



International evaluation and accreditation

EVALUATION AND ACCREDITATION DOCUMENTS

Bachelor of Law

**College of Law
Ajman University**

Ajman, United Arab Emirates

JUNE 2020

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High Council for evaluation of research and higher education

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Europe and International department

EVALUATION REPORT

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Ajman University has mandated the Hcéres to perform the evaluation of its Bachelor of law programme. The evaluation is based on the “External Evaluation Standards” of foreign study programmes, 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 :

Philippe DIDIER, 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 PROGRAMME IDENTITY SHEET

University/institution:

Ajman University (hereafter AU)

Component, faculty or department concerned:

College of Law

Programme's title :

Bachelor of Law

Training/speciality:

Bachelor of Law

Year of creation and context:

AU was established in 1988 as a private institution of higher education with the backing of the leadership of the Emirate of Ajman, under the name of Ajman University College of Science and Technology (AUCST). AU has nine degree-conferring colleges that offer 22 undergraduate and 14 graduate programs.

The Bachelor of Law Program was set up in 2003 when the Bachelor of Law programme was created. In 2009 a Master of Law programme was launched.

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

The programme is offered in the city of Ajman, Emirate of Ajman, United Arab Emirates.

The University has a single campus, but separate buildings are used for male and female students.

Programme director:

Surname, first name: Dr Laroussi Chemlali

Profession and grade: Dean

Main subject taught: private law

METHODS AND RESULTS OF THE PREVIOUS ACCREDITATION(S)

Methodology and agency

University programmes in the UAE are accredited and assessed by the UAE relevant authorities.

The programme has not been previously assessed by the Hcéres.

HUMAN AND MATERIAL RESOURCES DEDICATED TO THE PROGRAMME

Human resources

	Male	Female
Professors	3	1
Associate professors	9	2
Assistant professors	4	1

Buildings and equipments

The campus is modern. It is in accordance with the number of students. It offers a pleasant working environment.

The premises have adapted to accommodate students and staffers with special needs.

A library is available for students. Students have also access to online resources, both national and international (Saudi Digital Library, Lexis-Nexis...).

STUDENT POPULATION: EVOLUTION AND TYPOLOGY OVER THE LAST 4 YEARS

Bachelor of Law			Program	
Total	Female	Male	Semester	Academic year
1494	409	1085	201310	2013-2014
1322	370	952	201320	
1256	387	869	201410	2014-2015
1131	371	760	201420	
1026	366	660	201510	2015-2016
938	358	580	201520	
860	347	513	201610	2016-2017
770	337	433	201620	
653	322	331	201710	2017-2018
581	287	294	201720	
588	301	287	201810	2018-2019
506	259	247	201820	
528	275	253	201910	2019-2020

II. ON-SITE VISIT DESCRIPTION

COMPOSITION OF THE EXPERTS PANEL

- Philippe DIDIER, Dean of the Faculty of Law, Université de Paris (ex-Paris Descartes University), Chairman of the committee
- Sara GODECHOT-PATRIS, Professor at Université Paris-Est Créteil
- Johanna GUILLAUME, Professor at the University of Rouen, Dean of the Faculty of Law
- Maxime TOUCHAIS, PhD student at Université de Paris (ex-Paris Descartes University).

The Hcéres was represented by Martin Lebeau, scientific advisor.

ON-SITE VISIT DESCRIPTION

- Date of the visit: The visit took place on March Sunday 1st and Monday 2nd, 2020.
- Summary of the proceedings:

Before the visit took place, the self-assessment report had been made available to the experts on January 5th, 2020. The definitive proposed planning for the visit was agreed on Feb 4th.

On site, the visit went ahead according to the planning. All meetings were held in the campus.

Meetings and visits were scheduled from 9:30 am to 5:00 pm for both days.

- Organisation of the visit:

Sunday 1st

- Meeting with Chancellor and Vice Chancellor for Academic Affairs, Executive Director, Office of Institutional Planning and Effectiveness
- Meeting with Dean of College, Executive Director, Office of Institutional Planning and Effectiveness, professors Meeting with the Head and members of the department of political sciences
- Meeting with students from the programme
- Meeting with Executive Director, Office of Institutional Planning and Effectiveness
- Meeting with a representative panel of Alumni from the programme.

