

EVALUATION AND ACCREDITATION DOCUMENTS

Bachelor of Law

Faculty of Law

Applied Sciences Private University (ASU)

Jordan

June 2025

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International evaluation and accreditation

EVALUATION REPORT

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

In the name of the expert committee¹ :

Sandrine Clavel, President of the committee

In the name of Hcéres¹ :

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.

¹In 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

- University: Applied Science Private University (ASU)
- Component, faculty or department concerned: Faculty of Law
- Programme's title: Bachelor of Law
- Year of creation and context: The law programme was initiated in October 1991 within the Department of Law and Islamic Sharia under the Faculty of Arts and Humanities. In 1993, this department was established as the independent Faculty of Law.
- Site(s) where the programme is taught (Town and campus): Amman, Jordan

PROGRAMME DIRECTOR

- Surname, first name: ISMAIL, Mahmoud
- Profession and grade: Dean of Faculty of Law / Full Professor
- Main subject taught: Civil Law

METHODS AND RESULTS OF THE PREVIOUS ACCREDITATION(S)

– Methodology and agency and results

The Bachelor of Law delivered by Applied Science Private University (ASU) was accredited by the French accreditation body Hcéres in 2020 for a period of five years and is currently in the process of renewing this accreditation. At the institutional level, ASU has developed a comprehensive strategy to obtain both national and international accreditations across its faculties, supported by an advanced internal quality assurance system. ASU was the first university in the Middle East to be awarded ISO 9001:2000 certification by Lloyd's Register Quality Assurance in 2003. It subsequently obtained ISO 9001:2008 in 2010, and most recently ISO 9001:2015 in 2018, confirming its ongoing compliance with international quality management standards. In addition to Hcéres and ISO certifications, the university holds the Gold Level Quality Assurance Certificate in Education, Scientific Research and Community Service, granted by the Accreditation and Quality Assurance Commission for Higher Education Institutions in Jordan in 2017.

HUMAN AND MATERIAL RESOURCES DEDICATED TO THE PROGRAMME

– Human resources

Category	Detail
Total faculty members	23 (14 males, 9 females)
PhD holders	18
Master holders	5
Academic ranks	Lecturers, Assistant Professors, Associate Professors, Full Professors
Non-teaching staff	4 full-time administrative staff

	Full Prof.		Assoc. Prof.		Assis. Prof.		lecturer		Total
	full-time	part-time	full-time	part-time	full-time	part-time	full-time	part-time	
2020/2021	1	-	1	-	5	3	2	-	12
2021/2022	1	-	3	-	5	4	2	-	15
2022/2023	1	1	4	-	6	6	2	2	22
2023/2024	2	1	5	-	5	5	2	3	23

The teaching team includes academics with diverse specialisations in public and private law. The staff-to-student ratio remains within national norms, and faculty members are involved in teaching, research, academic advising, and committee work. The teaching team has increased in the past years to respond to the increased

of students and the creation of the master degree. In total, the teaching team is in charge of one bachelor and one master.

— Material resources

The Faculty of Law benefits from dedicated and modern infrastructure and support systems, including: A dedicated Faculty of Law building equipped with smart classrooms and a fully functional moot court; access to national and regional legal digital databases such as Qistas and Almandumah, allowing for effective legal research and jurisprudential analysis; University-wide facilities including a conference hall, library, on-campus clinics, restaurants, daycare services, Olympic-standard sports stadium, and student residences; a private transport network with over 70 vehicles to facilitate access for students and staff; and a comprehensive use of digital platforms such as Edugate, Microsoft Teams, and mobile-accessible library and legal databases, supporting hybrid learning and continuous access to academic resources.

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

Academic year of enrolment	Students enrolled	Students dropping off	Students still enrolled in 2025	Cumulated Graduated student by the end of the first semester 2024/2025 (1)			Duration of study				
				Total Number	in % of the students enrolled	in % of students excluding those still enrolled	2 years	3 years	4 years	5 years	More than 5 years
2018	125	27	0	98	79%	79%	2	20	54	18	4
2019	125	10	4	111	89%	92%	4	19	77	10	1
2020	204	23	31	145	71%	84%	2	22	103	18	
2021	221	23	164	29	13%	51%	0	15	14		
2022	164	30	128	1	1%	3%	1				

(1) at the end of the first semester of 2024/2025, graduated students from the semesters 2 or the summer session are not known at the time of the Hcéres evaluation. Then, for example, number of graduated students in 4 years for the batch enrolled in 2021 is not relevant, as the results for the second semester of 2025 is not known currently.

Academic year of enrolment	Students enrolled	Students stopping their study during the...							
		first year	2 years	3 years	4 years	5 years	More than 5 years	Total number	Total in %
2018	125	20	3	2	1	0	1	27	22%
2019	125	6	1	1	0	2	0	10	8%
2020	204	11	1	3	1	7		23	11%
2021	221	8	7	2	6			23	10%
2022	164	14	10	6				30	18%
2023	146	9	8					17	12%
2024	187	5						5	3%

Most of the students drop off their studies during the first year often because they applied to different programmes and their acceptance may arrive after their registration at ASU.

