

## EVALUATION AND ACCREDITATION DOCUMENTS

### Bachelor in Law

College of Law

Applied Science University

Kingdom of Bahrain

**June 2025**

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International evaluation and accreditation

## EVALUATION REPORT

**Bachelor in Law**

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**May 2025**

The Applied Science University has mandated the Hcéres to perform the evaluation of its Bachelor in Law programme. The evaluation is based on the “External Evaluation Standards” of foreign study programmes, adopted by the Hcéres Board on September 18<sup>th</sup> 2024. These standards are available on the Hcéres website ([hceres.fr](https://www.hceres.fr)).

In the name of the expert committee<sup>1</sup>:

David Kremer, President of the committee

In the name of Hcéres<sup>1</sup>:

Coralie Chevallier, President

The High Council for Evaluation of Research and Higher Education (Hcéres) is an independent public authority. It is responsible for evaluating higher education and research institutions, research organisations, research units, and training programmes.

<sup>1</sup>In accordance with articles R. 114-15 and R. 114-10 of the Research Code, evaluation reports are signed by the chairman of the expert committee and countersigned by the President of Hcéres.

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## I. STUDY PROGRAMME IDENTITY SHEET

- Institution: Applied Science University (ASU), Kingdom of Bahrain
- Component, faculty or department concerned: College of Law
- Programme's title: Bachelor in Law (BL)
- Training/speciality: General legal studies with specialisation options in Commercial Law and Information Technology Law (tracks under development)
- Year of creation and context: Created in 2005–2006 following the Prime Minister's Decree No. WD 140/2004 (July 2004), as part of ASU's founding mission to provide applied education aligned with national development strategies.
- Site where the programme is taught (Town and campus): Manama – ASU Main Campus

### PROGRAMME DIRECTOR

- Surname, first name: Dr. Qais Maaitah
- Profession and grade: Associate Professor
- Main subject taught: Private Law, Commercial Law

### METHODS AND RESULTS OF THE PREVIOUS ACCREDITATION(S)

- Methodology and agency: At the national level, Bahrain's Education and Training Quality Authority (BQA) is the body responsible for reviewing and evaluating higher-education institutions and programmes. The Bachelor in Law programme underwent a Cycle 1 Programmes-within-College review in 2015 and a Cycle 2 academic-programme review in 2021, both conducted by the BQA.
- Results: The results of both reviews were 'full confidence'. In addition, the programme was successfully placed on the Bahrain National Qualifications Framework (NQF) in January 2019.

### HUMAN AND MATERIAL RESOURCES DEDICATED TO THE PROGRAMME

- Human resources

#### Teaching Staff: Full-Time Faculty

| Category                   | Professor | Associate Professor | Assistant Professor | Lecturer | Total |
|----------------------------|-----------|---------------------|---------------------|----------|-------|
| Teaching staff (full-time) | 1         | 5                   | 10                  | 2        | 18    |

All faculty members hold doctoral degrees in law and teach in their field of expertise.

#### Administrative and Technical Staff

| Administrative and Technical Staff | Number | Details                                      |
|------------------------------------|--------|--|
| Office Manager                     | 1      | Full-time, College of Law                    |
| Secretary                          | 1      | Full-time, College of Law                    |
| Total                              | 2      | Staff assigned specifically to the programme |

- Material resources
  - 3 campus buildings (Academic, Administrative, Technology)
  - 7 computer labs with 185 computers
  - Legal library with 33,000 volumes (Arabic/English), 1038 theses, 39 legal journals
  - E-library access, Moodle LMS, legal databases, legal clinic, and simulation labs
  - Private study rooms and legal research training by the LLRC

## STUDENT POPULATION: EVOLUTION AND TYPOLOGY OVER THE LAST 4 YEARS, INCLUDING NUMBER OF GRADUATES

- Breakdown of students according to: year of study, female/male students, students with grants or scholarships, numbers of foreign students

|           |            | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 |
|-----------|------------|-----------|-----------|-----------|-----------|
| Year 1    | Male       | 231       | 140       | 102       | 102       |
|           | Female     | 147       | 112       | 67        | 75        |
|           | Nationals  | 355       | 235       | 155       | 154       |
|           | Foreigners | 23        | 17        | 14        | 23        |
|           | Total      | 378       | 252       | 169       | 177       |
| Year 2    | Male       | 69        | 94        | 49        | 19        |
|           | Female     | 62        | 52        | 47        | 25        |
|           | Nationals  | 128       | 140       | 92        | 40        |
|           | Foreigners | 3         | 6         | 4         | 4         |
|           | Total      | 131       | 146       | 96        | 44        |
| Year 3    | Male       | 47        | 41        | 22        | 20        |
|           | Female     | 45        | 41        | 22        | 12        |
|           | Nationals  | 92        | 77        | 42        | 29        |
|           | Foreigners | 0         | 5         | 2         | 3         |
|           | Total      | 92        | 82        | 44        | 32        |
| Year 4    | Male       | 222       | 239       | 244       | 186       |
|           | Female     | 232       | 225       | 194       | 158       |
|           | Nationals  | 448       | 457       | 423       | 327       |
|           | Foreigners | 6         | 7         | 15        | 17        |
|           | Total      | 454       | 464       | 438       | 344       |
| Graduated | Male       | 119       | 134       | 124       | 102       |
|           | Female     | 119       | 125       | 99        | 77        |
|           | Nationals  | 235       | 256       | 218       | 172       |
|           | Foreigners | 3         | 3         | 5         | 7         |
|           | Total      | 238       | 259       | 223       | 179       |