Monday 2nd

- Visit of the campus
- Visit of student facilities and labs
- Meeting with faculty members from the Law and political sciences department, the heads of department being absent.
- Meeting with a representative panel of professors from the College
- Final discussion with Chancellor and Vice Chancellor for Academic Affairs, Executive Director, Office of Institutional Planning and Effectiveness, Dean of College, Executive Director, Office of Institutional Planning and Effectiveness, professors

- Cooperation of study programme and institution to be accredited:

The College of law has been forthcoming during all the process. The self-assessment report was sent in advance, according to the agreed-on schedule.

During the visit, no request from the committee has been denied. The committee was denied access to no place, no documents or no persons.

Some follow-up questions and additional documents were asked during the visit and they received the answers in due time.

The committee is confident that the conclusion it has reached is based on a fair and full disclosure of all relevant information.

III. PRESENTATION OF THE STUDY PROGRAMME

1 – PRESENTATION OF THE STUDY PROGRAMME

Ajman University is private university that operates with the backing of Ajman authorities.

The Bachelor of Law has a little more than 500 students, both male and female.

The Bachelor of Law is a 132 credit hours programme which aims at giving a general legal education.

Students graduating from the programme are able to join the workforce in the field of Law or to pursue advanced studies in a Master programme.

The content of the curriculum relies on foundational subjects which are the core of a legal education according to standard international practice and which prepare students for a productive professional life.

Courses are delivered on site in a pleasant environment with adequate extra-curricular facilities.

Subjects are taught through lectures, discussions and other interactive exercises. The programme includes internships and training in real-life conditions. All courses are taught in Arabic, with the exception of one course. In accordance with the new rule imposed by the Ministry, from 2021, 20% of the law curriculum will be taught in English.

Clear and transparent policies are in place both for academic and administrative matters.

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

The programme has a strong commitment to quality assurance. The Office of Institutional Planning and Effectiveness provides an effective monitoring of key indicators of performance.

The self-evaluation report was sent sufficiently in advance. It is thorough and strongly documented. The main report is 37-page long and comes with around 60 annexes in attachment.

The specific items required by the Hcéres are answered in a rigorous and thorough way.

IV. EVALUATION REPORT

1- AIMS OF THE STUDY PROGRAMME

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

The Bachelor of Law programme offered by Ajman University is a degree aimed at giving general legal education. More precisely, the programme is about teaching UAE Law and institutions in the main areas of legal practice. In this regard, the programme covers both public (constitutional law, administrative law...) and private law (commercial transaction law, civil transaction law...). On-site interviews with professors and students revealed that the programme 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 jurisdiction, mandatory internship).

Ajman University has set five clear objectives for the programme which are:

1. Enabling the student to acquire basic knowledge in various branches of law.
2. Training the student according to local and international values and virtues.
3. Developing the students' research capabilities in the legal field.
4. Making a link between theory and practice to ensure the benefit of educational outcomes in practice.
5. Using modern technologies to improve professional performance.

These general objectives are implemented through Program learning outcomes divided into three parts: law knowledge (understanding of concept for instance), law skills (applying law to the fact...), and personal competences (such as self-development, contextual role, independence and responsibility).

Each course must specify its objectives, called CLO (course learning outcomes), in accordance to the programme learning outcomes. This practice is very transparent and clearly specifies the objectives of each course. However, the implementation of CLOs could perhaps be improved. It is not always clear why one course is designed to introduce the basic concepts of the subject matter but not another course that is at the same level. Proof law course or commercial transaction (1), for example, are not intended to teach the basic concepts of the subject. It would perhaps be clearer to find a distribution key based on the level of difficulty of the course rather than on the content of the subject. For instance, first courses in a subject (commercial transaction (1) etc.) would all be aimed at introducing basic concepts and second courses in the same subject (commercial transaction (2), etc.) would be aimed at developing reasoning skills.

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

As a whole, the committee considers that the objectives of the study programme with regard to knowledge and skills to be acquired are clearly defined.

In order to relaying relevant information, Ajman University 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, Ajman University enjoy a good reputation and a good visibility ensuring students awareness about the courses taught. Otherwise, the courses titles sufficiently illustrate the content of the programme.

Concerning the classes, a syllabus is sent at the beginning of the course summarizing the objectives in terms of knowledge and skills. According to AU regulations, 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.

Besides, discussions with students revealed that there 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 apply for a master in law at AU. Graduates can apply for a master in private law or in public law.

