

EVALUATION AND ACCREDITATION DOCUMENTS

Bachelor of Law

United Arab Emirates University
College of Law

Al Ain
United Arab Emirates

July 2024

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CONTENTS

Evaluation report	pages 01 to 17
Comments of the institution	page 18 to 27
Accreditation decision	following pages



International evaluation and accreditation

EVALUATION REPORT

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The United Arab Emirates 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 January 31st, 2022. These standards are available on the Hcéres website ([hceres.fr](https://www.hceres.fr)).

In the name of the expert committee¹ :

Julien Boudon, President of the committee

In the name of Hcéres¹ :

Stéphane Le Boulter, Acting President

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

CONTENTS

I. Study programme Identity Sheet	2
II. Visit description.....	4
Composition of the experts panel.....	4
Visit description.....	4
People met	4
III. PRESENTATION OF THE STUDY PROGRAMME	6
1 – PRESENTATION OF THE STUDY PROGRAMME	6
2 - Presentation of the programme's self-evaluation approach	6
IV. EVALUATION REPORT	7
1 - training policy and characterisation.....	7
2 – pedagogical organisation of the study programme	9
3 – attractiveness, performance and relevance of the study programme	10
4 – academic programme management and continuous improvement	12
V. CONCLUSION	14
Strengths.....	14
Weaknesses.....	15
Recommendations	15
VI. COMMENTS OF THE INSTITUTION	16

I. STUDY PROGRAMME IDENTITY SHEET

- University/institution: United Arab Emirates University
- Component, faculty or department concerned: College of Law (COL)
- Programme's title: Bachelor of Law
- Year of creation and context: 1978
- Site(s) where the programme is taught (Town and campus): Main campus situated in Al Ain.

PROGRAMME DIRECTOR

- Surname, first name: Dr Gourari Fatiha
- Profession and grade: Professor, acting Dean of the College of Law
- Main subject taught: Criminal Law

METHODS AND RESULTS OF THE PREVIOUS ACCREDITATION(S)

- Methodology and agency: all UAEU programmes, including the Bachelor of Law, are accredited by the United Arab Emirates Federal Commission for Academic Accreditation (CAA)
- Results: Accreditation renewal was issued by CCA in 2019.

HUMAN AND MATERIAL RESOURCES DEDICATED TO THE PROGRAMME

- Human resources: 40 full-time faculty members (Professors, Associate professors, Assistant professors) Including 15 UAE nationals. All of them hold a doctoral degree from reputable universities.

Academic Department	Academic Rank					
	Professor (Male)	Professor (Female)	Associate Prof. (Male)	Associate Prof. (Female)	Assistant Prof. (Male)	Assistant Prof. (Female)
Public Law	5	1	5	0	4	2
Private Law	6	0	5	1	6	1
Sharia	2	0	1	0	1	-
Total	13	1	11	1	11	3

Non-teaching Staff (16)		
Academic Degree	Gender	Nationality
Bachelor (13)	Female (12)	UAE nationals (12)
Diploma (3)	Male (4)	Other nationalities (4)

- Material resources

The programme utilises the infrastructures and resources of both the College of Law and the University. They are impressive in terms of installations and educational resources such as libraries with extensive on-campus and online documentation.

The campus is modern and very well equipped. The facilities allow for efficient and pleasant working and studying for both professors and students. The whole campus and the facilities are of high quality. UAEU also provides students with on-campus housing.

As in other universities in the United Arab Emirates, the campus is divided into two parts, one for male students and the other for female students. The Men Campus and the Female Campus are in the same location. Each

building has a computer lab and an educational courtroom (Moot Court) fully equipped with state-of-the-art technology. Students are also provided with modern sports facilities and training by specialised staff.

STUDENT POPULATION: EVOLUTION AND TYPOLOGY OVER THE LAST 4 YEARS, including number of graduates

		2019-2020		2020-2021		2021-2022		2022-2023		2023-2024	
		Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024
Admitted	Male	22	35	9	27	16	31	19	28	71	17
	Female	77	36	43	35	47	20	105	50	105	19
	Nationals	98	62	48	53	59	47	115	74	163	34
	Foreigners	1	9	4	9	4	4	9	4	13	2
	Total	99	71	52	62	63	51	124	78	176	36
Enrollment	Male	120	115	126	127	128	131	145	135	252	200
	Female	431	434	444	437	418	413	379	357	493	452
	Nationals	485	484	507	503	499	490	481	447	686	597
	Foreigners	66	65	63	61	47	53	42	45	59	55
	Total	551	549	570	564	546	544	524	492	745	652