II. COMPOSITION OF THE EXPERTS PANEL

Chair:

- Sandrine CLAVEL, full professor, University of Paris Saclay

Experts:

- Lucie DELABIE, full professor, University of Picardie Jules Verne
- Derek EL ZEIN, full professor, University of Paris Cité
- Nelson OLLARD, PhD student, University of Poitiers

Hcéres was represented by Evelyne Lande, full professor and Scientific Advisor for the Europe and International Department.

III. EVALUATION PROCESS

VISIT DESCRIPTION

- Date of the visit: 11th of May to 12th of May 2025
- Organisation of the visit: see table below
- Cooperation of study programme and institution to be accredited: The university and law faculty services responded promptly to the committee's requests and facilitated the organisation of the hearings. The individuals interviewed responded freely to the questions posed by the committee.
- Any problems: none

PEOPLE MET

May 2025, Sunday 11th

Time	Session	Audience
09.00-09.30	Opening session with top management: Presentation of ASU challenges	President of the University 2 Vice-Presidents President Assistant for Legal Affairs and Official Communications President Assistant for scientific research Director of Quality Assurance and Accreditation Office Dean of the Faculty of Law (7 people met)
09.30-10.30	Institutional meeting Presentation of the Faculty of Law , its programmes (Presentation max 20 min., Q&A)	Dean of the Faculty of Law Former Dean of the Faculty of Law (2019-2025) Head of the Public Law Department Head of the Private Law Department Dean Assistant (15 people attended this panel as a request from the dean to share the presentation with new members of the faculty)
10.45-11.45	Bachelor of Law – Programme managers (Q&A – no presentation)	Dean of the Faculty of Law Head of the Public Law Department Head of the Private Law Department Dean Assistant (4 people met)
11.45-12.45	Bachelor of Law – Teaching staff	3 assistant professors 1 lecturer 1 associate professor (5 people met, 2 females and 3 males)
14.00-15.00	Campus visit	Library, Media Studio, Green Area, Conference Palace, Moot court, legal clinic, rooms for teaching.

15.00-16.00	Bachelor of Law – Students	7 students met: 5 females and 3 males.
16.00-17.00	Bachelor of Law - Alumni	6 alumni met: 4 females and 2 males, 2 of them graduated both bachelor's and master's degrees of the Faculty of Law.
	Debriefing	

May 2025, Monday 12th

Time	Session	Audience
09.00-10.00	Academic partners	Legal Advisor of International Committee of Red Cross – ICRC 1 members of the Consultation and Training Center (CTC)- ASU Assistant of Legal Advisor of International Committee of Red Cross – ICRC Dean of the Faculty of law, Zarqa Private University Director of Academic Programs at Qistas Information Technology / Cyber Law. Professor from Al Ahliyya Amman University (6 people met)
10.00-11.00	Non-academic partners	Vice-President of the Jordanian Bar Association Director of Alfred Law Firm Partner at Dumairi & NAZAL Law Firm Partner at Ahmad Abu Arkoub Law Firm (4 people met)
11.15-12.15	Quality assurance	Director of Quality Assurance and Accreditation Office 2 Officers at Quality Assurance and Accreditation Office (3 people met)
On site at the university	Debriefing	Finalising report - Diagnosis/evaluation - Conclusion/Strengths/weaknesses - Recommendations
15.00	Closing session questions/answers on programme, no feedback) (final the	Dean of the Faculty of Law Former Dean of the Faculty of Law (2019-2025) Head of the Public Law Department Head of the Private Law Department Dean Assistant

IV. OVERALL PRESENTATION

1 – PRESENTATION OF THE STUDY PROGRAMME

Applied Science Private University (ASU), established in 1991 and owned by the Arab International Company for Education and Investment, has expanded from three faculties and 550 students to 12 faculties with around 11,000 students, including a significant international presence, with 15% of the student body representing 43 nationalities.

The Faculty of Law became an independent entity in 1993 and currently enrolls about 641 undergraduate students and 63 master's students in the field of Cyber Law. Its vision is centred on excellence in education, research, and societal impact at the local, regional, and international levels. The Faculty's mission is to produce knowledgeable and skilled graduates through a supportive academic environment that fosters critical thinking and active engagement with global issues.

The Bachelor of Law programme is a four-year, full-time degree requiring 141 credit hours, divided into 24 credit hours for University Requirements, 3 credit hours for Free Elective Course, 21 credit hours for Faculty Compulsory Requirements, and 93 credit hours for Major (Specialisation) Requirements. The programme primarily focuses on

Jordanian public and private law, with additional attention given to international law. The curriculum offers a strong theoretical foundation, complemented by practical legal training and an emphasis on professional ethics. Although legal internships are formally undertaken after graduation via the Bar Association, the programme equips students with both the legal expertise and the soft skills essential for the profession. Graduates frequently pursue careers in legal practice or continue their studies at national and international institutions.

The programme is built on three core pillars: 1) Delivering a solid theoretical foundation in law, with a focus on both Jordanian and international legal systems; 2) Offering practical legal training to prepare students for real-world legal contexts, including courtroom procedures and case preparation; 3) Instilling professional ethics, encouraging students to develop sound and principled approaches to legal decision-making.