On the other hand, student can find job immediately after graduate. In this regard, 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. It was noted that almost all the bachelor's degree opportunities lead students into the public sector, especially ministries and more specifically the Ministry of the Interior. Such a convergence could be a weakness. It is important that a degree that presents itself as a generalist offers more opportunities.

In any case, AU 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 PROGRAMME

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

There are more than 75 higher education institutions (public and private) in the United Arab Emirates. Ajman University is one of these institutions and was ranked among the top 7 universities in the UAE, per the 2021QS Report. It is a private university, composed of 9 colleges including the college of law. The latter offers a bachelor's degree (since 2005), a master's degree (since 2009) and a PhD (since 2017).

The college of law welcomes students from the United Arab Emirates but also from other regions of the world, mainly from the Gulf countries. The development of new institutions of higher education in the region creates a new challenge for Ajman University as it makes it operate in a very competitive environment.

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

Research has a real place at Ajman University. In particular, a research committee has been set up at the faculty level.

At the end of the bachelor's degree course, the faculty now offers a master's degree (private law / public law course) in law and then a PhD. Nearly forty students are pursuing a master's degree (it's the maximum ceiling allowed by the Ministry of Education). Four students are currently enrolled in a thesis and will eventually go on to be professor.

From the first year, students are made aware of research through dedicated teaching (research methodology in legal science; LAW 209). Moreover, it appears from the examination of the CLOs (learning outcomes) that research is valued.

The institutionalization of "moot courts", particularly in criminal law, also develops students' curiosity and research spirit.

Faculty members are expected to devote part of their working time to research. There is an annual production obligation for teachers. Publication in law reviews is valued by the University and gives rise to the payment of bonuses. However, it has been indicated that the Scopus ranking does not apply to professors in the College of Law, which has its own ranking.

The University also facilitates the mobility of professors in the conduct of their research. In this regard, the University partly finances travels to foreign universities (up to 15,000 dirhams).

Locally, scientific events are regularly organized. During the interview, professors indicated that they had received French academics.

Finally, students and faculty members have access to a large collection of documents available online, supplemented by printed works, mainly in Arabic, to help them carry out their research. Two

libraries are accessible, one for male, the other for female. The evolution of the models, which in the future will require 20% of teaching in English, will undoubtedly lead to a diversification of sources. It seems, however, that this should not pose any material difficulty.

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

During the interviews, all the committee's interlocutors indicated that they have close ties with professionals. In this respect, the Faculty relies heavily on its network of alumni, several of whom participate in the Advisory Council and are consulted on the evolution of the models, so that they are in line with the professional world. 2 solicitors are also members of the teaching staff.

Although the reality of the links is indisputable and favours the professional integration of students, no partnership seems to have been institutionalized with governmental agencies (ministry, courts of justice) or companies (law firm).

This lack of institutionalization can also be explained by the particular profile of many students from the United Arab Emirates who enter the law college even though they are already practicing a profession.

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

International university partnerships are currently rare; the only partner is in Lebanon (College of law at Holy Spirit University in Kaslik). Students are therefore not very mobile. This is undoubtedly an area for improvement. In this respect, the faculty could take advantage of its college of teachers. Indeed most of them studied or taught in a foreign university, in the past. It can be used to develop University's international influence. Already the diversity of profiles favours a comparative vision of teaching.

It is also to be hoped that the future strengthening of teaching in English will facilitate student mobility. During the committee's visit, the setting up of exchanges with certain Gulf countries was mentioned. It is to be hoped that the project will eventually be implemented (6 to 9 credit hours).

3 – STUDY PROGRAMME TEACHING STRUCTURE

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

The programme is divided into credit hours. The programme is therefore flexible since the student chooses the courses in which he or she wishes to enroll. However, this flexibility is limited.

In total, the programme represents 49 courses and 132 credit hours. Each course is given 2 or 3 credit hours depending on the subject.

The 132 hour credits in the programme are divided as follows:

- compulsory law courses (96 hour credits);
- elective law courses (4 courses, 12 hour credits);
- non-legal compulsory courses (5 courses, 15 hour credits). These courses must be chosen from a list of subjects set at University level.
- non-legal electives courses (3 courses, 9 hours credits). These courses must be chosen from a list of subjects set at University level.

