have sufficient freedom for academic delivery, a fact which encourages objectivity and impartiality in addressing topics of the courses. However, the Panel noted that the College does not use people with practical expertise from outside the University, such as judges and senior lawyers and arbitrators, especially in applied courses and practical issues that require such expertise to support the programme.
- 3.3 One of the positive features found by the Panel is the appointment of top graduates as research assistants after they pass an aptitude test. They are sent abroad on scholarships to European and American universities to obtain higher degrees and qualifications in Law. The Panel noted that the University has sponsored fifteen research assistants to European and American universities during the last few years.
- 3.4 Another positive feature is the sufficient number of faculty members; their number is adequate with regard to the number of students, and the ratio of faculty staff to students was calculated as 1:25, which is an appropriate ratio consistent with the international standards adopted in foreign universities. However, the Panel noted the insufficient number of faculty members capable of teaching in English. It was evident that the College is in need to recruit more faculty staff capable of teaching legal courses in English in order to respond to labour market needs.
- 3.5 With regard to the workload of faculty members, each has almost 12 classes; however, faculty members might be asked to teach extra hours if the need arises.

Faculty members are expected to be available on campus at least 40 hours per week for the purpose of teaching, supervision, preparations, or any further administrative tasks. The Review Panel also found the supervision load of each faculty member appropriate and they are not assigned extra teaching or supervision loads. As for the administrative staff, it was noted that they are carrying out their assigned tasks efficiently.

- 3.6 The Review Panel noted that the physical resources that support the programme are reliable. The College occupies an independent building attached to two other separate buildings, one for male students and the other for female students' leisure time. The main building has sufficient number of offices for the faculty staff with 16 teaching halls some of which are equipped with visual display sets. Each hall holds 40 students, and there is an auditorium with 127 seats, a hall with 50 seats, in addition to two other halls used for Moot Courts training. The Review Panel noted that there are eight teaching halls not equipped with visual display sets; however the College administration is in the process of finalizing their equipment.
- 3.7 With regard to the Law library, the Review Panel considered that the existing library is inadequate in terms of area and cannot accommodate sufficient number of students and researchers. In addition, the library holdings of references and books are outdated and insufficient, particularly the periodicals and Arabic and foreign journals. Also there is a shortage of computers available in the library. The Review Panel is of the opinion that the working hours of the library need to be increased and there is a need to support the library by subscription to more international law databases.
- 3.8 The statistics of the library visitors shows that a large number of users visited the library between 2008 and 2010. Although these statistics do not differentiate students from other visitors, they reveal students' interest to visit the library and make use of its services.
- 3.9 The Review Panel was pleased to note that the University caters for students with visual impairment through the project of establishing Visio-Braille for the blind. However, there were no such similar projects that cater for students suffering from other kinds of physical challenges.
- 3.10 The University's website provides sufficient and well-presented information under the heading 'Deanships' regarding admission and registration system and students affairs newsletter, of which nine volumes have been published so far. Printed information is also available in the form of booklets and brochures to make information available to students. Also there is a one-day induction programme targeting new students to familiarize them with the University and College.
- 3.11 The Review Panel noted that the College's administration is working to overcome the problem of students' lower level achievement in the English language by offering an orientation course to improve their level. Two English learning courses are offered.

- 3.12 The University allows initial registration for students and enables them to have access to the courses and faculty members' names in addition to knowing their scores and grades on the University website. Also each registered student is assigned to an academic advisor for advice and assistance to overcome any difficulty they might face during their study in the College. The faculty members are committed to advertising their office hours and to be available for students at their offices to enable student meet their academic advisors.
- 3.13 In general, the measures taken to support and guide students at the University as well as the programme levels are appropriate and fit for the purpose.
- 3.14 In coming to its conclusions regarding the efficiency of the programme, the Review Panel noted, with appreciation, the following:
- The criteria of admission lead to the admission of students appropriately qualified to enroll in the programme.
  - The number of faculty member is adequate for the number of students, and the ratio of faculty members to students is 1:25.
  - There is a variety in the faculty members' qualifications and experiences, which is evidence of their efficiency. Also, their publications cover the majority of the courses.
  - Top students are appointed as research and teaching assistants and they are sponsored for scholarships to foreign universities to pursue higher qualifications in Law. Currently, there are 15 research assistants delegated to European and American universities.
  - The faculty members have sufficient academic freedom; the fact which assists encourages staff's objectivity and impartiality in addressing topics of the courses and free expression of their opinions.
  - There is an induction programme to prepare new students to get involved in the university community and adapt to it.
  - Adequate physical resources are available to support the programme.
  - Attention is paid on behalf of the University to students with visual impairment.
- 3.15 In terms of improvement, the Review Panel recommends that the Department should:
- Increase the number of faculty members capable of teaching Law courses in English.
  - Develop the College library by increasing its area and the number of Arabic and foreign references and periodicals, subscribing to more electronic Arabic and foreign law databases in addition to increasing the number of computers existing in the library.

