

EVALUATION AND ACCREDITATION DOCUMENTS

Bachelor of Law

APPLIED SCIENCE PRIVATE UNIVERSITY
Jordanania

APRIL 2020

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EVALUATION REPORT

Bachelor of Law

APPLIED SCIENCE PRIVATE UNIVERSITY
Jordania

FEBRUARY 2020



Applied Science Private University (ASU) has mandated the Hcéres to perform the evaluation of its Bachelor of Law. The evaluation is based on the “External Evaluation Standards” of foreign study programs, adopted by the Hcéres Board on October 4th, 2016. These standards are available on the Hcéres website (hceres.fr).

For the Hcéres¹ :

Nelly Dupin, Acting President

On behalf of the experts committee² :

Johanna Guillaumé, President of the committee

In accordance with the decree n°2014-1365, November 14th, 2014,

¹ The president of Hcéres "contresigne les rapports d'évaluation établis par les comités d'experts et signés par leur président." (Article 8, alinéa 5) — "countersigns the assessment reports made by the experts' committees and signed by their president" (article 8, alinea 5).

² The evaluation reports "sont signés par le président du comité". (Article 11, alinéa 2) — "are signed by the president of the committee" (article 11, alinea 2).

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I. STUDY PROGRAM IDENTITY SHEET

University/institution:

Applied Science Private University

Component, faculty or department concerned:

Faculty of Law

Program's title :

Bachelor of Law

Training/speciality:

Bachelor of Law

Year of creation and context:

The Applied Science Private University (ASU) started its activity in October 1991. It is owned by a private group, (Arab International Company for Education and Investment), which also owns a hospital, schools and a finance company. ASU has been headed by the same president for 7 years.

At the beginning of its activity, ASU had 3 faculties and about 550 students. Today, ASU has 8 faculties (Pharmacy, Arts and humanities, Law, Business, Engineering and Technology, Arts and design, Information Technology, Nursing) and a ninth faculty is about to be created (Sharia and Islamic Studies). In total, the number of students in these different faculties amounts to 6000 students. ASU is distinguished by the high number of students of foreign nationality (53 different countries represented among the 6000 students).

Legal study was inaugurated in 1991 through the Department of Law and Islamic Law, under the Faculty of Arts and Humanities Sciences. In 1993, the Department of Law was transformed into an independent Faculty of law. Currently, approximately 300 students are enrolled in the Faculty of Law.

Site(s) where the program is taught (Town and campus):

ASU is located in the Shafa Badran suburb of Amman, in Jordan. The fact that ASU is located in a nearby suburb makes it easily accessible while avoiding the inconvenience of traffic. In addition, to facilitate access to the Campus, ASU has set up a transportation system for students and employees: buses serve many stops, in the morning to take students to the campus, and after classes to take them home (about 70 vehicles and buses that serve students and employees).

The campus occupies 528,000 square metres. It is very modern and very well equipped.

Program director:

Surname, first name: Dr Hamza ABU ISSA

Profession and grade: Dean of the Faculty of Law, Assistant Professor

Main subject taught: Criminal law

METHODS AND RESULTS OF THE PREVIOUS ACCREDITATION(S)

Methodology and agency

ASU distinguishes itself by a developed quality assurance system.

Applied Science Private University obtained the Quality Management System label (ISO 9001: 2000) from Lloyd's Register Quality Assurance in 2003. It was the first university to receive this certification in the Middle East. Following the modification of international standards, ASU obtained the new certification in 2010 (ISO 9001 : 2008), then in 2018 (ISO 9001 : 2015). The University therefore meets the standards of the latest version of the Quality Management System.

It is also the first university in the Middle East to receive a QS 4 star ranking issued by the QS Rating, evaluated according to education, scientific research, faculty efficiency and the employment rate of the graduates.

Well, it is also the first University in Jordan to receive the Quality Assurance Certificate in Education, Scientific Research and Community Service, Golden Level, issued by the Jordan Higher Education Accreditation Commission.

The university's strategic plan calls for all faculties to be accredited by 2022. Five faculties are currently accredited nationally. Programs are accredited or in the process of being accredited by international bodies.

The Faculty of Law applies for the first time to the Hcéres study program accreditation.

HUMAN AND MATERIAL RESOURCES DEDICATED TO THE PROGRAM

Human resources

Teaching staff in 2019/2020: 3 female professors, 5 male professors.

7 have a PhD (4 obtained in Jordan, 3 obtained abroad)

Grade	Number
Associate Professor	2
Assistant professor	4
Lecturer	1
Professor visitor	1
Total	8

Administrative staff of the Faculty of Law

Years	Staff
2015/2016	4
2016/2017	4
2017/2018	5
2018/2019	4

Buildings and equipments

The campus is large and modern. It offers students many facilities. Many facilities are common to all students on campus: a large library equipped with a large number of computers, a large car park, a transport service, sports facilities (football stadium, basketball court, gymnasium), bank services, printing services, Internet service, an infirmary (with the presence of doctors and nurses), a pharmacy, a nursery, cafeterias.

Among the different buildings that make up the campus, we can particularly highlight the existence of a Conference Palace that is very well equipped in terms of technology, the Student activities Center (Entertainment center, cafeterias) and the infirmary (all ASU students are automatically covered by the health services).

Within the Campus, the Faculty of Law has its own building: 10 classrooms ; 10 professor offices ; 3 administration offices ; 1 moot court.