|           |                                      | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 |
|-----------|--------------------------------------|-----------|-----------|-----------|-----------|
| Year 1    | Students with grants or scholarships | 99        | 64        | 34        | 36        |
| Year 2    | Students with grants or scholarships | 35        | 41        | 24        | 5         |
| Year 3    | Students with grants or scholarships | 27        | 19        | 11        | 7         |
| Year 4    | Students with grants or scholarships | 169       | 147       | 118       | 94        |
| Graduated | Students with grants or scholarships | 90        | 90        | 63        | 48        |

- Student Progression and Completion Rates (by Cohort):

| Entry Year       | <33 CU after Y1 | 33–66 CU after Y1 | 66–99 CU after Y2 | 99–132 CU before Graduation |
|------------------|-----------------|-------------------|-------------------|-----------------------------|
| <b>2020/2021</b> | 12.09%          | 4.65%             | 8.84%             | 74.42%                      |
| <b>2021/2022</b> | 10.90%          | 14.74%            | 19.23%            | 55.13%                      |
| <b>2022/2023</b> | 23.64%          | 27.27%            | 41.82%            | 7.27%                       |
| <b>2023/2024</b> | 31.90%          | 56.90%            | 9.48%             | 1.72%                       |

- Graduates' GPA Averages:

| Academic Year    | Average GPA |
|------------------|-------------|
| <b>2020/2021</b> | 75.71       |
| <b>2021/2022</b> | 78.94       |
| <b>2022/2023</b> | 78.60       |
| <b>2023/2024</b> | 78.14       |

Additional Student Data:

- Total enrolment in 2024/2025: 750 students
- Total number of alumni (graduates): 2,725

## II. COMPOSITION OF THE EXPERTS PANEL

### Chair:

- Prof. David KREMER Chair of the panel – Full Professor of Law Sorbonne University Abu Dhabi

### Experts:

- Prof. Olivera BOSKOVIC Full Professor of Law Université Paris Cité
- Prof. Patrick JACOB Full Professor of Law Université Paris-Saclay (UVSQ)
- Mr. Gustave BERNARD MSc Student Sciences Po Lyon

Hcéres was represented by Dr Amaël BROUSTET Europe & International Department, Scientific Advisor

## III. EVALUATION PROCESS

### VISIT DESCRIPTION

- Date of the visit: 4-5 May 2025
- Summary of the proceedings: Prior to the visit, the expert panel received the programme's self-evaluation report along with a comprehensive set of annexes. Over the course of the two-day site visit, the panel conducted meetings with more than 40 individuals, following the agenda provided below. The review report was drafted by the panel chair, incorporating input from all experts, and was subsequently circulated for collective validation.
- Organisation of the visit: See detailed schedule below.
- Cooperation of the study programme and institution: The university provided full access to the campus facilities and documentation. All interviewees engaged constructively and responded openly to the panel's questions. — Stakeholders met: Faculty members, students, alumni, employers, administrative staff, and senior management representatives.
- Issues encountered: None.

## PEOPLE MET

### Day 1: Sunday 04 May, 2025

| Hour          | Interviews  |
|---------------|---|
| 8:30 – 9:00   | Transfer from Hotel to ASU  |
| 9:00 – 9:30   | Top Management – University leadership (President, VPs for Academic Affairs, Admin & Finance, Director of QAAC, Acting Dean and Vice-Dean of Law) |
| 9:30 – 10:30  | Programme Leadership – Dean/Vice-Dean, Programme Coordinator, Faculty Members involved in curriculum and teaching                                 |
| 10:30 – 11:00 | Coffee Break  |
| 11:00 – 12:30 | Faculty and Staff – Academic staff from the Department of Private/Public Law, legal professionals, lecturers, legal consultants                   |
| 12:30 – 14:30 | Lunch & Campus Tour   |
| 14:30 – 15:30 | Alumni & Employers – Programme alumni and external employers from legal professions (lawyers, legal advisors, corporate and governmental sectors) |
| 15:45 – 18:45 | Transfer to Hotel & Debriefing  |
| 19:00         | Dinner  |

### Day 2 : Monday 05 May, 2025

|               |  |
|---------------|--|
| 8:30 – 9:00   | Transfer from Hotel to ASU   |
| 9:00 – 10:00  | Quality Assurance Department – QAAC leadership (Director, Deputy Director, Heads of Academic & Admin Units, Evaluation Unit) |
| 10:00 – 11:00 | Students – Law students from Years 2 to 4 (Bahraini, Omani, Moroccan) with various academic arrangements                     |
| 11:00 – 12:00 | Coffee Break & Closing Session Preparation   |
| 12:00 – 13:00 | Programme Coordination & Wrap-Up – Final exchange with the Programme Coordinator (no feedback given)                         |
| 13:00 – 14:00 | Lunch  |
| 14:30 – 15:30 | Transfer to Hotel & Debriefing   |

41 participants were met during the interviews.