Each academic year is divided into semesters. Two semesters, the fall and spring semesters, are compulsory. Each of these semesters lasts 15 weeks. For each semester, the student must take courses corresponding to a minimum of 9 hours credits and a maximum of 18 hours credits. In addition, a shorter summer semester is offered on an optional basis. This summer semester is optional for both teachers and students (a maximum of two courses chosen by students). Students therefore have some flexibility in their timetable, but in all cases the Bachelor of Law's degree must last at least four years.

Most subjects in Law have prerequisites: to be able to attend a subject, student must have passed a previous subject which is deemed necessary to understand the following one. This system provides for

a gradual specialization of students, from the foundational subject to the more technical. In order to ensure progressive specialization, each student has a study plan validated by an academic advisor.

As the result, to complete the program, students must attend 132 credit hours and have a minimum cumulative Grade Points Average (CGPA) of 2.0 on a scale of 4.0.

The law courses cover the main areas of law, both private and public, as well as some elements of Sharia law. Thus, the programme enables students to become generalist lawyers. In addition, the programme does not only include legal education, thus allowing students to acquire elements of general culture.

Previously, admission to the law programme required a UAE Secondary School Certificate or its equivalent with a minimum acceptable aggregate score of 60%. Since 2019, the minimum score for admission to the law programme is 75%.

Classes are placed in the late afternoon, allowing students to work during the day. Indeed, many students also have a professional activity.

The elements of the programme are made known to students through leaflets and through the website of the College. The student is also guided by an academic advisor throughout the programme. This academic advisor is a member of the teaching staff who accompanies the student throughout the program, advising him/her, guiding him/her in the choice of courses and ensuring that the study plan is followed. Each teacher is the academic advisor to approximately 25/30 students.

A comprehensive and detailed syllabus is prepared for each subject and is available to students.

Students with special needs benefit from the "Universal Accessibility" programme that exists at the level of the University. Thanks to this program, students can benefit from an assistant to help them pass their exams.

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

The programme emphasizes practical knowledge and skills in order to promote the professional integration of its graduates. With the knowledge and skills acquired through the programme, graduates will be able to either enter the workforce or continue their studies for a Master of Laws degree. Graduates from the Bachelor of Law Programme can enroll in the Master of Law Programme if they meet some requirements, including obtaining at least 3.0 out of 4.0. Thus, not all bachelors' graduates are able to pursue a master's degree at the College.

Three years ago, the Ministry imposed a maximum quota of local students to ensure the employability of graduates. The main recruiters of graduates are the Ministry of the Interior, the Ministry of Defence or the Ministry of Justice. Graduates also work in courts or as lawyers. In general, after obtaining their bachelor's degree, they usually work for a few years before enrolling in a master's degree programme. Many bachelor's students also work even though they are not graduates.

All courses are taught in Arabic, with the exception of the course "Legal Terminology and Readings in English ». The use of English in the professional world is important in the UAE, especially in the world of business law. In accordance with the new rule imposed by the Ministry, from 2021, 20% of the law curriculum will be taught in English. The College is committed to deliver 20% of the training courses in English as required by this new directive (20% of each course will be taught in English or some courses will be taught entirely in English, i.e. one-fifth of the programme).

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

Internships are part of the law programme. The course is part of the following course: Legal practical training.

This course consists of 3 credit hours divided as follows: 2 credit hours for internal practical training (drafting of acts, introduction of legal actions, mock trials, etc.) and 1 credit hour for external practical training (the internship). The internship is found by the College of Law, thanks to partnerships with local and national institutions. During the internship, students are monitored by their academic advisor. At the end of the internship, each student submits a written report.

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

The programme is mainly focused on the acquisition of knowledge and skills related to the legal field. However, non-legal courses enable students to acquire elements of legal culture.

The programme also offers students the opportunity to learn or perfect foreign languages. Currently, only one course in the law programme is taught in English, but students may choose to study foreign languages such as French or English. However, foreign language courses represent a small volume per hour. To be complete on this point, it should be pointed out that the level of the students' Arabic language is quite unequal, so students also take Arabic courses.

Additional skills are also garnered by moot court trial, field visits or legal research.

The general legal knowledge offered by the programme, the legal practice training that allows the students to acquire legal skills, the additional skills offered by the programme allow the students to obtain a good level to enter the professional world or to continue his/her studies.

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

AU has an Office of Technology and Information Technology. This Office is responsible for providing the computer technology necessary for learning, providing technical support to teachers and students, and updating software.