	2018-2019	2019-2020	2020-2021	2021-2022
No. of Graduates	127	118	138	120

II. VISIT DESCRIPTION

COMPOSITION OF THE EXPERTS PANEL

Chair:

- Julien Boudon, Chair of the panel, Full professor of Public Law, Paris Saclay University, France

Experts:

- Stéphane Benilsi, Associate Professor of Private Law, University of Montpellier, France
- Alexandra Mendoza-Caminade, Full Professor of Private law, Toulouse Capitole University, France
- Ellie-May Farha, PhD Student in Public Law, Paris Nanterre University, France.

Hcéres was represented by Michelle Houppe, Head of project at Europe and International Department.

VISIT DESCRIPTION

- **Date of the visit: 28-29 May 2024**
- **Summary of the proceedings:** Before the visit took place, the self-assessment report and many appendices had been received by the experts. During the on-site visit, the panel met with over 30 individuals over a span of two days, following the schedule included hereinafter. Once written by the panel chair, the report was circulated to all panel members for review.
- **Cooperation of study programme and institution to be accredited:** the university provided full access to the areas and documents, and answered all the committee's questions.
- **Any problems:** None

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

PEOPLE MET

Day 1: Tuesday, 28 May 2024

Time	Session	Audience
9:00 – 9:30	Opening session with top management	Meeting with the top management of the University and College of Law: UAEU Acting Provost, Director of Academic Affairs unit, Acting Dean of the COL, Chairmen of the Private and Public Law departments, and Point of contact
9:30 – 10:30	Presentation of the Bachelor & Discussion	Meeting with the Acting Dean of College, the Chairmen of the 2 Law Departments and Point of contact
11:00 – 12:30	Teaching staff	Meeting with a panel of professors teaching in the programme, representative in terms of position, status, discipline, nationality
12:30 – 2:30 pm	Campus tour	
2:30 – 3:30 pm	Alumni & Employers	Meeting with alumni and current employers of students or alumni, representing different sectors of activity (employment or internships)

Day 2: Wednesday, 29 May 2024

Time	Session	Audience
9:00 – 10:00	Quality assurance	Meeting with Quality assurance coordinators at University and COL level
10 :00 – 11 :00	Bachelor Students	Meeting with a representative panel of students from the programme
12:00 – 1:00 pm	Closing session (last questions no feedback)	Closing meeting with the Acting Dean and the Chairmen of the Law Departments

III. PRESENTATION OF THE STUDY PROGRAMME

1 – PRESENTATION OF THE STUDY PROGRAMME

The United Arab Emirates University (UAEU) was founded in 1976 as a public institution, entirely sponsored by the federal government. It enrolls around 15,000 students and comprises nine Colleges. Among them is the College of Law (COL), established in 1978, which consists of three departments: Private Law, Public Law, and Sharia and Islamic Studies. The College employs 40 full-time faculty members who are involved in several programmes, including a bachelor's programme in law, master's programmes in public law and private law, and a doctoral programme in law.

The Bachelor of Law enrolls approximately 650 students. Graduation requires the completion of 130 credit hours, which are divided into mandatory and elective courses, as well as general and legal courses. The majority of these courses are both mandatory and legal in nature. One of the programme's goal is to attract students not only from the EAU but also from the broader Arab world, leveraging the university's strong reputation, tuition-free status (including for international students), and the diversity and coherence of the study plan. 70% of the courses are taught in Arabic and 30% in English. However, when considering only the legal courses, the proportion is 85% in Arabic and 15% in English.

It must be noted that the COL is the only public institution offering a Bachelor of Law in the UAE. Within the country, its competitors are primarily private universities or colleges. On a regional level, the competition comes from both public and private institutions, particularly those in Saudi Arabia, Bahrain, Kuwait, and other neighbouring countries.

The primary objectives of the COL are to maintain its leadership position in the UAE and to develop international relationships with universities overseas, such as in the USA and Australia. The COL aims to encourage academic and student mobility and to become an international research-intensive college. According to the COL itself, the next steps for the future is to increase the number of publications (whether indexed in Scopus or not), to offer the so-called "research track (or status)" to many academics, and to achieve Scopus indexing for the renewed UAEU Law Journal.