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

The self-evaluation report, prepared by the Dean's team of the Faculty of Law, aligns fully with the Hcéres evaluation framework and addresses all the required standards. It incorporates both qualitative and quantitative data, which are either presented directly in the report or included in the annexes. The report spans 30 pages, accompanied by several annexes.

3 – FOLLOW-UP OF THE PREVIOUS HCERES RECOMMANDATIONS

The 2020 HCERES Evaluation report made four recommendations:

- Improve the weight allocated to foreign languages in the curriculum to open more opportunities to study or work abroad after graduation
- Develop foreign exchanges of students and faculty
- Thinking about an internship policy to enhance the practical dimension of the training
- Enrich the teaching team (essential if the Master's degree in law currently being planned is to be created).

While the fourth recommendation has been fully implemented, the other have been only been partially addressed. However, there are several reasons for this limited progress, which will be discussed later in this report.

V. EVALUATION REPORT

FIELD 1- TEACHING POLICY AND CHARACTERISATION OF THE STUDY PROGRAMME

The Bachelor of Law programme at Applied Science Private University (ASU) is broadly aligned with the institution's educational strategy, which seeks to promote modern, interdisciplinary, and labour market-oriented academic training.

It occupies a central position within ASU's academic offering, as one of the oldest and most structured programmes of the university. Within the Faculty of Law, it constitutes the main entry point in a continuum of legal education that includes a Master's in Cyber Law and planned postgraduate expansions. At the national level, the programme is recognized as one of the leading private-sector law degrees in Jordan, and it contributes to the university's visibility in regional academic and professional networks. In line with the university's ambition and support the development of a doctoral programme in law, thereby reinforcing the continuum of legal education at ASU – from undergraduate to postgraduate and doctoral levels – as part of the university's broader strategy to expand and diversify its academic offering.

The Faculty is currently considering the development of additional Master's programmes alongside the existing one in Cyber Law. Among the proposed areas of expansion is a Master's in Criminal Sciences, due to the region's need for specialists with up-to-date knowledge in this field.

The programme aims to equip students with a solid foundation in both Jordanian public and private law, while also fostering innovation, ethical awareness, and international outlook. The training policy is structured through clearly defined learning outcomes, combining the acquisition of legal knowledge with the development of reasoning, analytical thinking, and research skills. These outcomes are made publicly available and are integrated within a curriculum that follows a logical progression from foundational to advanced legal topics. Students pursue a modular academic path comprising compulsory, elective, and free elective courses, offering a balance between academic structure and individual choice.

A notable feature of the programme is its diversification through specialised modules such as Constitutional Judiciary, Advocacy Skills, or Special Topics in Law, which help distinguish it from other legal curricula in Jordan. The programme also includes interdisciplinary subjects such as sociology, Islamic law, languages, and digital culture. Sustainable development is addressed through the integration of SDG-related themes into the curriculum, notably within courses linked to human rights and international law. The inclusion of these transversal subjects reflects the institution's willingness to prepare students for complex legal challenges in a regional and global context.

The programme has taken steps to enhance its international profile by participating in Erasmus+ mobility and cooperation projects. However, Erasmus+ mobility remains limited, with only a few academic staff having participated in short pedagogical exchanges abroad. Indeed, **the programme's partnerships remain largely institutional in nature.** While the university has signed memoranda of understanding with various foreign universities, these agreements have not yet translated into tangible benefits for the Faculty of Law. Academic cooperation, student exchanges, and joint research initiatives within the Faculty remain limited, which constrains the programme's full internationalisation potential.

The research dimension is well-integrated into the programme's pedagogical framework. Students receive training in legal research through dedicated courses, and academic staff benefit from an incentive scheme that promotes publication in Scopus-indexed journals. Faculty members also attend pedagogical workshops aimed at improving scientific writing skills, and some engage in collaborative projects with other departments within the university. Notably, PhD scholarships are offered to outstanding students on the condition that they return to the Faculty as future academic staff, thereby fostering long-term institutional development. ASU currently ranks first among Jordanian universities in terms of publication volume and citation rates in law, attesting to the dynamism of its research activity. Nonetheless, establishing a formal research laboratory within the Faculty of Law would help consolidate research efforts, encourage interdisciplinary collaboration, and support the development of a doctoral programme in law.

Similarly, although **the programme maintains strong ties with legal practitioners and law firms**—who regularly host ASU students in post-degree internships—the impact of these partnerships on curriculum development and graduate employability could be more systematically assessed and enhanced. Several legal professionals are involved as occasional lecturers, particularly in practice-oriented modules and extracurricular activities such as moot courts or legal clinics. While their contributions are valuable, there is no precise quantification of part-time staff within the Faculty of Law.

In conclusion, the Bachelor of Law programme at Applied Science Private University is underpinned by a clear and structured training policy that combines academic depth, professional orientation, and interdisciplinary exposure. The programme demonstrates a strong commitment to legal research, pedagogical renewal, and societal relevance.

Its integration of transversal themes and continuous curriculum development supports its distinctiveness in the national context. The involvement of external legal professionals in the Faculty in governance structures reinforces the programme's connection with labour market expectations. Strategic initiatives, such as the development of a Master's in Criminal Sciences, reflect the Faculty's capacity to anticipate emerging legal challenges and extend its academic offering.