## IV. OVERALL PRESENTATION

### 1 – PRESENTATION OF THE STUDY PROGRAMME

Applied Science University (ASU), founded in 2004 in Bahrain, is a private higher education institution that offers a range of academic programmes, including those in law. The College of Law was one of the university's initial academic units and currently offers several programmes: a Bachelor in Law (BL), Master's degrees in Public Law, Private Law, and Commercial Law, as well as an LLB offered in collaboration with London South Bank University.

The Bachelor in Law programme is primarily delivered in Arabic, with some courses offered in English. It follows the requirements of the Bahrain National Qualifications Framework (NQF) and is structured around 135 credit hours over four years. The curriculum includes general education courses, core legal subjects, elective options, and practice-oriented components, such as a legal clinic, moot court activities, and a compulsory internship.

The programme defines Programme Intended Learning Outcomes (PILOs), which encompass knowledge of legal systems, legal research and analysis skills, and competencies in communication and teamwork. It is open to students seeking careers in various legal fields, including the judiciary, public prosecution, legal consultancy, and legal research. The curriculum also includes interdisciplinary courses in areas such as information technology, entrepreneurship, and communication.

The programme forms part of ASU's broader educational offer and includes academic progression opportunities through postgraduate degrees. It is linked to various institutional partnerships and includes activities that encourage student engagement in academic, research, and practical legal settings. The structure of the programme is based on national regulations and institutional policies for curriculum design, course development, and quality assurance.

## 2 - PRESENTATION OF THE PROGRAMME'S SELF-EVALUATION APPROACH

The self-evaluation of the Bachelor in Law programme was carried out as part of the institutional quality assurance process at Applied Science University. According to the programme documentation, the self-assessment was structured around internal mechanisms already in place, particularly the Annual Programme Review Report (APRR), which compiles data from multiple sources including course evaluation reports, student surveys, external examiner feedback, advisory board minutes, and student performance indicators. This information is reviewed within departmental and college-level committees and results in an action plan. The APRR serves as both as a reflective analysis of the programme's performance and as a planning tool for the following academic year. Additionally, the programme underwent a periodic review during the 2022–2023 academic year, with the next scheduled for 2027–2028. This cyclical review process contributes to the programme's continuous improvement and alignment with national quality requirements.

## V. EVALUATION REPORT

### FIELD 1- TEACHING POLICY AND CHARACTERISATION OF THE STUDY PROGRAMME

**Designed in accordance with the Bahrain National Qualifications Framework (NQF), the programme supports ASU's broader strategic vision and contributes to national efforts to strengthen the legal profession.** It places particular emphasis on the mastery of national legal systems, encouraging students to develop a strong understanding of Bahraini law and its practical application. The programme is well integrated within ASU's broader academic offering. Since 2021, it has coexisted with an LLB programme offered in partnership with London South Bank University. While the BL programme targets students aiming to work in the Bahraini or Gulf legal market, the LLB is more oriented towards international legal careers. The introduction of the LLB in 2022 may have had an impact on the attractiveness of the BL programme, although both remain complementary offerings. ASU also offers three master's degrees—in public law, private law, and commercial law—providing graduates with opportunities to pursue further specialisation. Nevertheless, many students prefer to enter the job market immediately after graduation, often returning to ASU to complete a master's degree after gaining professional experience.

**While the programme aligns well with national legal education priorities, its international dimension remains underdeveloped.** Although ASU's mission clearly embraces internationalisation, and the programme benefits from international faculty and attracts foreign students, opportunities for global exposure could be expanded. A few students participate in a summer school at London South Bank University, but other activities—such as international moot court competitions, additional summer schools, or guest lectures by foreign experts—could further internationalise the student experience. Although the university promotes international student mobility as an institutional goal, actual participation in exchanges and academic experiences abroad remains limited, and no structured exchange agreements or semester-long mobility schemes are in place. Fully realise this ambition—particularly in preparing graduates for opportunities across the **Gulf Cooperation Council (GCC)** and Arab region—would require increased financial support, targeted language preparation, and more operational mobility partnerships.

**The Bachelor in Law programme shows a genuine commitment to anchoring its curriculum in research.** Several courses, including legal methodology, the graduation project, and the internship, offer students structured opportunities to develop research skills. Academic staff are actively involved in scholarly work, with over 50 research publications in the past three years, and students benefit from occasional participation in research-related events organised with partners such as Ajman University and London South Bank University. These collaborations, while still developing, contribute to raising awareness of academic research and its relevance to legal practice. Students are required to complete individual research projects, and this process is supported by institutional frameworks such as research ethics policies and access to comprehensive legal databases. While more systematic student involvement in faculty-led research would be a welcome next step, the programme has established a solid foundation that effectively promotes a research-oriented mindset and offers a promising base for further development.

**In terms of program governance, stakeholder involvement is recognised but not yet fully systematised.** Although an advisory board is officially in place, its practical contribution to curriculum development and strategic direction remains limited in practice. Occasional consultations with alumni and legal professionals take place, but these interactions are not yet integrated into a regular feedback process. More formalised and ongoing engagement with external stakeholders would strengthen the programme's ability to respond to evolving professional expectations. The Annual Program Review Report (APRR) provides a useful internal framework, but there is scope to extend its use to better integrate stakeholder perspectives.