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

The programme's self-evaluation includes several documents: the Self-Evaluation Report, Identity Sheet, Swot Analysis, and a dozen annexes (some of which are in Arabic), notably a valuable Strategy and Business Plan. The self-evaluation approach is thorough: the committee gains additional details from the academic CVs sent shortly before the on-site visit and a document shown during the visit relating to the structure of the Bachelor of Law. The Self-Evaluation Report is very well written in good English. The statistics and data provided are clear and helpful. Perhaps the greatest virtue of the Report is its integrity: it candidly presents both strengths and weaknesses. This is a result of a commendable Quality Assurance policy: as the committee verified on site, the COL (and the University) took the requirements of continuous evaluation very seriously, and the tools (hardware, software) and administrative staff dedicated to this ambition are highly efficient.

IV. EVALUATION REPORT

1- TRAINING POLICY AND CHARACTERISATION

The study programme is clearly consistent with the institution's educational training strategy at government, university, and college levels. The primary challenge lies in achieving this strategy, particularly concerning international and research activities.

The starting point of the evaluation is to examine the consistency of the Bachelor of Law in a national, international, and socio-economic context. From this perspective, UAEU pursues three main objectives:

- 1) contributing to the general education of the UAE population;
- 2) adapting to the job market;
- 3) and, more specifically on an academic level, transforming UAEU into an "international research-intensive University".

At the federal level, only three universities are public: UAEU, Zayed University (located in Abu Dhabi), and the Higher Colleges of Technology. Legal studies are exclusively offered at UAEU. Consequently, the first goal is perfectly fulfilled by the public nature of UAEU: registration fees are zero for national students and, according to the information provided by the staff, foreign students may qualify for scholarships. Furthermore, the study programme is diverse, offering numerous courses in all branches of law, including a small portion in English. Two notable characteristics appear. Firstly, the proportion of mandatory courses is very high, around 85%, which is appropriate for a Bachelor's (undergraduate) level. Students have few options, which is not a problem when providing them with a general and initial framework. The second characteristic is interdisciplinarity, with a fifth of the credit hours allocated to courses outside of law. Particular attention is paid to sustainability, with mandatory and elective courses dedicated to this subject, aligning with the UAE's designation of sustainability as a national strategic objective and naming 2024 as the year of Sustainability. Regular and serious evaluation is ensured, with the study programme being modified every two years to keep it current and relevant.

The second goal is partially fulfilled, as the employment rate for graduate is low, a fact that the Self-Evaluation Report candidly acknowledges (p. 19-20). Despite various efforts, two thirds of graduates do not secure employment within nine months of graduation. The COL has accurately identified this issue and is actively working on solutions to address it (see below).

The third goal is the most challenging to achieve. In a highly competitive national, regional, and international landscape, the COL is halfway to its stated ambitions. While UAEU is well-regarded in the Arab world and benchmarking efforts are generally satisfactory, the university aims to establish itself as a reference institution in research and to compete with the world's leading universities. The Hcéres committee highlights a significant challenge in this regard, specifically concerning the quantity and ranking of the scientific output of the College's members. Nevertheless, the COL is committed to making substantial improvement in this area and is undertaking various initiatives to meet its ambitious research goals.

The study programme at UAEU is open to international students, as evidenced by the diversity of nationalities represented, among the student body. However, the international attractiveness is largely restricted to the Arab world due to the predominance of Arabic in course instruction.

The COL has established several collaborations with foreign universities, particularly in the United States, and with organisations such as the UNHCR. Notably, MoUs have been signed with institutions like Georgetown University. Despite these agreements, the tangible outcomes of such international partnerships are somewhat limited, primarily consisting of a few conferences or symposia. There are no joint degree programmes or regular exchanges between faculty members from the partner institutions, suggesting that the connections between the COL and its international counterparts remain somewhat superficial. The on-site visit corroborates this assessment. For instance, the initial agreement with Georgetown University has not been put into effect practically yet. Additionally, the collaboration with University of Colorado is still in development about the collaborative design of the LLM in Law and Technology. While some American professors have visited UAEU, the proposed joint programme is in the process for seeking national accreditation.

The international mobility of students at the COL reflects some challenges. Although the COL enrolls students from 24 different nationalities, their overall proportion is relatively low, around 8 %, with many coming from Oman and Yemen. The limited use of English in the curriculum –about 10% of legal courses– primarily caters to Arabic-speaking students. The reception of international students appears to be managed adequately, with financial aid available where appropriate. However, this support has not been sufficient to attract a significant number of foreign students. Moreover, outgoing mobility, which began with master's degree students, faces substantial

hurdles. Despite various measures to encourage students to study abroad for a semester or an entire academic year, these efforts have largely been ineffective. The root of the problem seems to be insufficient English proficiency, compounded by a low employment rate among graduates. Students who struggle to find work are less inclined to seek opportunities abroad, reflecting a broader issue with the internationalisation strategy at UAEU.