While the foundations are solid, further formalisation of external academic and professional partnerships, as well as strengthened internationalisation efforts, particularly in the area of legal English and mobility, would enhance the programme's strategic positioning and long-term impact.

FIELD 2 – PEDAGOGICAL ORGANISATION OF THE STUDY PROGRAMME

The pedagogical organisation of the Bachelor of Law programme at Applied Science Private University (ASU) is coherent and structured to ensure a progressive acquisition of legal knowledge, professional skills, and interdisciplinary competencies. The overall framework aligns with national standards set by the Jordanian Ministry of Higher Education and Scientific Research, thereby ensuring consistency with both academic and professional requirements. The curriculum is structured around a clearly defined credit-hour system and is organised into six requirements categories: University Compulsory, University Elective, University Free Elective, Faculty of Law Compulsory, Major Compulsory, and Major Elective.

This modular organization ensures that students are progressively exposed to basic, intermediate, and advanced legal concepts while maintaining an effective balance between core foundations and areas of specialisation. Although the pedagogical logic of prerequisites is recommended rather than strictly enforced, it supports a relatively smooth academic progression across the eight semesters. The syllabus of each course is developed by the heads of the Public Law and Private Law departments, under the supervision of the Dean and in coordination with the instructors concerned. Courses are offered each semester, providing students with the flexibility to adjust or make up their study plans as needed.

Teaching methods demonstrates a clear commitment to diversification, incorporating lectures, case studies, project-based learning, mock trials, and legal clinics. The pedagogical planning of studies and course delivery have evolved in recent years to promote greater integration of digital tools. The Faculty adheres to the university-wide blended learning policy, which requires that 40% of courses be taught face-to-face, 40% in blended format, and 20% fully online. Each course comprises 48 contact hours, with 16 hours allocated to distance learning where applicable. Core legal courses are typically delivered in person, while complementary and elective courses may be offered online or in hybrid formats. These are sometimes co-delivered with other faculties, such as English language instruction. Technological platforms including Edugate, Microsoft Teams, and Qistas are extensively employed to support interactive learning environments. The use of flipped classrooms, simulation techniques, and active learning strategies contributes to the development of analytical skills, advocacy techniques, and teamwork abilities. However, the effectiveness of these pedagogical methods would benefit from more structured evaluation processes based on student learning outcomes and satisfaction.

Academic support mechanisms are well established and include remedial courses, individual advising, and tutoring services. These contribute to a supportive learning environment, especially when combined with the digital resources available to students. Nevertheless, their impact would be enhanced by the implementation of systematic assessment tools.

In terms of internationalisation, students benefit from general English courses offered at the university level and may participate in internal English-language legal competitions. Legal English, however, is not yet integrated into the curriculum as a consistent medium of instruction, and most law courses are delivered in Arabic. Although this does not currently hinder employability in the local legal market, **students express a strong desire for more legal content in English.** While both students and external professionals agree that English is not a prerequisite for legal employment in Jordan, there is a shared recognition that strengthened English-language instruction would be a valuable asset and should be expanded. Reinforcing this component would align with the Faculty's international ambitions and improve graduate profiles.

The adaptation of the programme to socio-economic needs is reflected in the presence of business-related legal courses (e.g., Company Law, Investment Law, Intellectual Property) and initiatives that encourage

entrepreneurial thinking. Students engage in practical activities through moot court competitions, legal clinics, and field visits. Although no formal internships are organized during the four-year programme and no credit hours are allocated to such activities, representatives of the professional legal community confirm that graduates are generally well-prepared for practice. Nonetheless, both students and practitioners have highlighted the added value a structured internship programme could bring in terms of practical experience and enhanced employability.

Lifelong learning is addressed through postgraduate diplomas and training programmes designed for legal professionals, offered in flexible formats including evening and online courses.

In conclusion, the Bachelor of Law programme at ASU offers a coherent and practice-oriented pedagogical framework. The structure supports gradual academic progression while the diversity of teaching methods contributes to students' preparedness for legal professions. Digital tools, academic support, and regular curricular planning reinforce this dynamic.

While the absence of a formal internship does not appear to hinder graduate employability, its introduction could address expectations raised by both students and practitioners. Strengthening the legal English component could also support the programme's international ambitions. These targeted improvements would enhance an already structured and effective pedagogical model.

FIELD 3 – STUDENTS' PATHWAY

The programme upholds high standards in student guidance, recruitment, and attractiveness to its target audiences. It benefits from an effective information system that enhances its visibility and appeal. The university's well-indexed website provides prospective students with comprehensive details about the programme, including course descriptions, teaching staff, and enrolment procedures. However, some content appears redundant, and a more streamlined presentation would further improve user experience. The availability of an English-language version of the site strengthens the programme's appeal to international students. The website also enables prospective applicants to access key information and complete administrative registration online. In addition, the university offers a mobile application that facilitates course registration and timetable management, thereby improving accessibility.