STUDENT POPULATION: EVOLUTION AND TYPOLOGY OVER THE LAST 4 YEARS

Evolution of registered students

Academic Year	Number
Année 2015/2016	215
Année 2016/2017	238
Année 2017/2018	265
Année 2018/2019	299

Number of registered students according to nationality

Semester	Jordanian	Non-Jordanian	Total
Année 2015/2016			
Semester 1	106	73	179
Semester 2	112	68	180
Semester 3	80	32	112
Année 2016/2017			
Semester 1	128	62	190
Semester 2	143	67	210
Semester 3	98	45	143
Année 2017/2018			
Semester 1	158	62	220
Semester 2	168	55	223
Semester 3	123	43	166
Année 2018/2019			
Semester 1	202	56	258
Semester 2	218	46	264

Number of registered students according to gender

Semester	Male	Female	Total
Année 2015/2016			
Semester 1	99	80	179
Semester 2	93	87	180
Semester 3	62	50	112
Année 2016/2017			
Semester 1	98	92	190
Semester 2	111	99	210
Semester 3	74	69	143
Année 2017/2018			
Semester 1	111	109	220
Semester 2	108	115	223
Semester 3	77	89	166
Année 2018/2019			
Semester 1	125	133	258
Semester 2	129	135	264

Number of registered graduated

Academic Year	Number
Année 2015/2016	37
Année 2016/2017	36
Année 2017/2018	52
Année 2018/2019	41

II. ON-SITE VISIT DESCRIPTION

COMPOSITION OF THE EXPERTS PANEL

- Johanna Guillaumé, Professor at the University of Rouen Normandy, Dean of the Faculty of Law, Committee Chair
- Mathieu Cardon, Associate Professor at Jean Moulin University in Lyon
- Jean-Jacques Ansault, Professor at the University Paris II Panthéon-Assas
- Maxime Touchais, PhD student at Paris Descartes University.

The HCERES was represented by Martin Lebeau, scientific advisor.

ON-SITE VISIT DESCRIPTION

- Date of the visit:

The visit took place from Sunday November 17th to Tuesday November 19th, 2019.

- Summary of the proceedings:

Before the visit took place, the self-assessment report and the report of the exploratory mission (exploratory mission from 15 to 16 April 2019) visit had been received by the experts on October 13th, 2019. A proposed planning for the visit was discussed and approved by the experts.

On-site, the visit went ahead according to the planning.

Meetings and visits were scheduled morning and afternoon for both days.

- Organisation of the visit:

Monday November 18th:

- Meeting with the President and the vice-President of the University
- Meeting with the Dean of the Faculty of Law and all members of the Department of Law (with the exception of one teacher who was then on a mission abroad)
- Meeting with alumni
- Meeting with students.

Tuesday November 19th:

- Visit of the Faculty of Law
- Full campus visit
- Meeting with the Quality Office
- In camera meeting with the President, the vice-President, the Dean of the faculty of law and the Quality Manager.

- Cooperation of study program and institution to be accredited:

The Faculty of Law at ASU has been cooperative throughout the process.

The self-evaluation report was sent in advance, according to the agreed schedule. It was supplemented by numerous documents in the appendix.

During the visit, no request from the Committee was refused. The committee was not denied access to any place, document or person.

All the questions asked were answered clearly and precisely. When members of the Committee requested additional documents during the visit, these documents were provided very promptly.

The Committee is absolutely satisfied that the conclusion reached is based on fair and full disclosure of all relevant information.

III. PRESENTATION OF THE STUDY PROGRAM

1 – PRESENTATION OF THE STUDY PROGRAM

Legal study at the Applied Sciences Private University began in 1991, first, through the Department of Law and Islamic Law, under the Faculty of Arts, then, since 1993, through the Faculty of Law. This Faculty of Law is the oldest private faculty of law in Jordan.

The number of students has been increasing steadily from year to year. Today, of the 6,000 students enrolled at the University, about 300 are enrolled in law. The Faculty of Law enjoys a very good reputation that extends beyond the country's borders, as evidenced by the high number of students of foreign origin.

The Bachelor of Law is a four-year program which aims at giving a general legal education. Graduate students should be able to join the job market in the legal field or continue their studies in a Master's degree. The program meets these objectives as it enables graduates to acquire both theoretical knowledge in public and private law, as well as practical skills. Numerous activities encourage critical thinking, legal reasoning and group work in order to facilitate the future professional integration of students.

For the time being, the Faculty does not offer a Master of Law degree. A project has been submitted to the competent authorities.

To be graduated, the student must total 141 credits. Therefore, they must successfully complete 47 courses. Additional work at home is required. Subjects are taught through lectures, discussions and other interactive exercises. The program includes different kinds of training in real-life conditions.

The content of the curriculum has been set by mixing core subjects which are the core of legal education according to standard international practice with more technical subjects. The curriculum seems to correspond to the expectations and needs of the socio-economic world.

One of the strong points of the program is that it is based both on progressive specialization (system of pre-requisites) and freedom of choice for students. Indeed, students can build their Bachelor's degree "à la carte", as long as they respect the pre-requisites. They can also choose to specialise in one or another branch of law or another, given the diversity of elective subjects.

The acquisition of knowledge and skills is monitored through a strict examination protocol.

2 – PRESENTATION OF THE PROGRAM'S SELF EVALUATION APPROACH

The program has a strong commitment to quality assurance. The Faculty has a Quality Bureau which monitors key indicators of performance.

The self-evaluation report which was sent to the expert committee describes the objectives of the program, its positioning, its structure, including its curriculum, and its management.

It is based on qualitative and quantitative elements which are documented either in the report itself or in its annexes. The main report is 29 pages long. The annexes are numerous.

IV. EVALUATION REPORT

1- AIMS OF THE STUDY PROGRAM

Standard 1-1: The study program has explicit objectives with regard to knowledge and skills to be acquired

The Bachelor of Law program offered by ASU is a degree aimed at giving general legal education. More precisely, the program is about teaching Jordanian Law which is based on latin school but distinct from it in certain areas. In this regard, the program covers both public (constitutional law, administrative law, ...) and private law (criminal law, commercial law, general theory of obligation...). Like other universities in the region, law courses are combined with courses focusing on Islamic culture (Islamic education ; Islam and contemporary issues ; Ethics in islam ; Introduction to islamic fiqh). On-site interviews with professors and students revealed that the program aims at giving both theoretical knowledge about legal reasoning and professional skills in the field of law. As a matter of fact, specific courses are dedicated to learning legal knowledge, whereas other tools are designed to improve their practical ability (for instance, simulated trial).