- Expand the English language teaching programme both horizontally and vertically.
- Incorporate individuals of practical expertise from outside the University such as judges, senior lawyers, and arbitrators to teach some of the applied and practical courses and topic to support the programme.

### 3.16 **Judgment**

**On balance, the Review Panel concludes that the programme satisfies the indicator on the efficiency of the programme.**

#### 4. **Indicator 3: Academic standards of the graduates**

*The graduates of the programme meet acceptable academic standards in comparison with equivalent programmes in Bahrain and worldwide.*

- 4.1 The academic standards of the programme are clearly articulated in terms of the aims and ILOs prescribed in the programme description. There was a general satisfaction with the level of the graduates on behalf of the employers and social institutions. That became quite clear from the Panel's meetings with representatives of employers and social institutions during the site visit. However, they mentioned the need for developing the courses and updating them to cope with new developments and labour market needs.
- 4.2 There are no national academic institutions in the fields of legal sciences in Bahrain. However, the College is informed by the academic standards applied in French universities. Thus, University Paris 1- Pantheon participated in the development of the programme. The Review Panel noted that the academic standards adopted by the College were not benchmarked with corresponding standards in the Colleges of Law in Arab countries. Consequently, the Review Panel urges the University to examine the academic standards that recently came into being in some Arab countries.
- 4.3 There is an appropriate student assessment system in place and assessment is not based on one single test given at the end of the semester. Instead, it is done over several stages. Starting from the second semester of the academic year 2009-2010, two examinations are given during each semester (instead of one). Each weighs 25% of the total score, 10% for student's activity, and 40% for the final examination. In the two semester examinations, students are given the chance to see their answer sheets, find out their mistakes, and discuss them with the marking lecturer within the framework of a systematic procedure based on fairness and transparency.
- 4.4 The Review Panel noted the low level of the courses delivered in English in Commercial Law and International Law. The students expressed their dissatisfaction with the level of these courses because they are extremely brief and inadequate to provide them with the knowledge and understanding of the issues addressed by Bahraini Commercial Law. In addition, many of the legal terms and expression used in the National Law lose their meaning when translated into English.
- 4.5 Students also expressed their dissatisfaction due to the inadequacy of teaching methods adopted in teaching the English courses and the non-diversity of these methods. This impedes the achievement of ILOs of these courses. The Review Panel noted the low rate of students' progression in these courses in general. This is not only because of the low level of students' competency in English, but also because of several other factors, the most important of which is the reliance on the faculty's own English course materials instead of using the best foreign references, the insufficiency

of specialized faculty staff, insufficiency of the English Language Teaching programme, and insufficiency of teaching methods.

4.6 The College provides students with a platform to express their legal and literary ideas through a specialized magazine called 'Legal Echoes' and the Review Panel examined the fourth issue of that magazine. In addition, there are some other extra-curricular activities, such as site visits to the courts and prisons and taking part in external activities. The Society of College of Law was also established as a student society under the University Student Activities Office. The Society practices several student activities under the control and supervision of Student Affairs Deanship.

4.7 The Review Panel noted that the link between the College and its alumni is weak and there are no mechanisms in place to follow up and update the alumni data in order to communicate with them. The SER states that a meeting with the alumni was held on 16/3/2010 in order to set up arrangements that enable the College to communicate with the alumni regularly. However, the Review Panel noted that the meeting did not make any suggestion to enhance the link and communication between the College and its alumni. Due to the weak relationship between the College and its alumni, the institution does not have comprehensive statistics regarding the first designations of its graduates and the positions they occupy at present. However, there is a general satisfaction on behalf of employers and social institutions regarding the graduates' level, which indicates that the programme as a whole meets its aims and ILOs.

4.8 In coming to its conclusions regarding the academic standards of the graduates, the Review Panel noted, with appreciation, the following:

- The academic standards are clearly identified in the programme description.
- There is general satisfaction with the College's graduates on behalf of employers and various institutions.
- There is an appropriate assessment system in place to measure students' results on several stages during the semester within a framework based on fairness and transparency.
- Students express their legal and literary ideas by having them published in the student magazine 'Legal Echoes'.

4.9 In terms of improvement, the Review Panel recommends that the Department should:

- Make a comparison between the academic standards that College adopts and those corresponding ones in the Colleges of Law in Arab and foreign countries.