The Faculty's Facebook page further supports the programme's visibility, showcasing academic and extracurricular activities—particularly, moot court competitions, which are a notable element of the programme's appeal. Expanding communication efforts to other social media platforms popular among the target audience—such as YouTube (to broadcast debates and competitions) and Instagram—could further outreach and engagement. Promotional activities are also conducted directly among target audiences through participation in education fairs, including those held abroad (e.g., in Iraq, Saudi Arabia, Egypt, and Malaysia), as well as via organised campus visits. The programme's excellent reputation among students and legal professionals also plays a key role in sustaining its attractiveness.

The Faculty of Law is supported by a dedicated Admissions and Registration Department that systematically monitors application trends over time. Collected data includes indicators such as gender, funding sources, and nationality (Jordanian/non-Jordanian), allowing for ongoing alignment with institutional strategy. The programme consistently meets its annual target of 150 new enrollees. Notably, enrolments rose to 204 and 221 in 2020 and 2021, respectively, following an increase in high school graduation rates, before returning to 146 in 2023–2024 in line with the Faculty's intake policy. Application data is cross-referenced with student surveys and graduate feedback to assess the extent to which the programme meets academic and professional expectations. Students are selected based on three criteria: a minimum grade of 65% in their baccalaureate and according to the capacity of the faculty, which is governed by Jordanian national education regulations. Students who are not admitted due to capacity constraints often enrol the following semester so that they can join the faculty as soon as a place becomes available. In the meantime, they enrol in another discipline and choose the core subjects that are compulsory for all students at the university, in accordance with the study plan. This affects an average of between 7 and 10 candidates per year.

The programme implements a range of support mechanisms to ensure student success, as reflected in its high graduation rates. The Faculty has established several initiatives to assist students in achieving their academic goals. These include weekly office hours held by faculty members to help students catch up on missed content, address specific queries, or receive personalised guidance. In addition, dedicated revision sessions are organised ahead of major exams.

Overall, the programme offers particularly individualised support to students. It is structured around three different teaching formats—face-to-face, blended, and online learning—adopted in accordance with legal introduced in response to the COVID-19 pandemic. The programme seeks to turn these logistical constraints into pedagogical opportunities, for example by reserving one day per week for asynchronous learning, leveraging appropriate digital platforms (especially Microsoft Teams), and offering training to help students navigate these tools effectively.

Numerous extracurricular activities further enrich the student experience. Initiatives such as the legal clinic, moot court competitions, and field visits provide valuable opportunities to develop practical and professional skills. While these activities are currently not credit-bearing, they are highly valued by students. Nonetheless, awarding academic credit for such activities could incentivise broader participation.

The programme's effectiveness is evidenced by strong graduation rates—79% for the 2018 cohort, 92% for the 2019 cohort, and 84% for the 2020 cohort. Most student attrition occurs in the first year, primarily due to academic reorientation or dual enrolment at competing universities.

When focusing solely on students who enrol in a sufficient number of credit hours to be realistically expected to graduate, the graduation rate approaches 90%. Moreover, academic success is encouraged through institutional incentives, such as discounts on credit hour fees. Graduation data is monitored by the Admissions and Registration Department and is reviewed at both the Dean's Council and Faculty Council meetings.

The programme closely tracks the professional integration and further academic pursuits of its graduates. The Faculty ensures rigorous monitoring of graduate career outcomes, with data indicating that most alumni secure positions as trainee lawyers—a pathway that aligns closely with the training provided. The Faculty actively supports students preparing for the Bar Examination by tracking exam results and publicly celebrating successful candidates on its Facebook page, thereby reinforcing the visibility of their graduate achievements.

In addition, the Faculty facilitates graduate employability by organising job-search workshops and leveraging an extensive professional network. The high integration rate is also attributable to the programme's strong reputation within the legal community, where many professionals are themselves alumni. Graduates leave the programme with robust practical skills, although the introduction of a formal internship policy particularly one that awards academic credit—could further enhance employability.

Regarding further study, an average of twenty graduates pursues advanced degrees each year, with figures remaining relatively stable despite minor fluctuations. Approximately 40 graduates annually continue their studies within the Faculty itself by enrolling in the Master's programme in Cyberlaw, demonstrating a clear academic progression from undergraduate and postgraduate levels. Alumni relations are generally strong, sustained more by personal connections with former professors than by formal mechanisms managed by the alumni office (e.g. follow-up surveys). Nonetheless, the tracking process remains effective, with a relatively high response rate: 80 out of 99 graduates in 2020–2021; 58 out of 83 in 2021–2022; 78 out of 118 in 2022–2023; and 54 out of 130 in 2023–2024.

The ASU Faculty of Law has also gained distinction through student success in regional and international competitions (including the ICRC competition and the Global Governance Challenge during COP27). These achievements reinforce the institution's reputation for producing graduates who are both practice-ready and capable of engaging with global legal challenges.

In conclusion, the promotion of the programme is effective and consistently ensures the achievement of recruitment targets. Student guidance in shaping academic pathways, along with the comprehensive and individualised support provided throughout their studies, contributes to a high graduation rate.

Students are well prepared for professional opportunities through the effective development of practical skills, resulting in a strong reputation among professionals and, consequently, a high rate of graduate employability. Alumni tracking mechanisms are in place, and many graduates maintain close personal ties with their former professors.