ASU has set six clear objectives for the program which are:

1. Preparing qualified cadres in the field of law to be able to occupy legal, judicial, administrative and diplomatic positions.
2. Development of students` social, professional and personal skills.
3. Qualifying student to apply their theoretical knowledge on legal cases.
4. Framing Students' professional ethical Structure.
5. Formulating an interactive personality to serve its community and assist its development.
6. Enhancing students' capability in legal scientific research.

These general objectives are implemented through learning outcomes as follow:

- LO1: Knowledge.
- LO2: Understanding.
- LO3: Analysis.
- LO4: Application.
- LO5: Thinking.
- LO6: Elocution.
- LO7: Communication.
- LO8: Drafting.
- LO9: Scientific Research.
- LO10: Debate.
- LO11: Team Work.

Each course must specify in a syllabus the learning outcomes that students are expected to acquire.

In order to relaying relevant information, ASU provides an accessible website. As the website is mostly translated in English, the committee is able to say that the site easily provides useful information for students. In addition, ASU enjoys a good reputation and a good visibility ensuring students awareness about the courses taught. Otherwise, the courses titles sufficiently illustrate the content of the program.

Concerning the classes, a syllabus is sent at the beginning of the course summarizing the objectives in terms of knowledge and skills. The syllabus of each course is available for students on the support BIO system (online system that is available for both students as well as lecturers – bio.asu.edu.jo). It must specify how the course will implement any of the learning outcomes set by the faculty members. The committee was given an example of a syllabus and was able to see the quality of the information contained therein.

It appears however that there is not a clear separation between the lecture and the tutorials. Knowledge and skills are learned within each course. Objectives in term of practical skills could be better communicated if specific courses, such as tutorials, were designed to learn it. However, this criticism must be put into perspective because there are other tools outside the courses that are clearly practice-oriented (such as the simulated trial, for example).

Besides, discussions with students revealed that they were well informed of general objectives and the content of the course.

It follows that the objectives are clearly communicated.

Standard 1-2: Outcomes in terms of job opportunities and further studies are explicitly stated

Once graduated from the Bachelor's degree, graduates can follow two paths : pursue their studies at the master's level, or leave studies to enter professional life.

Those who would like to pursue their studies can't apply yet for a master in law at ASU. Graduates have to apply in another university in Jordan or abroad.

The degree aims at preparing student to hold any position in the legal sector (lawyer, judge, civil servant...), and, indeed, graduates find a job at the end of their studies, especially as lawyer.

Applied Science Private University is involved in the communication of information useful for the professional integration of students. Meetings between students and professionals are set up within the university.

It appears that students and other stakeholders are aware of outcomes in terms of job opportunities and further studies.

2 – POSITION OF THE STUDY PROGRAM

Standard 2-1: The study program states its position in the local, regional, national or international environment, as applicable.

Within the Hashemite Kingdom of Jordan, 6 of the 13 public universities and 13 of the 18 private universities offer a higher education program in Law. Founded in 1991, ASU presents itself as the first and largest private university in the Kingdom. Given the number of students enrolled in law school, approximately 300, the Faculty of Law is not the main component of the University, which appears to be more distinguished by other components (Faculty of Pharmacy, Faculty of Engineering...).

The country's first Private Faculty of Law, it began welcoming students during the 1991/1992 academic year, initially in the Law and Islamic Shariah Department of the Faculty of Arts and Human Sciences, and quickly in an independent Faculty of Law created during the 1993/1994 academic year.

The ASU Faculty of Law addresses the same applying candidates as the public universities (to access public or private universities a candidate needs a minimum average of about 65% at the end of secondary school), its representatives admit to suffering from competition from public higher education institutions, while stressing that the public sector appreciates at the same time the fact that it can rely on the private sector to provide all higher education in the Kingdom.

From a geographical point of view, the University benefits from certain advantages insofar as it is located in the middle of the Kingdom, and it also appears particularly well located in the capital, on the immediate periphery of Amman, in a quiet district outside the city center and therefore far from its turmoil.

According to the information collected, ASU and, therefore, *a fortiori* the Bachelor's degree program of the Faculty of Law, is not listed in the international rankings because it fails to meet the required conditions, in particular the one related to the number of 200 publications per year, i.e. 1 000 every 5 years, all disciplines combined. Nevertheless, the University has set itself the objective of satisfying this condition.

However, the University generally appears in regional rankings, notably 81st out of 200 or 91st out of 129 for the Middle East and North Africa ("MENA") region. In this regional context, out of some 300 law students, 42% are not Jordanian and come mainly from neighboring countries: Iraq, Syria, Libya, Palestinian territories, Gulf countries, that is to say nationals from about twenty countries. To date, among the students enrolled, non-Jordanians represent numerous nationalities. Non-Jordanian students are particularly interested in enrolling in ASU because of the diversity of student nationalities.

There seems to be no ranking of Jordan's public and private universities to accurately assess the program's positioning at the national level. The position of the training seems all the more difficult to assess as it is more a question of considering it in the context of the MENA region.

To stand out from the competition, in addition to modern training facilities and access to the materials and databases necessary for the training of Jordanian lawyers, in particular "QUISTAS" which allows access to almost all the Kingdom's judicial decisions (similar to "LEGIFRANCE" in paid version), the Faculty characterizes its positioning, - *on the one hand*, by the practical dimension of its training offer, in particular through the organization of simulated trials in a well-equipped dedicated room and through its partnerships with the courts, which enable students to regularly attend hearings and, - *on the other hand*, by the specific nature of some of the courses provided, in particular *Legal Applications in Foreign Languages, Contracts Application, Constitutional Judiciary, Professional Responsibility, Criminal Sciences, Special Criminal Laws, and Advocacy Skills*, which would not be offered by all other Jordanian law schools and which tend to reinforce the practical dimension of the program.