AU provides students with the necessary equipment to enable students to use digital technologies. Lecture halls, for example, are equipped with smart boards, projectors; there are computer labs. Learning services are also offered to students so that they can learn how to use the computer equipment provided.

AU uses computer technology applications. For example, it uses an online learning management system (Moodle). In addition, Intranet and Internet services are provided through a LAN/WAN network infrastructure.

The issue of the use of digital resources is therefore largely dealt with at the university level. In fact, the College of Law benefits from the institutional policy and the structures and materials made available by AU. In addition, AU has a budgetary policy in place to ensure the quality of learning. The College of Law, like all other colleges, is required to allocate a portion of its budget to learning resources in accordance with the University's strategic plan. The College of Law can therefore develop its own learning methods.

Innovative learning methods include competitions in which students participate, supervised by teachers. These competitions allow students to practice through simulated advocacy exercises.

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

Teachers are encouraged to develop innovative learning methods. In order to support them, AU has created a Teaching and Learning Center. This center aims to help teachers develop their skills in innovative teaching methods. Training is also provided for teachers to learn how to define learning outcomes.

For students, AU has created a Student Success Center. This center offers various services to students, such as additional courses, workshops, seminars, tutoring, etc. One of the aims of the center is to improve the students' academic performance. Teachers may advise a student to approach the center if they feel that the student needs special help.

Tutoring is provided by teachers chosen by the teachers.

AU also offers students a structure to help them outside the academic sphere, for example, in case of material or psychological difficulties.

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

Courses are taught in Arabic. However, the programme does offer students the opportunity to learn foreign languages. For example, the programme offers a course in legal terminology in English. In addition, students can study foreign languages, such as Chinese or French for example.

In accordance with ministerial reforms, from 2021, 20% of the curriculum has to be taught in English. The College is committed to fulfill this requirement and is considering the best practical modalities to deliver 20% of the training courses in English.

Internationalization also involves exchanges, particularly student exchanges. To date, exchanges are characterized by the reception of foreign students. On the other hand, outgoing student mobility is limited. The explanation is as follows: the Ministry of High Education does not recognize credit hours completed by Emirati students in another university, even those situated in the Gulf Area. A reform is planned on this point, which will facilitate the outgoing mobility of students.

4 – PROGRAMME MANAGEMENT

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

The College of law has a sound and transparent structure.

The college is headed by a Dean. The Dean chairs the College Council, which is composed of Heads of Departments, Heads of the Committees, the coordinator of the Bachelor of Law program, faculty members, and two students.

The College is composed of two departments: a public law department and a private law department. Each department is headed by a professor and composed of all the instructors in the department.

A Departmental council, headed by the heads of the two departments, is responsible for all academic decisions relating to the Bachelor Program. That includes the choice of the course coordinators, changes in the study program, requests for new faculty.

A curriculum committee is responsible for reviewing the compliance of the programme with local accreditation standards.

The College has several other standing committees:

- Budget Committee
- International Accreditation Committee
- Quality and Institutional Effectiveness Committee
- Scientific Research Committee
- Student Activities and Activities Committee
- Seminars and Conferences Committee
- Practical Training Committee
- Academic Advising Committee
- Scheduling Committee Examinations Committee
- Recruiting committee for new faculty members.

Most instructors have obtained their PhD abroad, in France or in common law countries, and many of them are non-national by nationality.

This diversity of training of the Faculty members allows students to benefit from a variety of teaching and assessment methods as well as from a familiarity of both the Latin and Common Law legal thinking.

For current and new instructors, support is offered to improve their teaching methods, assessment methods and computer technology proficiency.

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

The evaluation of knowledge is carried out according to the Regulation relating to studies and examinations which sets out precisely the rules of validation of the degree. The regulation is available to students during the first week of the class.

The regulation sets the assessment of students' performance, the grading process, the grading scale, the exams scheduling, and how final grades are submitted, modified, appealed and recorded

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

The College of law follows the rules and regulations of the local accreditation authority which requires that the programme be able to state the learning outcomes (LO) of the programme.

In accordance with that requirement, the programme has identified 8 learning outcomes, spanning the fields of knowledge, skills and competence.

Each course identifies which Program LO are more specifically focused on in the class. The College monitors that put together courses cover all of the LO of the programme.