Research activities are central to the COL's strategy and will be increasingly pivotal in the near future. However, despite substantial efforts, these activities currently occupy a relatively secondary role.

While the focus of this evaluation is on the Bachelor of Law programme, it is important to acknowledge that UAEU also offers two master's programmes and a PhD programme. The commitment to research is evident in various initiatives designed to foster a research-oriented environment. As far as students are concerned, these include mandatory courses on legal research and research methodologies, CLO, research training, workshops, monthly meetings with doctoral students, moot courts, and access to libraries and digital resources. Additionally, the university has appointed a vice-dean specifically for Research and Postgraduate Studies. UAEU benefits from a backing of the Bachelor of Law with two master's programmes (Private Law, Public Law) and a PhD programme (but it implied few students, less than a dozen).

UAEU has recognised the need to enhance both individual and collective research efforts to improve its academic standing. The university is investing significantly in this area, allocating approximately 40 % of its annual budget to support research through awards, grants, sabbatical leaves, and reductions in teaching loads. Despite these substantial investments, the results have not fully met expectations. Although there has been notable progress in research output in 2023, the number of publications in SCOPUS remains limited, with only four articles appearing in Q1 journals for the year. It will be crucial to assess whether 2023 represents an exceptional year or if this trend reflects a broader pattern. The current situation is compounded by the observation that many academics are heavily engaged in teaching and administrative responsibilities, which limits their capacity to focus on writing and publishing. In the coming years, an increase in the proportion of the College budget allocated to research—potentially up to 45 % or 50 %—could serve as a significant indicator of progress.

To address the challenge of balancing teaching responsibilities with research output, UAEU has implemented a system that differentiates between three academic statuses. This system allows certain lecturers to reduce their teaching load, varying from six credit hours to twelve credit hours per semester, in order to devote more time to research activities. Various incentive schemes have been established to support this shift towards research-focused roles. Despite these efforts, even academics on "Research track" face a relatively high number of teaching hours per week. The top management of the COL is keen to encourage academics to adopt the Research track, recognising that quantity and quality of academic papers are crucial for improving the university's ranking. It remains to be seen whether the academic staff will be willing to transition from a teaching or general track to a research-focused track, despite the potential financial benefits of teaching additional courses.

Links with socio-economic world are strong and the connection with public and private sectors is excellent, and it explains the emphasis placed on practical courses and internship.

Links with the socio-economic world are one of UAEU's major concerns. The university collaborates with numerous economic partners, including prominent law firms such as White & Case, DLA Piper, Baker and McKenzie, and Reed Smith, as well as with judicial and governmental bodies like Dubai courts, the Supreme Legislation Committee, and the Securities and Commodities Authority. These partnerships are integral to the governance of the COL, notably within the COL's advisory board and partnerships committee. The public nature of UAEU has also contributed to a strong inclination towards careers in the public sector among its students.

The emphasis at the College of Law is on the practical nature of legal studies, while still acknowledging the importance of theoretical training. This practical orientation is reflected in the methodological adaptations such as interactive and learner-centred training, moot courts, and clinical legal education. The COL aims to stay aligned with global and national economic developments, which is evident in the continuous updating of the study programme with new courses like taxation law, aviation law, and consumer protection law. These updates are highly regarded by employers, alumni, and students for the responsiveness of the teaching staff.

Internship is a major issue, particularly because the COL highlights the practical nature of legal training and because the generalization of internships would undoubtedly improve the professional integration rate. During the on-site visit, the Self-Evaluation Report (p. 11) has been clarified: internship is mandatory, contributes to credit hours, and spans 16 weeks at the end of the Bachelor programme, typically during the fourth or fifth year. The Office of the Assistant Dean for Student affairs actively supports students in securing internship opportunities in both public and private sectors. Additionally, the COL organises regular meetings and events, such as the annual alumni meeting and job fairs.

To conclude, the COL possesses numerous strengths: the Bachelor of Law programme is well-aligned with the socio-economic landscape, the top management has clearly defined a strategy to advance toward becoming an international and research-intensive institution, and the programme's national and regional attractiveness is well-established. To realise its ambition, the COL needs to increase the number of courses taught in English, enhance collaborations with international universities, and improve both the employment rate of graduates and the number of publications in international journals.