A number of minor enhancements could be considered as part of a continuous improvement strategy. These include awarding academic credit for extracurricular activities, strengthening institutional coordination in alumni follow-up, and ensuring closer alignment with the university's broader social media strategy—particularly through greater use of platforms or social networks. These adjustments would serve to optimise current practises quality without detracting from the overall quality and effectiveness of the programme.

FIELD 4 – ACADEMIC PROGRAMME MANAGEMENT AND CONTINUOUS IMPROVEMENT

The Bachelor of Law programme at Applied Science Private University (ASU) is governed by a clearly articulated administrative framework, with well-defined responsibilities distributed among the Dean, department heads, faculty members, and academic committees. Responsibilities are clearly distributed between the Dean, the Assistant Dean, the heads of the Public and Private Law departments, and the faculty members. The administrative model relies on formal appointments and supported by dedicated committees, such as the Academic Quality Committee, the Curriculum Committee, and the Faculty Council. The recent creation of the Assistant Dean position demonstrates the institution's responsiveness to growing student enrolment and academic activity, as well as its commitment to improve administrative efficiency. Delegation of responsibilities is consistent with official job descriptions and reinforced through committee mandates.

Academic responsibilities are clearly delineated and encompass teaching, student supervision, course coordination, and active participation in institutional development. Course coordinators play a pivotal role in ensuring the consistent delivery of content, particularly in multi-instructors courses. Quality assurance at the teaching level is further supported by department heads, who oversee academic progression, ensure curricular coherence, and uphold alignment with national accreditation standards.

The Faculty adheres to national regulatory standards regarding staff ratios: one full-time academic is responsible for a maximum of 35 students, and courses enrolling more than 60 students must be taught by at least two instructors. With 23 faculty members currently engaged in teaching activities, the size of the academic team is proportionate to the programme's enrolment figures and aligned with national thresholds, ensuring adequate coverage of the teaching load. While Assistant and Associate Professors bear a heavier teaching load than Full Professors, the Faculty nonetheless sustains a commendable level of research output. Internal academic advancement is governed by a transparent, point-based system, which combines seniority with the number of publications indexed in Scopus.

Faculty members benefit from professional development through training workshops that focus on teaching innovation and publication standards. They also have access to collaborative opportunities with other faculties across the university. Furthermore, **the Faculty encourages academic advancement by supporting selected graduates with doctoral scholarships abroad**, contingent upon their return to the university to join the teaching staff upon completion of their studies.

The programme benefits from appropriate material and digital resources, including smart classrooms, access to legal databases, a dedicated moot court, and digital learning platforms. Administrative support is provided by departmental secretariats and the Dean's office, while access to university-wide services such as the library, IT Centre, and quality assurance office, further contributes to the programme's operational stability. However, the absence of quantitative indicators, such as the precise student-to-faculty ratio or data on resource utilisation, limits the ability to conduct a detailed assessment of the programme's absorptive capacity, particularly in light of anticipated growth.

Internal quality assurance is grounded in semester-based course evaluations completed by students, as well as institutional key performance indicators (KPIs) and operational goals monitored by the University's Quality Unit. These data inform deliberations of the Faculty Council and contribute to curriculum enhancement and the identification of training needs for academic staff. Faculty members are evaluated annually based on their teaching performance, research output, committee contributions, and involvement in extracurricular activities. This inclusion of external stakeholders—such as legal professionals—on the Faculty Council enhances the programme's alignment with labour market expectations. However, the process for translating their recommendations into strategic decisions or curricular reforms could benefit from greater formalisation and institutional clarity.

The programme is subject to regular external evaluations conducted by national bodies and international agencies such as Hcéres. These reviews contribute to the continuous alignment of the programme with international standards. However, the procedures for tracking the implementation and assessing the impact of the resulting recommendations have not yet been formalised in a transparent and systematic manner.

Ethical and procedural safeguards are in place to guarantee fairness and integrity within academic life. Admission criteria are clearly defined and publicly accessible. Measures to prevent academic misconduct—such as anti-plagiarism systems, standardised examination procedures, and formal mechanisms for lodging academic complaints—further reinforce institutional integrity and foster student confidence.

Nevertheless, the development of steering tools could be further strengthened. Implementing a structured mechanism to monitor alumni trajectories and assess employer satisfaction would provide reliable evidence of the programme's impact on graduate outcomes. In parallel, the Faculty should adopt formal procedures to evaluate the effectiveness of teaching strategies and academic support mechanisms. Quantitative indicators, such as faculty-to-student ratios and teaching workload data, should be systematically collected and made available to inform resource allocation and planning. Moreover, the development of new postgraduate tracks and the introduction of a doctoral programme should be guided by a clearly defined strategic plan, supported by a thorough assessment of available resources to ensure both sustainability and academic excellence.

In conclusion, the Bachelor of Law programme is administered through a robust and well-structured management model that ensures operational efficiency and alignment with recognised quality assurance principles. The clear distribution of responsibilities within the Faculty contributes to sound academic governance and effective programme delivery. Faculty members are actively engaged in teaching, curriculum development, and academic responsibilities, despite a demanding workload.

The programme benefits from appropriate physical and digital infrastructure, as well as regular internal procedures of course evaluation and faculty performance monitoring.