- Upgrade the level of the courses taught in English by making use of the best international works in the field in addition to upgrading students' level in English.
- Develop criteria of choosing the courses that are taught in English bearing in mind not to disturb students' recognition of the national ruling laws written in Arabic.
- Enhance the link between the College and its alumni by establishing an alumni entity or Association.
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#### 4.10 Judgment

**On balance, the Review Panel concludes that the programme satisfies the indicator on academic standards of the graduates.**

## 5. **Indicator 4: Effectiveness of quality management and assurance**

*The arrangements in place for managing the programme, including quality assurance, give confidence in the programme.*

- 5.1 There are clearly defined criteria of students' admission at the College of Law, which are the same as the general criteria of admission that UoB applies. Also the College follows the credit hours system followed by UoB.
- 5.2 The University established a Quality Assurance and Accreditation Centre as an indication of its belief in the importance of promoting quality culture and sustainable development of its academic programmes. The Centre aspires to have an influential role in meeting the University's aim of accrediting its programmes and support this effort in collaboration with other Colleges. Internal reviews are conducted regularly according to certain arrangements in order to ensure the proper functioning of the teaching process and the quality of its outcomes. Also the University runs a programme to develop faculty staff performance. The Review Panel examined the final report of that programme for the academic year 2008-2009. However, the programme alone is insufficient to support the development of the staff in their various fields of specialization.
- 5.3 There is an obvious effort at the College level to improve and enhance the quality of the programme. The Office of Quality Assurance was established in the College. Also the College has clearly stated intentions for an effective review of its academic programmes. The SER reflects the genuine level of performance in the College by referring to the positive and negative aspects.
- 5.4 The Review Panel noted that the College's Mission was modified in December 2009; however, the modified Mission was not well circulated in the College with the pre-modified version of the Mission still displayed on a board in the first floor of the College's building. In addition, some of the faculty members appeared unaware of the modified Mission.
- 5.5 Students' feedback on the quality of the programme is obtained by a questionnaire given at the end of each semester. The questionnaire forms are circulated among students to identify the quality of each course and the level of performance and efficiency of the instructor. However, the Review Panel did not find evidence that the results of the questionnaire are taken into consideration for the sake of performance improvement.
- 5.6 There is an appeals system in place to consider students' grievances to reconsider examination results and students' marks. According to this system, the Head of Department forms a special Committee of two faculty members other than the course

lecturer to consider the appeal. The Review Panel noted that the rules allow this Committee to change the examination mark but there are no regulations for cases where such change has to be made. The Review Panel examined a sample of cases where students' marks had been changed by the Appeals Committee without giving reasons for that change. Thus, the Review Panel recommends that a revision of the appeals system be made in order to ensure fairness and transparency.

- 5.7 The College formed a Committee for courses development by a Decree from the Dean of the College issued in April 2007. The Committee mandate was to develop the courses and modify them consistent with community needs and labour market requirements. However, minutes of the Committee's are not documented regularly and the outcomes of its work are extremely limited. The Review Panel did not find evidence that the Committee had carried out any diligent studies to develop the curriculum and the courses. At this point, the College's administration expressed its commitment to re-form the Committee and to activate it to ensure effective curriculum and courses development. The Review Panel noted that there was no clear plan to improve performance in the College.
- 5.8 The Continuous Legal Education Programme organizes many courses and training workshops for ministries, institutions, and all other relevant sectors in order to upgrade their level to meet the community's needs in such a way that makes the Programme an effective means of communication between the College and community.
- 5.9 In coming to its conclusions regarding the effectiveness of quality management and assurance, the Review Panel noted, with appreciation, the following:
- The University and College have adopted a clear policy to achieve and maintain quality.
  - Criteria of students' admission in the College are appropriate.
  - The Quality Assurance Office established in the College has a strategic plan for external review in collaboration with the University's administration.
  - Students' opinions and feedback are well-documented via questionnaire forms.
  - The application of office hours systems allows students to interact with their academic advisor and enhances the relation between the two parties.
  - Students have the opportunity to go over their marked examinations papers and discuss them with the lecturer.
  - Many workshops are organized by the Continuous Legal Education Programme to serve the community.

5.10 In terms of improvement, the Review Panel recommends that the Department should:

- Advertise the College's modified Mission and communicate it in a sufficient way to reach all academic staff members, students, and all other stakeholders.
- Develop more programmes to enhance the capacity of faculty staff members within their various fields of specialization.
- Develop the performance of Courses Development Committee and document its work.
- Develop a College improvement plan and follow up on its implementation.

5.11 **Judgment**

**On balance, the Review Panel concludes that the programme satisfies the indicator on effectiveness of quality management and assurance.**

## 6. Conclusion

Taking into account the institution's own self-evaluation report, the evidence gathered from the interviews, and documentation made available during the site visit, the Review Panel draws the following conclusion in accordance with the *HERU/QAAET Programme Review Handbook, 2009*:

*There is confidence in the Bachelor of Law programme offered by the University of Bahrain.*