**In conclusion, the Bachelor in Law (BL) programme at Applied Science University (ASU) is clearly aligned with the institution's mission to produce qualified, employable, and ethically responsible graduates who are equipped to meet both national and regional legal needs. Its curriculum is coherent and professionally oriented, supported by a well-structured programme and committed academic staff. Research is integrated through coursework and faculty publications, although deeper student engagement in research activities would be a valuable enhancement. The programme maintains links with the legal profession via internships and clinics, but stakeholder involvement should be more systematic. International exposure exists but remains limited. Governance processes are in place, including internal reviews like the APRR, yet external input could be better integrated. Overall, the programme rests on solid foundations and would benefit from further development in research, internationalisation, and stakeholder engagement.**

## FIELD 2 – PEDAGOGICAL ORGANISATION OF THE STUDY PROGRAMME

**The Bachelor in Law programme is built on a coherent structure that ensures progressive acquisition of legal knowledge, skills, and professional readiness.**

The programme's pedagogical organisation is carefully structured to ensure the step-by-step development of legal knowledge, analytical thinking, and professional competencies.

The curriculum is underpinned by a set of well-articulated Programme Intended Learning Outcomes (PILOs), which aim to foster legal expertise, critical thinking, ethical awareness, and professional competency. These outcomes are consistently embedded across the course content, ensuring pedagogical coherence throughout the programme. Students follow a balanced academic path that includes general education, foundational legal courses, and more specialised tracks, such as Information Technology Law. This structure equips graduates with a broad and relevant understanding of the legal landscape.

The curriculum follows a logical progression, beginning with introductory legal concepts such as *Introduction to Law* (LAW 111) and *Introduction to Islamic Law* (LAW 181), before moving into more specialised modules including *Constitutional Law I & II* (NLAW 251 / NLAW 252), *Administrative Law I & II* (NLAW 341 / NLAW 342), and *Public International Law* (NLAW 261). As students advance, they engage with practice-oriented courses like *Nominated Contracts: Sale and Rent* (NLAW 311), *Labour Law and Social Securities* (NLAW 312), and *Civil and Commercial Code of Procedure* (NLAW 412), which deepen their understanding of applied legal processes.

Skills-based components are introduced progressively, including legal drafting in *Real and Subordinate Rights* (NLAW 413), moot courts sessions and legal simulations in *Practical Applications in Civil and Commercial Litigation* (NLAW 416) and *Practical Applications in Criminal Litigation* (NLAW 432). The learning journey culminates in a mandatory legal internship (LAW 401). This sequencing reflects a deliberate alignment with Bahrain's National Qualifications Framework (NQF) Level 8 standards and offers a clear, structured path toward advanced legal capability and professional readiness.

**The programme is designed to be completed in four years, however, it is flexible and allows students, under the supervision of an academic advisor, to adjust their workload.** They may choose to extend the duration of their studies or accelerate their progression by using the summer semester. This flexibility, while beneficial, can sometimes result in students taking longer than expected to complete the programme.

Assessment methods are varied and designed to reflect both theoretical understanding and practical legal skills. These include written exams, oral presentations, legal briefs, and research projects. Generally, assessments are well aligned with the intended learning outcomes at both the course and programme levels. Nevertheless, moderation practices—particularly external moderation—lack consistent application. The absence of standardised procedures for quality assurance in marking may compromise transparency, fairness, and the reliability of grading practices.

The programme incorporates multiple teaching formats, though the adoption of innovative and student-centred methods varies across faculty members. Pedagogical practices include a combination of traditional lectures, legal text analysis, structured debates, and collaborative group work. However, the uptake of contemporary teaching methods—such as flipped classrooms, digital simulations, and problem-based learning—remains uneven. While some instructors demonstrate a clear commitment to pedagogical innovation, the absence of a unified institutional policy or structured pedagogical framework hinders broader consistency in teaching approaches.

In terms of learning technologies, the Moodle platform is widely used for course content management and assignments submission. ASU is currently testing AI-generated short videos to help students revise, which illustrates its effort to innovate in teaching practices. However, Moodle's more interactive features—such as discussion forums, automated quizzes, and peer assessment tools—are not fully utilised. These tools could significantly enhance student engagement, especially in smaller or hybrid-format classes. Providing targeted training and support in digital pedagogy and instructional design would contribute meaningfully to enhancing the learning environment.

**Although some courses are offered in English and a few international activities exist, the overall accessibility and international openness of the programme remain limited.** The programme is delivered in both Arabic and English, with some key courses—such as Commercial Law and Public International Law—taught in English, enhancing graduates' capacity to operate in diverse legal contexts. To support language development, compulsory English courses are embedded in the curriculum, and students have access to dedicated language laboratories aimed at strengthening their linguistic skills. This combination of structured instruction and learning facilities helps

students acquire the language proficiency necessary for legal work in bilingual or international environments. However, while English-taught courses and language labs exist, there is no dedicated preparation for international certification or advanced professional language use beyond the compulsory courses. Furthermore, there is no full-time international coordinator within the programme, and funding for outbound mobility remains minimal. Strengthening operational capacities—through specific staffing, budget allocations, and targeted language and career preparation—would significantly improve the international exposure of students and better align the programme with its regional and global ambitions.