To strengthen its position, the Faculty is considering the creation of a Master in Cyber Law, which would be the first in this field in Jordan, by relying on the developed and recognized skills of members of the teaching team, particularly in criminal law and the law of new technologies.

Aside from alumni of foreign nationality, who represent 42% of graduates (718), and of which it is difficult to say whether they are still present in the Kingdom and exercise a legal profession there, of the 1688 graduates of the Faculty of Law since its creation, approximately 500 would be lawyers to date.

Standard 2-2: There is a clear link between the study program and research.

To the extent that the program being evaluated is an undergraduate degree, a four-year bachelor's degree program, it is normal to note the absence of link between the study program properly speaking and the existence of a scientific research activity ; nevertheless, research is not ignored.

At the level of the teaching team, national authorities –upon request- suggest some priorities in terms of research themes. Thus, among the recent priorities, the following themes have been selected: national security, the immunities of certain ministerial administrations (the Ministry of Labor), taxation, the consequences and effects of certain textual reforms... The research subjects thus determined by the national authorities are then evaluated by the Department Board of the Faculty of Law. If a particular topic falls within the area of expertise of a member of the teaching team, and if the institution considers itself convinced by its interest or opportunity, then one or more team members may conduct research on the topic under consideration.

Of course, each teacher is free to do research on the topics he or she wishes. Bearing in mind the limited size of the teaching team, we can note that about thirty publications in scientific journals would have been produced by the teachers of the Faculty of Law during the academic year 2018/2019. The University encourages and supports Faculty members to conduct research according to the priorities identified. Members of the Faculty receive financial support according to their research activities (5,500 Jordanian Dinars during the academic year 2018/2019 for the team), 3% of the students tuition fees' amount being allocated to support research, especially for publications in well-known international journals. The University also offers the possibility of translating the results of scientific activity.

There is mention of a journal published by the University, *The Jordanian Journal for Applied Science*, which includes a specialized edition in the fundamental sciences and another in the human sciences, that can be used as a support for publications by researchers at the Faculty of Law ; nevertheless, it is difficult to assess the extent to which the material is actually used by members of the Faculty of Law.

The memorandum of understanding concluded between the Faculty of Law and the Directorate of Public Security on 19 April 2018 also seems to allow for mutual cooperation in the field of research.

At their level, the students of the program also carry out some research activities through certain elements of their training, notably during the activities of simulated trials and Legal Clinic, and during the works of the Students' Parliament that has been established within the University.

An optional course entitled *Principles of Research & Legal Drafting* initiates the students of the program to legal research (601243).

Standard 2-3: The study program explicitly states its relationships with businesses, associations and other cultural or industrial partners, including international partners.

It appears that there is little or no institutional link between the Bar Association and the Faculty of Law ; nevertheless, in practice, the Faculty maintains some relationships with the Bar, which are mainly based on personal relationships between, *on the one hand*, alumni of the Faculty or some members of the teaching team, some of whom are also legal professionals, and, *on the other hand*, representatives of the profession. In this context, the Bar Association may participate in scientific events organized by the Faculty of Law, such as the one on legislative developments and their effects on rights and freedoms.

During the course of training at the bar school, or shortly thereafter, some student lawyers are enrolled in LLM concurrently, particularly in the following subjects: private law, public law, construction law, and even in American law *via* distance learning. In the absence of an LLM offered by the Faculty of Law, they have no choice but to turn to other institutions offering this type of diploma, but the vast majority of them insist that they would have preferred to do so at ASU, with the exception of an alumni who clearly expresses her wish to have wanted to follow an LLM elsewhere in order to discover another institution and observe other operating procedures.

It is worth noting that, during the four-year bachelor's degree program, students have no opportunity to do an internship, particularly in law firms, with the exception of a few rare students through family ties and with parents in the profession. Some alumni regret the lack of a formal internship in the program, judging that such an openness to the practical dimension of training would probably be more beneficial than the teaching of certain subjects. This criticism seems to contradict the effort of a training offer whose one of its objectives is precisely to focus on practice; nevertheless, the situation is probably the same for any training offer in an academic context and for many law schools. But on the other hand, this criticism is not shared by all students. Indeed, most students consider that the internship should be done after the Bachelor's degree, either at the Master's level or after passing the exam to become a lawyer. In discussions with the students, therefore, it did not appear that the absence of an internship is a real problem.

Pursuant to the memorandum of understanding concluded between the Faculty of Law and the Directorate of Public Security on 19 April 2018, the Faculty seems to have developed a real partnership with this institution, particularly after close contacts between its former Director and the Dean of the Faculty of Law. Members of the Faculty of Law's teaching team, such as the current Dean, teach law courses at the Directorate of Public Security, and vice versa.

Under the terms of partnership or cooperation memoranda of understanding, the Faculty of Law cultivates relationships with several non-profit organizations and non-governmental organizations ("NGOs") that are mainly involved in areas such as: access to justice for the most vulnerable (*Justice Center for Legal Aid*, agreement signed on 23 January 2019), human rights and international humanitarian law (*Euro-Med Monitor for Human Rights*, agreement signed on 3 April 2019), international humanitarian law and international law (*Swedish Diakona Organization*, agreement signed on 1st November 2018), the transparency in public life (*Jordanian Transparency Center*, agreement signed on 7 November 2018). For the Faculty of Law, these cooperations with non-profit organizations and NGOs may lead to: - either mini-courses, seminars, conferences, summer schools and specialized workshops for the benefit of students but also of the teaching staff, - or scientific research projects, - or opportunities for training activities.