While the overall system is coherent and effective, minor adjustments could further consolidate this dynamic: notably formalising procedures for documenting the implementation and follow-up of quality assurance actions; reinforcing the use of quantitative indicators (e.g., faculty–student ratios, resource utilisation); and articulating a long-term academic development strategy. These adjustments would help sustain the programme's strong capacity for continuous improvement.

VI. CONCLUSION

The Bachelor of Law at ASU is a four-year, full-time program. It delivers a comprehensive legal education focused on Jordanian public and private law, international law, professional ethics, and practical legal training. While legal internships are typically pursued after graduation via the Bar Association, the programme includes practice-oriented components such as legal clinics and moot courts, and integrated soft-skills development into the curriculum. The academic offering is aligned with national and international standards and is enriched by interdisciplinary courses (e.g., sociology, digital culture), attention to the Sustainable Development Goals, and the use of innovative teaching methods, including blended learning formats. However, areas such as English language instruction and international student mobility remain underdeveloped.

Legal research is actively encouraged through faculty publications, student competitions, and partnerships with organisations such as the International Committee of the Red Cross (ICRC). While engagement with the professional legal sector is strong, the programme would benefit from more formalised mechanisms to monitor graduate outcomes and career trajectories.

The programme is effectively governed, with a clear administrative structure, active faculty involvement, and the use of modern educational infrastructure. Internal quality assurance is embedded through course evaluations, performance monitoring, and key performance indicators. The programme's promotional activities and student support systems are highly effective, resulting in strong graduation and employment rates. Alumni relations are characterised by strong interpersonal connections with faculty, although the institutional tracking mechanisms could be further enhanced. Minor improvements could also include the academic recognition of extracurricular activities, improved coordination of alumni follow-up, and alignment with evolving social media practices.

Overall, the Bachelor of Law programme at ASU offers a well-rounded, professionally oriented legal education that combines academic rigour, practical relevance, and a demonstrated capacity for continuous improvement. Targeted enhancements in areas such as internationalisation, internship opportunities, and data-driven quality assurance would further strengthen the programme.

STRENGTHS

- Well-sized faculty, and well-qualified academic team
- Individualised student support and follow-up
- Variety of pedagogical approach with a practical orientation of the legal training via Moot Court

WEAKNESSES

- Underdeveloped international mobility and partnership and insufficient emphasis on foreign languages, especially English, in the curriculum
- The absence of an internship period during the bachelor's degree
- Management and steering tools that are more quantitative than qualitative

RECOMMENDATIONS

The Bachelor's programme has maintained and reinforced the strengths that led to its previous accreditation. Several recommendations made during the 2020 review have been implemented. However, the programmes' continuous improvement could be further supported by the following recommendations:

– **Strengthening internationalisation**

It is recommended to strengthen the programme's internationalisation by expanding legal instruction in English and facilitating student mobility through targeted faculty level partnerships. Developing legal English electives and establishing bilateral agreements with law schools abroad would enhance the programme's global dimension.

– **Establishing a structured internship programme and enhancing the value of extracurricular activities to better encourage students' participation**

It is recommended to develop a formal internship framework in collaboration with legal institutions, to provide students with meaningful exposure to professional practice before graduation. In addition, the programme could introduce incentives to increase student involvement in extracurricular activities, including legal clinics, moot courts, and research competitions.

– **Steering tools could be further strengthened**

As part of the ongoing improvement of the programme, it is important to be able to put in place qualitative assessment tools. For example, monitoring of professional integration could focus on the nature of the jobs held.

VII. COMMENTS OF THE INSTITUTION



جامعة كل العرب

Faculté de Droit
Université Privée des Sciences Appliquées-ASU
21, rue Al Arab – Amman, Jordanie
Code postal: 11937
B.P. 541350

Madame Coralie Chevallier
Présidente - Hcéres
19 rue Poissonnière
75002 Paris

Amman, le 29 Mai 2025

Objet: Confirmation de l'absence d'observations de portée générale dans le rapport concernant le programme *Bachelor in Law*.

Madame la Présidente Coralie Chevallier,

À la suite de la mission d'évaluation conduite par le HCERES au sein du programme *Bachelor in Law* de la Faculté de Droit de l'Université Privée des Sciences Appliquées, j'ai l'honneur de vous faire part de notre entière satisfaction quant au déroulement de cette procédure, menée avec rigueur, professionnalisme et dans le respect des spécificités de notre établissement.

Nous exprimons notre profonde gratitude au comité d'experts, présidé par Madame Sandrine Clavel, pour la qualité du travail réalisé. Le rapport témoigne d'une grande maîtrise méthodologique et d'une approche constructive que nous saluons vivement.

Nous accueillons avec un grand intérêt les recommandations formulées, que nous nous engageons à prendre en compte et à intégrer dans les dispositifs de fonctionnement du programme, conformément aux exigences nationales de l'enseignement supérieur jordanien.

Une attention particulière sera accordée au renforcement de l'internationalisation du programme, à la structuration du dispositif de stages, à la valorisation des activités extrascolaires, ainsi qu'au développement des outils de pilotage.

Nous vous remercions pour la qualité de cette mission et pour l'accompagnement apporté à notre démarche d'amélioration continue.