At the course level, the outcomes are specified in the syllabus, alongside the assessment methods and course activities. The achievement of the Courses LO by students is monitored; alarm and assistance are triggered if the students in one course underperform at an unusual level.

A specific software has been developed by the Office of Institutional Planning and Effectiveness to follow the level of achievement of LO.

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

The rules governing admission in the programme are clearly stated in the University Catalog and Student Handbook.

The college of law follows national requirements. Currently, for first admission, they include a minimum acceptable score in Secondary general studies. Soon new additional requirement by the local accreditation authority will become effective, including a minimum acceptable score in English proficiency.

Specific rules exist for re-admission, transfer from accredited institutions and recognition of prior learning.

During these past years, the evolution of national requirement as to the admission of new students to Bachelor programs has had an impact on the enrollment at the Bachelor of Law programme.

Since 2013, the number of students has dropped from 1494 to 528. This sharp drop has been explained to the committee as the result of the combination of different factors:

- A quota put by UAE authorities to the number of nationals enrolled at each programme (not more than 70 students)
- The development of new Bachelor of Law programs in the UAE as well as in other countries of the GCC.
- The global evolution of the workforce in UAE where the emphasis by employers is more on giving financial help to Master students than Bachelor students.

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

The Ajman University has an Alumni Office which keeps in touch with alumni.

The latter are involved in the working of the programme and the College. Because of the high positions some of them hold, they are a network that benefit the college and its students.

Alumni are also involved when evolution of the curriculum is discussed.

As it is pointedly written in the report, Internship placement is made easier because of the alumni. Likewise alumni who hold positions in official bodies often refer questions to the college or ask for reports on new and difficult legal issues.

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

The College of Law benefits from and is an active part of the global structure set up by the Ajman University to foster a culture of quality assurance.

The Office of Institutional Planning and Effectiveness implements the university policy on Quality Assurance. It has developed policies and procedures which are stated and accessible through the Policies and Procedures Manual, Quality Assurance Policy.

The quality assurance policy includes a specific focus on academic integrity.

V. CONCLUSION

The Bachelor of law delivered by Ajman University is a solid training programme that fully meets the numerous quality criteria in the local and regional higher education landscape.

It enjoys adequate means that allow students to have a pleasant and productive experience while attending the programme.

The programme benefits from the strong culture of quality assurance and improvement that exists at Ajman University. Clear and transparent policies and procedures are in place. Indicators of objectives and results are monitored, analyzed and lead to corrective actions.

The curriculum is coherent and in line with the requirement of the UAE job market. Students that graduate are well equipped to join the job market and pursue more advanced studies in the master programme. It is periodically reviewed with the help of outside stakeholders.

The programme is exposed to a rapidly changing landscape because of outside factors. This has led to a dramatic drop in enrolment. The upside of this evolution is the betterment of the ratio between instructors and students. However, it also means that the college will face in the years to come an increasingly competitive environment. To protect its international standing the college must be able to attract foreign students.

STRENGTHS:

- Clear and transparent policies are in place. They cover all the main aspect of the working of the programme.
- Faculty members are from diverse origins and education.
- Faculty members are committed to improving teachings techniques for the benefit of their students.
- The college has a strong culture of quality assurance.
- The campus offers an adequate learning environment.

WEAKNESSES:

- The sharp drop in enrolment is a challenge that the programme must handle.
- Opportunity for student mobility is limited.
- Even if it can be said that the legal field is by nature local, the UAE is an international hub open to the world. More than elsewhere, students should be exposed to an international environment.
- Documentary collections especially for foreign books are limited.

RECOMMENDATIONS TO THE INSTITUTION:

- Even if explanations as to the decrease in enrolment have been offered, there remained that not all factors are outside the power of the College. The College should build on its strength and the unique location of the UAE to attract foreign students.
- Formalized exchanges with foreign higher education institutions in the legal field should be developed.
- The new UAE national requirement for a larger share of teaching in English should be exploited to better the attractiveness of the programme.
- The content of the library in the field of law should be expanded.

VI. COMMENTS OF THE INSTITUTION



جامعة عجمان
AJMAN UNIVERSITY

June 28, 2020

Prof. François Pernot,
Director, Europe and International Departement Hcéres
2, rue Albert Einstein - 75013 Paris

Dear Prof. Pernot,

On behalf of Ajman University and the College of Law, I would like to express my gratitude to the Hcéres and its Experts Committee for their valuable contribution in the evaluation of the Bachelor of Law Program. I deeply appreciate the time and effort they devoted to this evaluation and the given recommendations.