**A key strength of the programme lies in its integration of experiential learning.** The legal clinic enables students to engage with real cases in a supervised environment, encouraging the application of legal reasoning in realistic settings while reinforcing professional ethics. The mandatory internship, undertaken during the later stages of the programme, further supports practical readiness by providing students with first-hand exposure to legal institutions and opportunities to build relevant professional networks.

**In conclusion, the Bachelor in Law programme offers a well-structured and coherent learning path that supports both academic growth and professional readiness. Students benefit from a balanced curriculum that combines theoretical grounding with practical experiences such as legal clinics and internships. While traditional teaching methods are well established, broader adoption of innovative and digital approaches would enhance learning outcomes. English-taught courses and access to language labs support international openness, though mobility opportunities remain limited. The programme is clearly geared toward employability, and its connection with legal practice is a core strength. Continued efforts to modernise teaching practices and strengthen stakeholder engagement will further consolidate the programme's impact and relevance.**

## FIELD 3 – STUDENTS' PATHWAY

**The programme remains attractive to many applicants and has historically demonstrated a consistent appeal across different student groups.** However, in a context of growing internal and external competition—including the development of the LLB programme and the expansion of other bachelor's degrees—there has been a noted decline in applications. While the university has identified this trend and implemented strategies to address it, enhancing the programme's attractiveness remains a key priority to sustain both selectivity and the quality of incoming students. Admission criteria are aligned with national standards and ensure that entrants possess a solid foundation in general education and language proficiency. Nonetheless, both internal assessments and external observations have highlighted the need for a more rigorous evaluation of applicants' Arabic language skills, which are essential for effective engagement with the legal system and for academic success within the programme.

**Throughout their studies, students benefit from structured academic guidance delivered by dedicated advisors who support course planning and monitor progress.** Mentoring initiatives and remedial sessions, particularly during the early stages, further bolster student support. Access to psychological counselling and career guidance contributes to a nurturing academic environment. Faculty members are generally accessible and maintain clear office hours, which enhances approachability and student-faculty interaction. Student progression is monitored through a robust institutional information system that enables data-driven decision-making. This system also offers students access to a wide range of services, including academic resources, orientation materials, and direct communication with faculty. However, a significant number of students exceed the expected graduation timeframe. This points to an opportunity to strengthen coordination between academic and support services and to introduce earlier interventions—such as timely advisor meetings for struggling students—to better align with the university's student success ambitions.

**Graduate feedback reflects a high level of satisfaction with the diploma and its alignment with labour market needs, nonetheless, there is scope to strengthen employability preparation by incorporating soft skills training, enhancing job placement services, and fostering sustained engagement with legal employers.** Currently, the tracking of graduate outcomes is performed on a short-term basis, limiting the programme's ability to draw insights into long-term impact and to use alumni feedback systematically. The alumni network, although promising, remains informal and is underutilised as a tool for mentoring and continuous improvement. The programme is designed to support both immediate entry into the job market and continuation into graduate studies.

**In conclusion, the student journey within the Bachelor in Law programme is generally well-structured and supported by a variety of mechanisms that foster academic progression, personal wellbeing, and professional readiness. The programme offers a comprehensive and supportive academic experience. However, aspects such as programme attractiveness, timely student progression, and sustained graduate engagement could benefit from more targeted and sustained institutional efforts. Continued efforts are needed to reinforce its**

appeal, optimise the use of institutional data systems, expand international opportunities, and establish a more formalised and proactive strategy for alumni and employer engagement strategy. These improvements will ensure the programme remains competitive, inclusive, and aligned with the evolving needs of students and the legal profession.

## FIELD 4 – ACADEMIC PROGRAMME MANAGEMENT AND CONTINUOUS IMPROVEMENT

**The academic and administrative management of the Bachelor in Law programme rests on a well-defined governance structure and is supported by clear procedures for monitoring, evaluation, and continuous improvement.** Responsibilities are clearly distributed among the programme director, teaching staff, the quality assurance unit, and academic support services, ensuring that operations run smoothly and that accountability is maintained across all levels. Decisions regarding the programme are made collaboratively, with meaningful input from faculty and institutional stakeholders. These decisions are guided by regular academic reviews and are aligned with both the university's strategic priorities and the programme's specific goals.

**The programme operates with adequate core resources, but key limitations in specialised infrastructure and staff development opportunities constrain its full academic potential.** In terms of core infrastructure, essential resources such as classrooms, digital platforms, and standard legal texts are readily available and functional. A further strength is the programme's favourable student-to-staff ratio: 18 permanent faculty members and about 40 professional contributors support roughly 600 students. That said, access to specialised legal databases, particularly in Arabic, remains insufficient. This shortfall restricts students' ability to undertake advanced legal research and limits faculty engagement with up-to-date academic scholarship. Expanding the university's legal library holdings and subscribing to specialised databases would significantly improve the academic environment. Current efforts to diversify teaching methods and integrate learning technologies—such as Moodle, AI-generated video content and interactive tools (forums, peer assessment, automated quizzes)—are not yet fully leveraged by all instructors. The absence of a structured institutional framework for digital pedagogy and limited uptake among faculty members point to a clear need for targeted training and support.