Collaborations with law firms, whether or not they are formalized by an agreement, have greater impact on alumni, in particular by providing them with internship opportunities at the end of the program.

The Faculty also maintains collaborations with public institutions and private companies, in order to develop the extra-university activities of students, and have them discover the different legal professions, as well as with some legal publishers ("QUISTAS") to help them master the legal search engines.

Standard 2-4: The study program explicitly states the added value of its partnerships with foreign higher education institutions.

While the *University* claims to have a number of partnership or cooperation memoranda of understanding with foreign institutions ("*Sister Universities*"), some of which are well known (*Massachusetts Institute of Technology MIT, University College London UCL, University of Sydney, Queen's University Belfast, University of Liverpool, Texas A&M University...*), no special agreement exists for Law. In terms of foreign cooperation, the Faculty of Law may act under the arrangements concluded with foreign universities and institutes by the University, which acts on behalf of and for the benefit of all Faculties.

Practically speaking, exchange programs within the Faculty of Law are almost impossible due to the language barrier, and particularly the insufficient level of English of the students.

Through the agreements concluded by the University, there is mention of a seemingly modest cooperation with a private Turkish university, *İstanbul 29 Mayıs University*, which does not comprise an exchange in Law as such but rather corresponds to Turkish language learning stays and from which 4 law students were able to benefit during the academic year 2018/2019. It is also reported a cooperation with a Tunisian university, the University of Carthage, pursuant to an agreement signed on 18 April 2019; this cooperation is mainly the result of the former Dean's personal links with certain representatives of this University's Faculty of Law. The partnership between the two faculties aims to develop research and student exchange opportunities.

As a result, the mobility of students, faculty and administrative staff appears to be extremely limited and consists, where it exists, of only a few stays of a few weeks in these foreign institutions. De facto, there is no or little exchanges.

The lack of international mobility is deplored by students, who expressly request it; it is also regretted by some alumni who ultimately question what Law is outside the MENA region.

Recognizing that the lack of law student exchange program is a weakness, the Faculty affirms its willingness to develop cooperation and student mobility; thus, initiatives have been taken to ensure that exchanges with the University of Carthage may be launched at the earliest opportunity.

3 – STUDYPROGRAM TEACHING STRUCTURE

Standard 3-1: The structure of the study program is adapted to the different student academic pathways

The Bachelor of Law program is offered by the Faculty of Law. It is a four-year programme. However, the student can graduate in three years if he or she has enrolled in summer courses.

Each year is divided into two semesters of 16 weeks. Each semester is divided in 4-6 courses (1-3 courses if summer semester, except the first semester of the first year where there are 5 courses). All courses are valued in credits.

Indeed, the program curriculum is based on credit hours' system. Each course represents 3 credits per week. As each semester is composed of 16 weeks, each course represents a total of 48 hours. To obtain the diploma, the student must total 141 credits. Therefore, they must successfully complete 47 courses.

The program credit hours are distributed as follow: 27 credits for University requirements, 24 credits for Faculty requirements and 90 credits for Department requirements.

- a. The University's requirements represent 27 credits: 15 are compulsory, 9 are elective and 3 are free. Among the subjects that make up the University's requirements, there are some legal subjects but very few. In fact, the University's requirements form the common basis for all students at the University. They provide students with general knowledge and transversal skills. For example, compulsory requirements include Military science, Arabic Language, English Language (for example among 6 subjects). Elective subjects include, for example, first Aid, Sport and Health, Introduction to Sociology, Digital Societies (these are examples from a list of 22 subjects).

- b. The Faculty's requirements represent 24 credits. The 8 subjects are all compulsory because they are the basic subjects of legal studies, necessary to acquire legal reasoning and knowledge of Jordanian law: Introduction to Law, Principles of Commercial Law, Administrative Law, International Public Law, Criminal Law, Constitutional Law, Introduction to Islamic Fiqh and Computer skills.
- c. Finally, the Department requirements represent 90 credits. Some of the requirements are compulsory (78 credits), while others are elective (12 credits). These are legal subjects aimed at the specialization of legal knowledge and skills.

Graduation Requirements		Credits	Total Credits
University Requirements	Compulsory Requirements	15	27
	Elective Requirements	9	
	Free Requirements	3	
Faculty Requirements		24	24
Department Requirements	Specialization compulsory Requirements	78	90
	Specialization elective Requirements	12	
			141

The student may compose his or her programme of study as he or she wishes, as long as he or she obtains 141 credits in accordance with the above-mentioned structure.

However, this freedom is framed in order to allow the student a progressive specialization. Indeed, some courses require pre-requisites. For example, the introductory course is a necessary prerequisite to be able to register in several other courses. In addition, at the time of registration, the student receives a Guidance Plan. This plan advises the student on the subjects to be chosen during the four years of the Bachelor of Law Program, in order to ensure a coherent course. However, it is only a proposal made to the student to help him/her make his/her choices and is not an obligation. The meeting with students revealed that while the majority of students follow the proposed plan, a number choose to deviate from it.

The structure of the program, the content of the program, the number of credits for the various courses are explained in the Guidance Plan which is available at the faculty web site. Students are also informed by the course chart, which classifies each course according to the category of requirements to which it belongs and specifies the prerequisites for taking a particular course. In addition, if students want advice on how to choose which courses to take from the various courses, they can talk to the teachers during their office hours. Each teacher must ensure eight hours per week at his or her office in order to respond to students. Duty hours are posted on the door of the teacher's office.

Standard 3-2: The content of the study program is consistent with the requirements of the socioeconomic world.

The content of the program allows students to acquire the necessary knowledge to know the Jordanian legal system. The current list of subjects covers the main fields of the Law, private and public, as well as some elements of Shariah and International Law. It gives a comprehensive education covering a wide spectrum of fields. As such the program is meant to produce "generalist" who will be able to fill the needs of Jordanian socioeconomic world.