The Evaluation Report provides a fair, objective and comprehensive analysis of the program. Its findings, comments and recommendations, with which we fully agree, are indeed quite helpful in improving the quality and outcomes of the program. Given the commitment of the College of Law to push forward with the provision of high-quality programs which fall in accordance with Ajman University Strategic Plan, all recommendations will be seriously taken into consideration for their effective implementation.

Our comments on the four recommendations raised by the Experts Committee are as follows:

1- Increase in Enrollment and Attraction of Foreign Students

We completely agree with the Experts Committee that the decrease in enrollment is among the major challenges that we have to deal with to ensure the sustainability of our Bachelor Program. In order to respond to recent constraints imposed by the local accreditation authority on the recruitment of Emirati students, the College, with the support of the University, is adapting its marketing strategy to focus more on the recruitment of overseas students, especially from GCC region. In this regard, the College has started formulating strategies in coordination with the Office of Marketing

and Communication at Ajman University. The College is also closely working with the Office of Student Recruitment to increase the enrollment of local students and attract foreign students.

2- Formalized Exchanges with Foreign Higher Education Institutions

In cooperation with the Office of International Academic Affairs at Ajman University, the College shall seek formal agreements with Foreign Higher Education Institutions for formalized exchanges. This will enhance the mobility of students and provide them with broader exposure to international environment.

3- Improving the Attractiveness of the Program with Higher Share of Teaching in English

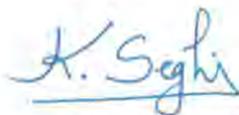
We appreciate this recommendation and confirm our involvement in exploiting the new requirement for a larger share of teaching in English to attract and foster the development of a bright and diverse student body.

4- Expanding the Content of the Library

We fully understand the importance of this recommendation and would like to point out that we have already initiated the process of provision of a broader range of legal references and databases in our library, especially in foreign languages. By urgently expanding the content of the library, particularly in foreign languages, we shall meet the new potential challenges resulting from the requirements related to the implementation of English as a language of instruction.

Once again, we would like to thank the Hcéres Expert Committee for providing valuable feedback and important recommendations.

Sincerely Yours,



Karim Seghir, Ph.D.
Chancellor





Europe and International department

ACCREDITATION DECISION

Bachelor of Law

**College of law
Ajman University**

Ajman, United Arab Emirates

July 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 purpose of the programme is clearly identified: it aims at delivering a foundational education in the legal field. Program learning outcomes have been identified in accordance.

The objectives of the programme are available to students through modern and effective means.

FIELD 2: POSITION OF THE STUDY PROGRAMME

Accreditation criterion

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

Assessment of criterion

The programme is facing a very competitive and changing environment.

The programme has developed ties with its socio-economic environment.

However, formalized partnership and exchanges with foreign institutions are limited. Out-bound student and Faculty mobility is not very developed.

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 curriculum is clearly set and allows for gradual and progressive learnings.

The learning outcomes of the programme are identified, and the content of the curriculum is in line.

The requirement for an easy entry on the job market as well as for the pursuance of a master programme are met by the programme.

Advanced Pedagogical tools and techniques are used and Faculty members are trained for that purpose.

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 programme management is well structured. It follows a clear and transparent organization.

It relies on a strong collective commitment of Faculty members.

Key indicators of students learning progress and results are in place.

The effectiveness of instructor's performance is also monitored.

Rules and regulations about admission, specific cohorts and follow-up of graduates are in place.

FINAL DECISION

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

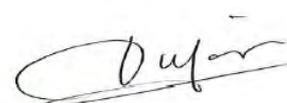
“Five-year unreserved accreditation decision”

and draws attention to the following points:

- Even if explanations as to the decrease in enrolment have been offered, there remained that not all factors are outside the power of the College. The College should build on its strength and the unique location of the UAE to attract foreign students.
- Formalized exchanges with foreign higher education institutions in the legal field should be developed.
- The new UAE national requirement for a larger share of teaching in English should be exploited to better the attractiveness of the programme.
- The content of the library in the field of law should be expanded.

SIGNATURE

For HCERES and on behalf of



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2 rue Albert Einstein - 75013 Paris

Nelly DUPIN,

Acting President

Date: Paris, July 15th, 2020

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