Veuillez agréer, Madame la Présidente, l'expression de ma haute considération.

Prof. **Mahmoud Ismail**
Doyen de la Faculté de Droit



International evaluation and accreditation

ACCREDITATION DECISION

Bachelor of Law

College of Law

Applied Science University (ASU)

Jordan, Amman

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-2025-06 on the accreditation of the Bachelor of Law delivered by College of Law, Applied Science University - Jordan.

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. DEL_2025_CONV 1 – Applied Science University - Jordan - for the evaluation/accreditation of Bachelor of Law;

Considering the opinion issued by the Accreditation Commission on June 27th 2025,

Decides:

Article 1

Having determined that the Bachelor of Law delivered by College of Law, Applied Science University, Jordan meets the four accreditation criteria, voted by the Board of the High Council on 29th September 2022, as follows:

ACCREDITATION CRITERION 1: TEACHING POLICY AND CHARACTERISATION

The law degree programme at the Private University of Applied Sciences is based on a clear and structured training policy that combines academic depth, professional orientation and interdisciplinary exposure. The programme demonstrates a strong commitment to legal research, educational renewal and societal relevance.

The integration of cross-disciplinary themes and the ongoing development of the curriculum reinforce its distinctiveness in the national context. The involvement of legal professionals from outside the Faculty in governance structures strengthens the programme's link with labour market expectations. Strategic initiatives, such as the development of a Master's degree in Criminal Sciences, reflect the Faculty's ability to anticipate emerging legal challenges and broaden its academic offering.

Although the foundations are solid, greater formalisation of external academic and professional partnerships, as well as a strengthening of internationalisation efforts, particularly in the field of legal English and mobility, would improve the strategic positioning and long-term impact of the programme.

ACCREDITATION CRITERION 2: THE PEDAGOGICAL ORGANISATION OF THE STUDY PROGRAM

ASU's law degree programme offers a coherent, practice-oriented educational framework. The structure encourages gradual academic progression, while the diversity of teaching methods helps prepare students for the legal professions. Digital tools, academic support and regular curriculum planning reinforce this dynamic.

Although the absence of a formal internship does not seem to hinder the employability of graduates, its introduction could meet the expectations of students and practitioners. Strengthening the legal English component could also support the programme's international ambitions. These targeted improvements would strengthen an already structured and effective teaching model.

ACCREDITATION CRITERION 3: STUDENTS' PATHWAY

The programme is promoted effectively and systematically ensures that recruitment targets are met. The academic guidance given to students and the comprehensive, individualised support they receive throughout their studies contribute to a high graduation rate.

Students are well-prepared for professional opportunities through the effective development of practical skills, giving them a solid reputation with professionals and, consequently, a high rate of employability among graduates. Alumni follow-up mechanisms are in place and many graduates maintain close personal links with their former teachers.

A number of minor improvements could be considered as part of a continuous improvement strategy. These include granting academic credit for extra-curricular activities, strengthening institutional coordination in the monitoring of alumni, and ensuring closer alignment with the university's wider social media strategy - in particular through greater use of social platforms or networks. These adjustments would optimise the quality of current practices without undermining the overall quality and effectiveness of the programme.

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

The LLB programme is governed by a robust and well-structured management model that ensures operational efficiency and alignment with recognised quality assurance principles. The clear division of responsibilities within the Faculty contributes to good academic governance and effective delivery of the programme. Faculty members are actively engaged in teaching, programme development and academic responsibilities, despite a heavy workload.

The programme benefits from appropriate physical and digital infrastructures, as well as regular internal procedures for evaluating courses and monitoring teachers' performance.

While the overall system is coherent and effective, minor adjustments could consolidate this momentum: in particular, formalising the procedures for documenting the implementation and monitoring of quality assurance actions, strengthening the use of quantitative indicators (e.g. staffing levels, use of resources) and articulating a long-term university development strategy. These adjustments would help to support the continuous improvement of the programme.

Article 2

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

Article 3

The decision is accompanied by the following recommendations:

The Bachelor's programme has maintained and reinforced the strengths that led to its previous accreditation. Several recommendations made during the 2020 review have been implemented. However, the programmes' continuous improvement could be further supported by the following recommendations:

- **Strengthening internationalisation**
It is recommended to strengthen the programme's internationalisation by expanding legal instruction in English and facilitating student mobility through targeted faculty level partnerships. Developing legal English electives and establishing bilateral agreements with law schools abroad would enhance the programme's global dimension.
- **Establishing a structured internship programme and enhancing the value of extracurricular activities to better encourage students' participation**
It is recommended to develop a formal internship framework in collaboration with legal institutions, to provide students with meaningful exposure to professional practice before graduation. In addition, the programme could introduce incentives to increase student involvement in extracurricular activities, including legal clinics, moot courts, and research competitions.
- **Steering tools could be further strengthened**
As part of the ongoing improvement of the programme, it is important to be able to put in place qualitative assessment tools. For example, monitoring of professional integration could focus on the nature of the jobs held.

Article 4

This decision will be published on the Hcéres website.

Paris, June 30th 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

Evaluation of higher education and research institutions

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International evaluation and accreditation



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