The knowledge acquired through the program allows the graduate to integrate into the local professional world, but also to consider further studies at the master's level. The many optional subjects offered to the student allow him/her to build a personalized program according to his/her individual objective.

In addition to knowledge, the law bachelor's program also promotes the employment of graduates through the practical skills it provides. In this perspective of acquiring practical skills, courses are offered: Principles of Research and legal Drafting ; Pleading Skills; Contract Implementations ; Professional Liability, for example.

Moreover, students can practice simulated trials in a moot court. Students practice on real cases and outside personalities, such as lawyers or judges, may make up the evaluation committee.

Faculty has also established a legal clinic which provides students with the opportunity for legal consultations. This clinic is active in the fields of international law and humanitarian law. On the other hand, in domestic law, the clinic is not active for the moment (the effectiveness of the clinic in domestic law is awaiting the agreement of the lawyers in order not to create a competitive situation).

Finally, mention should be made of the existence of a Students' Parliament. The work consists of the student choosing a bill, researching it, and then writing a report to be sent to the Jordanian Parliament. The aim is that this report will be distributed during the debates.

Participation in simulated trials, the Law Clinic or the Student Parliament are optional activities for students. Since the major part of the programme is imposed by the Jordanian Government, the Faculty distinguishes itself by offering complementary activities. The activities offered, although optional, create a link between students and the socio-professional world and prepare students for their future working life.

Whether in terms of knowledge or skills, the curriculum is in line with the requirements of the socio-economic world.

Standard 3-3: Projects and internships are a key teaching tool, with specific support mechanisms.

The program does not include an internship to further the training. However, during the committee's meeting with alumni (who came in great numbers), it emerged that almost all of them have become lawyers.

Their objective in studying at the university is to acquire the knowledge necessary to pass the bar exam. According to them, it is during the training as a lawyer that the internship is useful and not at the Bachelor's level (a bachelor of Law Graduate with a lawyer's degree must follow a two-year training course).

Standard 3-4: The study program allows students to acquire additional skills that are useful for employment or further study.

Logically, the program is mainly focused on the acquisition of knowledge and skills related to the legal field. However, the programme also enables students to acquire skills in other areas in order to continue their studies or to facilitate their integration into working life.

Courses enable students to acquire computer skills and foreign language skills. The only foreign language taught is English (English language 1 and English Language 2). There is, however, a legal terminology course that can be taken in either English or French, at the student's option.

The teaching of foreign languages may seem insufficient. However, the pedagogical team, as well as the students, explained during the meetings that priority is given to a good command of the Arabic language. Indeed, not all students who enrol at the University have a good level of Arabic, which then makes it difficult to learn law. That is why the programme also offers Arabic courses (Arabic language 1 and Arabic Language 2). Despite the convincing explanation given, a more significant place for foreign languages would further improve the quality of the programme.

Standard 3-5: The study program encourages the use of digital technologies and other innovative teaching methods.

Classes are limited to 50 students. If more than 50 students are enrolled in the same course, the course will be split. If the duplicate course is not taught by the same instructor, a coordinator is assigned by the Law Department.

Classes are carried out as a mix of lectures and interactive discussions with students. Critical thinking and argumentative skills are considered by most instructors as a central piece of their teachings. Each teacher is free to determine his or her teaching methods.

In addition to courses, other forms of teaching are offered to students: lectures, visits (visits to the Supreme Court of Criminal Procedure, visits to prisons, visits to the Court of Cassation).

Standard 3-6: The study program offers specific tools for successful program completion.

At the time of registration, a system of sponsorship between old and new students is put in place to help new students.

During the program, no tutoring program is set up. However, this absence of tutoring is explained by the teachers' duty hours (2 hours a day, 8 hours a week) to receive the students.

The library is well stocked, with books in Arabic as well as in English and French. The library is large, composed of several rooms and equipped with many computers. Students have access to several Databases.

Standard 3-7: The study program prepares students for the international environment.

There is a high degree of internationalisation within the Faculty of Law in the sense that the students enrolled represent some 20 different nationalities. The number of foreign students (about 40%) shows that the reputation of the Faculty extends beyond Jordanian borders.

The internationalisation of the programme is also reflected in the existence of partnerships with foreign universities (a Turkish University and a Tunisian University) to enable student exchanges.

Although partnerships with foreign universities exist, they are few in number and international student mobility is rather limited (even if it exists). An increase in the number of partnerships, as well as a greater emphasis on languages in the programme, might improve international student mobility.

During the exchanges during the visit, the members of the Faculty explained that they wish to pursue the development of international exchanges and partnerships.

4 – PROGRAM MANAGEMENT

4-1: The study program is implemented by a formally identified teaching program

The teaching team in charge of the bachelor's degree is composed of 8 professors (including an invited one), under the authority of a department head. It is headed by a dean, appointed last year. The teaching team is occasionally supplemented by external speakers from the professional world (e.g. a judge), in particular for the summer semester, thus allowing students to have practical lessons.

Professors are divided into lecturer, assistant professor and associate professor. They spend an average of 12 hours teaching, plus administrative work (6 hours) and research, for a total of 40 hours per week. They have an average of 4 publications per year and receive financial support from the University to participate in conferences abroad and publish articles. A need to recruit a specialist in tax law has been identified.

Professors are assessed by students through the "Students Survey Regarding Teaching Staff Evaluation" where students are encouraged to express their personal opinion with honesty and subjectivity.

It should be noted that the Law Department has 15 committees, amongst them :

- "the Study Plan and Strategic Plan Committee" which main roles is to prepare the draft of strategic plan and to follow-up on the results of the application of the study plan in order to improve it on a regular basis
- "the Scientific Research and Library Committee" which prepares the annual scientific research plan, makes proposal to prioritize legal research and coordinates with the library to order the main references
- "the Academic Advising Committee" which offers help to the students in the process of registration and follow-up the students academically.
- "the Legal Clinic and Legal Forum Committee" which supervises the legal clinic and organizes seminars and events for the legal forum.