Faculty development is formally prioritised by the university; however, its implementation is constrained by demanding teaching loads. In practice, the high volume of instructional responsibilities limits opportunities for academic staff to engage in research, attend international conferences, or take part in professional development initiatives. A more strategic approach to workload distribution—complemented by research incentives and time dedicated for research activities—would foster greater academic engagement and innovation.

**A structured and proactive quality assurance process underpins programme development.** The programme demonstrates a structured and proactive approach to quality assurance, combining internal monitoring tools with external input to support ongoing improvement. One of the programme's notable strengths is its use of internal evaluation tools—such as student satisfaction surveys, course-level reviews, and academic performance reports—which feed into ongoing adjustments in content, pedagogy, and resource allocation. Management processes are further supported by institutional frameworks, including the New Programme Development Policy, which outlines the various stages of academic programme design, validation, implementation, and review. This ensures alignment with internal quality standards and national regulations. The integration of external perspectives—particularly from legal professionals, employers, and alumni—is addressed through an advisory board. This board appears to meet twice a year, and several examples were shared that illustrate how its recommendations have been considered in programme developments. While this structure is functional and contributes positively to programme relevance, further formalisation of the way feedback is documented and integrated into decision-making processes could enhance its transparency and strategic impact.

**The programme is governed by clear ethical standards and procedures ensuring academic integrity.** The Bachelor in Law programme operates within a transparent and robust quality and ethics framework. Admission and assessment procedures are well documented and readily accessible to students, with course expectations and grading criteria communicated at the start of each semester. Academic integrity is actively promoted through dedicated policies, student orientation sessions, and the use of tools of plagiarism detection such as Turnitin. Cases of academic misconduct are handled by a formal disciplinary process. Regular evaluations involving student feedback contribute to continuous improvement, and institutional policies on ethics and research conduct ensure that academic standards are upheld across all activities.

**The Bachelor in Law programme is supported by a clear and stable governance structure, with well-defined responsibilities and procedures that enable effective management and continuous improvement. Internal**

quality assurance tools and external advisory input guide programme evolution, though stakeholder feedback could be more systematically integrated. Core teaching and learning resources are functional, but limitations in access to specialised legal databases and high faculty workloads hinder academic development. Strengthening resource allocation and research support would enhance programme delivery. The programme also benefits from a strong ethics and quality framework, with transparent assessment practices and clearly communicated standards on academic integrity. Sustained attention to external engagement, faculty development, and infrastructure investment will be essential to secure the programme's long-term quality and relevance.

## VI. CONCLUSION

The Bachelor in Law (BL) programme at Applied Science University (ASU) presents a solid and coherent structure, aligned with the institution's mission to produce graduates equipped with both professional legal competencies and strong ethical grounding. The programme is clearly anchored in national legal education priorities and complies with the standards of the Bahrain National Qualifications Framework (NQF). Its contribution to the national legal profession is tangible, particularly through its focus on Bahraini law, bilingual instruction, and practical components.

The pedagogical framework is robust and thoughtfully sequenced, progressively building students' academic and professional capabilities. The inclusion of internships, legal clinics, and skills-based modules such as moot courts illustrates a strong commitment to experiential learning. Flexibility in the study path—such as the ability to adjust workloads or accelerate progression—caters to diverse student needs, even if it occasionally leads to extended time-to-degree.

Students are well supported throughout their academic journey thanks to structured academic advising and access to mentoring. The student information system is used to track progress and intervene when necessary, although earlier detection of at-risk students and better coordination between support services and faculty could improve outcomes. While the learning environment is supportive, the uptake of active pedagogical practices (e.g., flipped classrooms, simulations) remains inconsistent, largely due to the absence of an overarching institutional teaching strategy. Similarly, while ASU explores innovation in teaching (e.g., AI-generated revision videos), further faculty training in digital pedagogy is needed.

Internationalisation is a stated institutional priority, but remains limited in practice. Although the programme benefits from foreign faculty and international partnerships (notably with London South Bank University), these have yet to yield substantial academic exchanges, joint courses, or staff mobility. Expanding the international scope—through moot court competitions, guest lectures, or study abroad programmes—would significantly enrich student learning. Financial constraints, language preparedness, and a need for more operational partnerships currently hamper mobility efforts.

In terms of programme management, responsibilities are clearly defined, and decision-making processes are collegial and informed by internal quality mechanisms. The advisory board, which meets regularly and contributes constructively, plays a useful—if not yet fully formalised—role in aligning the programme with professional expectations. Greater documentation and integration of external feedback into strategic decisions could enhance this further.

Academic resources are adequate but could be improved, particularly regarding access to legal databases in Arabic, which are essential for high-quality legal research. Similarly, while research and faculty development are institutionally encouraged, teaching workloads limit the effective engagement of faculty in research or international academic events. A rebalancing of tasks and increased research incentives would be beneficial.

In conclusion, the Bachelor in Law programme at ASU is well-founded, academically sound, and socially relevant. Its key strengths include strategic coherence, practical training integration, and supportive student services. To consolidate its achievements and extend its impact, key areas for development include internationalisation, structured alumni engagement, enhanced employer collaboration, expanded digital pedagogy, and improved academic resources

## STRENGTHS

- clear strategic alignment with national legal education priorities and institutional vision
- strong integration of experiential legal training, including legal clinics and internships.