A job description manual is available to students. It contains all job descriptions both academic and administrative in accordance with the university organisational structure. It describes all staff missions which aims to achieve institutional transparency and governance principles.

New teaching staff should attend a mandatory training of one week at the beginning of the academic year. In addition, many trainings courses and workshops are organized during the academic year to improve the staff' skills.

4-2: Knowledge is assessed according to specifically stated methods communicated to students

A set of procedures has been implemented in order to clarify the assessment methodology to evaluate the students' skills throughout three quarterly exams. In addition, other assessments are organised such as paper-work, drafting skills, class discussions and presentations.

Final results are analysed and assessed in accordance with the "evaluation matrix" which has been put in place in 2018/2019 and published for all concerned parties. This document clearly sets out the "Program Objectives", the "Intended learning outcomes" and the "Skills" that the students should have acquired.

The "Examinations Committee" is in charge of preparing the schedules for the quarterly exams and considers exam questions and reports on them; which promotes transparency and integrity in the assessment methods.

4-3: The study program works to monitor skills acquisition

The Faculty of law adopts "Bloom Taxonomy" in order to measure learning outcomes for each course. Methods of teaching and assessment tools are also identified and available both in electronic and hard copies.

A "Guidance Plan for the Bachelor of Law Program" (for the study plan 2019/2020) identifies which courses are being delivered during the four-year program, for each semester, and whether the teaching is compulsory or not.

4-4: Students numbers and the different enrolment regimes for the study program are clearly identified

The number of students enrolled has increased significantly since 2015/2016 (from 215 students to 299 students this year).

It should be noted that the maximum number of students that can be enrolled in the Faculty of Law should not exceed 365 students, to comply with the rules on Higher Education and Accreditation Committee and its Quality Assurance.

There is no pre-condition for admission to the law faculty, students just need to pass high secondary school with minimum GPA 65%.

4-5: The study program has comprehensive information on graduate outcomes

A permanent office has been set-up to follow the alumni : "Alumni Follow-up and Career Counselling Office", this is an established, comprehensive and systematic system to trace students and to be able to say what they have become.

A survey is conducted for the alumni, available on the website.

In addition, a dedicated event : "the Alumni and career day" is held every year.

A special Committee is in charge of the faculty alumni follow-up. The monitoring is in relation to the alumni is remarkable and shows that most of them have continued their studies and are working as lawyers, judges or employees in public and private institutions.

4-6: The study program is based on a publicly available quality assurance and ethics policy

The University has adopted a comprehensive quality assurance approach since 2003 and was the first Middle East University to obtain ISO 9001. The whole staff is responsible for achieving the quality assurance policy. A steering quality assurance committee has been set up in order to define the procedures, policies and tools through the Quality Assurance and Accreditation Office (QAAO). This office is responsible for ensuring that the 8 faculties and 31 administrative departments comply with the relevant procedures and policies

For the faculty of law, the QAAO has conducted surveys as student's satisfaction regarding (i) teaching staff, (ii) faculty resources, (iii) registration and admission...

V. CONCLUSION

The Bachelor of Law program of ASU is attractive, well established in the socio-professional world. It enjoys a very good national but also international reputation as illustrated by the high number of foreign students.

The structure of the program offer is clearly defined, very well structured and coherent.

The general working conditions of the students are very good. The study programme is subject to in-depth reflection. It is based on the requirements of the Jordanian government, which imposes a large part of the content of the programme, but also on a thorough assessment of the needs of higher education as well as the needs of the labour market.

The program is a bachelor program. As such, it is not meant to be an advanced research program. However, the Bachelor of Law program of ASU offers a balanced content which includes foundational knowledge and skills as well as more advanced technical subjects. It offers both academic and professional-like training. Students who graduate from the program are well equipped to become effective professionals and either join the job market or enter into the field of research in a master's program.

One of the major interests of the program is to allow students to individualize their training, while respecting the principle of progressive specialization. Students can thus obtain their Bachelor's degree in three or four years and choose from a wide range of subjects those in which they wish to specialise.

The program is managed according to the latest international standards. It is strongly committed to a culture of quality assurance.

Another interest of the program is its professionalizing dimension. This is expressed in particular by the existence of certain courses, but also by the teaching methods and parallel activities designed to prepare students for future working life. It could be regretted that in this desire for professionalisation, the programme does not have a policy of internships.

With regard to the content of the programme, it is also regrettable that there is too little emphasis on foreign languages. Even though a very convincing explanation has been given on this point: the need to ensure a good level of mastery of the Arabic language for students in the first instance. The weakness of foreign language teaching can be included in a broader weakness concerning the international dimension of the programme. Partnerships with foreign universities exist and outgoing student mobility also exists. However, the latter two points could still be improved.

Finally, we note a very strong investment by the teaching team, which allows for collegial and constructive reflection. This investment is felt at the level of teaching but also at the level of research. The teachers are very available to receive students and advise them. The teaching team would undoubtedly deserve to be strengthened, especially in view of the creation of a Master's degree in law.

STRENGTHS:

- Effective quality assurance system
- An individualized ("à la carte") program that respects the logic of progressive specialization
- A program that provides both the theoretical knowledge and practical skills necessary for the practice of law.

WEAKNESSES:

- Insufficient foreign language learning
- Rather small teaching staff.

RECOMMENDATIONS TO THE INSTITUTION:

- 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).

VI. COMMENTS OF THE INSTITUTION



AMMAN - JORDAN

جامعة كل العرب

المستوى الذهبي

To: President Madam Nelly Dupin

Hcéres Acting President

Re: Reply on evaluation report related to Bachelor of Law Program

Dear President Madam Dupin

First of all, the faculty member and its administrative staff would like to express their gratitude and appreciation to the honorable expert panel for its efforts in drafting the evaluation report and its constructive feedback. We would like also to thank the panel for its professional work during their visit to our faculty on Nov. 17 – 19, 2019.

We would like to bring to your kind notice that all meetings sessions with the expert panel were very fruitful and helpful as it was of great added value to our faculty and staff as well as to our students.

All recommendations, implications and notifications mentioned in your report will be gratefully taken into consideration.

Regarding the weakness points mentioned in your report, we kindly would like to mention that:

- Insufficient foreign language learning: This is considered as a challenge because Arabic language is the official language in law field in Jordan. Thus, we are planning to add 1-2 courses upon your recommendation. In addition to that, major *Legal Maxims* will be embedded in most of law program's courses.
- Number of teaching staff (8 members): This number do exceed the requirement of the related governmental authorities (Ministry of Higher Education and Scientific Research + Accreditation and Quality Assurance Commission for Higher Education Institutions). Moreover, following our plan for 2020/2021 academic year we intend to recruit 1 faculty member for Bachelor program and 2 for Master program once the approval for the said program is obtained from the above mentioned two governmental authorities.

Amman - Jordan 11931
Amman - Jordan: عمان - الأردن

UF-LAW 64/1 رمز النموذج:

رقم القرار 233 / 24





International evaluation and accreditation

ACCREDITATION DECISION Bachelor of Law

APPLIED SCIENCE PRIVATE UNIVERSITY

Jordania

APRIL 2020

SCOPE OF THE ACCREDITATION GRANTED BY HCERES

HCERES has built its evaluation process based on a set of objectives that higher education institution study programmes must pursue to ensure recognised quality within France and Europe. These objectives are divided up into four fields among which are the accreditation criteria.

As for the "External Evaluation Standards", the accreditation criteria have been specifically designed for foreign programmes. The accreditation criteria were adopted by the Board on June 2016 and are available on the HCERES website (hceres.fr).

The accreditation committee, meeting his accreditation decision, has wholly taken into account the final evaluation report of the study programme. This accreditation decision is the result of a collegial and reasoned process.

The accreditation decision issued by HCERES shall not grant any rights whatsoever, whether in France or abroad. The decision on training programme accreditation confers an accreditation label and does not infer recognition of the accredited qualifications. The HCERES accreditation process therefore has no impact on the qualifications recognition process in France.

FULFILLMENT OF ACCREDITATION CRITERIA

FIELD 1: AIMS OF THE STUDY PROGRAMME

Accreditation criterion

The objectives of the study programme with regard to knowledge and skills to be acquired are clearly defined and communicated. Students and other stakeholders are aware of outcomes in terms of job opportunities and further studies.

Assessment of criterion

The objectives of the program are clearly defined. The program aims to provide general legal training that gives students the opportunity to enter the labour market or continue their studies in another university as part of a master's program.

These objectives are made available to students in a clear and accessible manner.

The programme is consistent with its objectives: it aims to provide students with general legal training, both theoretical and practical. The program allows them to specialize because a large number of special subjects are offered at the student's choice.

FIELD 2: POSITION OF THE STUDY PROGRAMME

Accreditation criterion

The study program has set a comprehensive positioning suited to its objectives. It includes a clear link with research, scholarly partnerships and/or with the economic and social world, national and/or international partnerships.

Assessment of criterion

The scientific link with research is not institutionalized, since the program offered by ASU is only a Bachelor of Law, even if the teachers have a real research activity.

Partnerships with the socio-economic world exist and allow students to be employed after graduation. The links with the socio-professional world are also manifested by the presence of professionals in the Faculty's steering bodies. These links could be further strengthened by the creation of an internship policy.

There are also links with foreign universities in Turkey and Tunisia. The Turkish University hosts several ASU students per year. The development of other partnerships would further enhance student mobility.

FIELD 3: STUDY PROGRAMME TEACHING STRUCTURE

Accreditation criterion

The study programme includes a set of teaching units that are coherent, gradual and adapted to all kind of students. The study programme allows students to acquire additional skills that are useful for employment or further study.

Internships and projects are included in the study programme curriculum. So are Information and Communication Technologies in Education (ICTE) and education innovations. The study programme prepares students for the international environment.

Assessment of criterion

The study programme includes a set of teaching units that are very well structured, coherent and gradual.

The program allows students to acquire the theoretical knowledge necessary to pursue a master's degree or to enter the workforce, but it also allows the acquisition of practical skills. The study programme allows students to acquire additional skills that are useful for employment or further study.

The program allows students to specialize in certain subjects, offering a wide range of options.

One can only regret that foreign languages are not more present. However, a satisfactory explanation has been given: one of the objectives of the programme is, in the first instance, to ensure that students have a good command of the Arabic language.

FIELD 4: STUDY PROGRAMME MANAGEMENT

Accreditation criterion

The study programme is implemented by a formally identified and operational teaching team including stakeholder and student participation. It is carried out by an educational team which benefits from clear and up-to-date data. Methods for checking knowledge are explicitly stated and communicated to students. Teaching and practical professional units are expressed in terms of skills. Anti-fraud measures have been implemented.

Assessment of criterion

The management of the program follows the latest international standards.

It is well structured with a strong commitment to quality assurance. Processes are in place and are documented.

The pedagogical team is very invested and very present. The entire program is the result of a real collective reflection at the service of the students.

FINAL DECISION

Considering the accreditation criteria analysis detailed above, the accreditation committee issues the following decision:

“Five-year unreserved accreditation decision”

and draws attention to the following points:

- **Enrich the teaching team (essential if the Master's degree in law currently being planned is to be created).**
- Thinking about an internship policy to enhance the practical dimension of the training
- Develop foreign exchanges of students and faculty

SIGNATURE

For HCERES and on behalf of



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Nelly DUPIN,

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Date: Paris, April 15th, 2020



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