- solid academic advising and student support infrastructure
- good ratio between academic staff and students
- coherent and transparent programme governance with clearly defined responsibilities
- regular review of curriculum relevance and intended learning outcomes

## WEAKNESSES

- limited implementation of active and innovative pedagogical practices across the programme.
- high faculty workloads restrict participation in research and curriculum development
- lack of comprehensive data on graduate career paths and employment outcomes
- insufficient operationalisation of internationalisation agreements and mobility opportunities
- limited legal research resources, especially arabic databases critical for regional legal practice

## RECOMMENDATIONS

- promote the consistent adoption of active learning methods and reinforce faculty training in pedagogical innovation
- implement strategies to rebalance faculty workload and support research activities
- develop a structured system for tracking alumni outcomes and graduate employability
- translate international agreements into concrete initiatives, such as joint courses and student exchanges
- invest in expanding legal research databases, especially in arabic, to enhance academic resources

## VII. COMMENTS OF THE INSTITUTION

Date: 4<sup>th</sup> June 2025

Pierre Courtellemont

Director

Europe and International Department

Hcéres

Dear Professor Courtellemont,

On behalf of the President of Applied Science University, I would like to thank you for the thorough review of the Bachelor in Law programme. We appreciate the time and effort dedicated by the Review Panel to professionally conduct the review and prepare the report.

The review report was exceptionally well-structured, providing a clear and systematic evaluation of the programme's key areas. The report effectively highlights commendable aspects while presenting constructive recommendations in an organized and actionable manner, which we highly appreciate.

We acknowledge the recommendations outlined in the report, recognizing their potential to enhance existing processes. As part of our Quality Management System to commit to continuous improvement, kindly find below our comments on the recommendations mentioned in the report:

**1. Promote the consistent adoption of active learning methods and reinforce faculty training in pedagogical innovation**

The college recognizes the importance of active learning in fostering student engagement and critical thinking. As mentioned in the report, the programme incorporates multiple teaching formats, though the adoption of innovative and student-centred methods. To ensure consistent adoption, ASU will implement faculty development programs, providing training and resources to integrate interactive teaching strategies.

**2. Implement strategies to rebalance faculty workload and support research activities**

We understand that maintaining a balanced faculty workload is essential for both teaching quality and scholarly contributions. At ASU, research is supported through grants, collaborative initiatives, and designated time for faculty to pursue academic research activities. ASU complies with the Higher Education Council (HEC) faculty workload regulations. Additionally, strategies can be developed to help faculty members effectively balance their teaching and research activities.



**3. Develop a structured system for tracking alumni outcomes and graduate employability**

Recognizing the value of monitoring graduate success, ASU will enhance the current system to ensure it is well-structured to track alumni career paths and employment rates, in accordance with HEC's regulations. This initiative will involve regular alumni engagement through surveys and networking events.

**4. Translate international agreements into concrete initiatives, such as joint courses and student exchanges**

International collaborations are a cornerstone of academic enrichment, and the college have already initiated a number of activities mentioned under the agreements. Recently, three students from the College of Law recently participated in a Moot Court Competition in Sultan Qaboos University, Oman, and achieved 4<sup>th</sup> place across 46 participating universities from the Arab region. A Law Summer School will be hosted at LSBU from 23<sup>rd</sup> June to 4<sup>th</sup> July 2025, where all students of the BL programme have the opportunity to participate and benefit from. In addition, ASU is hosting a Summer School in Bahrain end of June 2025 to offer exchange opportunities to all our partners. These efforts provide students and faculty with global exposure, strengthening our university's international standing.

**5. Invest in expanding legal research databases, especially in Arabic, to enhance academic resources**

Further to the currently available research databases which are adequate, however, the college will explore expanding the legal research databases. This initiative will facilitate deeper scholarly exploration and support students and faculty engaged in legal studies.

This response reflects our commitment to addressing key recommendations while continuously improving academic quality and student outcomes.

Once again, thank you for your valuable feedback.

Sincerely,



Dr. Husein Bani Isa  
Acting-Dean  
College of Law



International evaluation and accreditation

## ACCREDITATION DECISION

**Bachelor in Law**

College of Law

Applied Science University

Kingdom of Bahrain

**June 2025**

## SCOPE OF THE ACCREDITATION GRANTED BY HCERES

Hcéres has based its evaluation process on a set of objectives that higher education institution study programs must pursue to ensure recognised quality in France and Europe. These objectives are divided into four areas common to both the evaluation framework and the accreditation criteria.

The Accreditation Commission issues an opinion on the accreditation of the program after examining the application. The Hcéres President takes the decision based on this opinion and the final evaluation report of the program. This accreditation decision, taken in plenary session, is the result of a collegial and reasoned process.

The decision issued by Hcéres regarding the accreditation of the program corresponds to the award of a label, on behalf of Hcéres, to the evaluated entity.

This decision is independent of the accreditations carried out by the French State and therefore does not entail recognition in France of the diplomas delivered by the institution.

**Decision n° EI-2025-05 on the accreditation of the Bachelor of Law, delivered by the Applied Science University (ASU), Kingdom of Bahrain.**

**The President of the High Council for the Evaluation of Research and Higher Education,**

Considering the Research Code, in particular Articles L. 114-3-1 to L. 114-3-6;

Considering the Decree No. 2021-1536 of 29 November 2021 on the organisation and operation of the High Council for the Evaluation of Research and Higher Education;

Considering the Board's deliberation No. 2022-5-02 of 29 September 2022 on the accreditation criteria for international study programmes (Except for doctorates/PhDs);

Considering the Decision No. 2023-9 of 16 March 2023 on the international accreditation procedure of the High Council for the Evaluation of Research and Higher Education;

Considering the agreement No. DEI\_2024\_CONV13 – Applied Science University (ASU) – Kingdom of Bahrain - for the evaluation/accreditation of the Bachelor of Law;

Considering the opinion issued by the Accreditation Commission on June 27<sup>th</sup> 2025.

**Decides:**

**Article 1**

Having determined that the Bachelor in Law delivered by Applied Science University, Kingdom of Bahrain meets the four accreditation criteria, voted by the Board of the High Council on 29<sup>th</sup> September 2022, as follows:

**ACCREDITATION CRITERION 1: TEACHING POLICY AND CHARACTERISATION**

The Bachelor in Law (BL) programme at Applied Science University (ASU) is clearly aligned with the institution's mission to produce qualified, employable, and ethically responsible graduates who are equipped to meet both national and regional legal needs. Its curriculum is coherent and professionally oriented, supported by a well-structured programme and committed academic staff. Research is integrated through coursework and faculty publications, although deeper student engagement in research activities would be a valuable enhancement. The programme maintains links with the legal profession via internships and clinics, but stakeholder involvement should be more systematic. International exposure exists but remains limited. Governance processes are in place, including internal reviews like the APRR, yet external input could be better integrated. Overall, the programme rests on solid foundations and would benefit from further development in research, internationalisation, and stakeholder engagement.

**ACCREDITATION CRITERION 2: THE PEDAGOGICAL ORGANISATION OF THE STUDY PROGRAM**

The Bachelor in Law programme offers a well-structured and coherent learning path that supports both academic growth and professional readiness. Students benefit from a balanced curriculum that combines theoretical grounding with practical experiences such as legal clinics and internships. While traditional teaching methods are well established, broader adoption of innovative and digital approaches would enhance learning outcomes. English-taught courses and access to language labs support international openness, though mobility opportunities remain limited. The programme is clearly geared toward employability, and its connection with legal practice is a core strength. Continued efforts to modernise teaching practices and strengthen stakeholder engagement will further consolidate the programme's impact and relevance.

**ACCREDITATION CRITERION 3: STUDENTS' PATHWAY**

The student journey within the Bachelor in Law programme is generally well-structured and supported by a variety of mechanisms that foster academic progression, personal wellbeing, and professional readiness. The programme offers a comprehensive and supportive academic experience. However, aspects such as programme attractiveness, timely student progression, and sustained graduate engagement could benefit from more targeted and sustained institutional efforts. Continued efforts are needed to reinforce its appeal,

optimise the use of institutional data systems, expand international opportunities, and establish a more formalised and proactive strategy for alumni and employer engagement strategy. These improvements will ensure the programme remains competitive, inclusive, and aligned with the evolving needs of students and the legal profession.

#### ACCREDITATION CRITERION 4: MANAGEMENT AND CONTINUOUS IMPROVEMENT OF THE STUDY PROGRAM

The Bachelor in Law programme is supported by a clear and stable governance structure, with well-defined responsibilities and procedures that enable effective management and continuous improvement. Internal quality assurance tools and external advisory input guide programme evolution, though stakeholder feedback could be more systematically integrated. Core teaching and learning resources are functional, but limitations in access to specialised legal databases and high faculty workloads hinder academic development. Strengthening resource allocation and research support would enhance programme delivery. The programme also benefits from a strong ethics and quality framework, with transparent assessment practices and clearly communicated standards on academic integrity. Sustained attention to external engagement, faculty development, and infrastructure investment will be essential to secure the programme's long-term quality and relevance.

#### Article 2

The Bachelor of Law delivered by College of Law of Applied Science University is accredited for a period of five years from the date of this decision.

#### Article 3

The decision is accompanied by the following recommendations:

- promote the consistent adoption of active learning methods and reinforce faculty training in pedagogical innovation
- implement strategies to rebalance faculty workload and support research activities
- develop a structured system for tracking alumni outcomes and graduate employability
- translate international agreements into concrete initiatives, such as joint courses and student exchanges
- invest in expanding legal research databases, especially in arabic, to enhance academic resources

#### Article 4

This decision will be published on the Hcéres website.

Paris, June 30<sup>th</sup> 2025



19 rue Poissonnière  
75002 Paris, France

**Coralie Chevallier**  
Présidente

President

signed

Coralie Chevallier

The evaluation reports of Hceres  
are available online : [www.hceres.fr/en](http://www.hceres.fr/en)

**Evaluation of higher education and research institutions**

**Evaluation of research**

**Evaluation of academic programmes**

**Evaluation of research bodies**

**International evaluation and accreditation**



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