2 – PEDAGOGICAL ORGANISATION OF THE STUDY PROGRAMME

The structure of the study programme is comprehensive and robust.

To begin, we can notice that the target skills are clearly defined and suitable for law studies. The students must fulfil 130 credit hours (CH) to obtain their bachelor's degree, which is a substantial programme. The law courses amount to 97 CH (major requirements), but the programme is not solely focused on them. It also contains three clusters (33 CH) designed to provide students with a well-rounded general education, even in fields not necessarily linked to law.

Cluster 1 (Skills for the future) and Cluster 2 (The human community) contain fundamental courses directly linked to law, such as English for law, Legal Research Methodology, or Introduction to Islamic law. They also include courses in other fields that provide students with a sound socio-economic foundation, such as "Fundamentals of Innovation and Entrepreneurship" or "Fourth Industrial Revolution". However, the third cluster (The natural world) seems far removed from the field of law. Students can choose, for example, Astronomy or Veterinary Medicine (3 CH). Three credit hours in this cluster are dedicated to sustainability. It might be advisable to limit this cluster to 3 CH (Sustainability) and free up an additional 3 CH for legal teaching.

The legal training is very comprehensive and robust, covering the entire field of law. A substantial 84 CH are devoted to mandatory courses, following a coherent study path where courses must be taken in a specific order. This approach ensures that students gain a solid and common legal foundation. The programme encompasses the full spectrum of private law (civil law, commercial law, penal law), public law (constitutional law, administrative law, public finance), and Islamic law. The procedure has also its place in the study programme.

The programme contains elements designed to diversify teaching methods and promote student learning.

The teaching methods are well-adapted to legal training, incorporating both theoretical lectures and practical exercises. This blend enables students to acquire essential skills for legal activities, such as case studies, legal drafting, and moot courts. Information and communication technologies are actively encouraged, and participation in moot court competitions further strengthens practical training. However, the programme does not currently include inverted teaching.

The Self-Evaluation Report highlights the use of online platforms and "blended courses", which are delivered partially online and partially face-to-face. These resources are provided to students in addition to traditional classroom lectures.

The programme learning outcomes are detailed, comprehensive, and appropriate for legal training. According to the Self-Evaluation Report, these outcomes are successfully achieved. The study programme includes two specific "trainings": one dedicated to preparing students for moot courts and the other consisting of an internship with a legal professional, ensuring students are well-prepared to enter the job market.

The international accessibility of the programme could be strengthened.

Part of the programme is open to international accessibility, with some courses taught in English. Although the proportion of these courses seems significant, they primarily include extra-legal courses, especially scientific courses offered by other UAEU Colleges. The legal training delivered in English is relatively limited, totalling only 12 credit hours out of the 97 credit hours of the major requirements.

Furthermore, these 12 credit hours include 3 CH of "English for law", leaving only 9 CH of law courses in English throughout the entire programme. While the primary objective is to train students who will work in Arabic, increasing the number of hours devoted to courses in English could enhance the programme's international accessibility. It would be advisable to introduce more courses of legal English at the beginning of the curriculum and to strengthen the law courses taught in English towards the end of the curriculum.

Conversely, offering a course in “Arabic for Specific Purposes” can help students improve their Arabic proficiency, making it easier for foreign students to follow the courses.

The needs of the socio-economic sector are fairly well met in the initial training, but the lifelong learning is not considered in the study programme.

As an undergraduate programme, the Bachelor of law is necessarily less professionalising than a graduate programme, but it still maintains links with the economic world. It is worth noting that a Bachelor of law degree in the United Arab Emirates enables students to access a wide range of jobs and to join the bar school.

First, students are offered many courses that can be helpful in the economic world, such as “Fundamentals of innovation and entrepreneurship” (3CH), “Fourth industrial revolution” (3CH), and “Sustainability” (3CH). These courses may be useful to students who will be working in the corporate world after their bachelor's degree, as well as for those who will be pursuing a master's degree.

A mandatory internship provides students with valuable professional experience. The teaching methods are well oriented towards the practical needs of the law sector. We can notice that the students have access to databases used by professionals, enabling them to familiarise themselves with the tools they will use in their professional lives.

The programme's learning outcomes help to outline the expected professional skills from the courses. For example, outcomes include “Apply legal rules to the actual facts in a correct manner”, “Formulate memorandums and judicial decisions in a clear and correct language”, and “Deliver speeches to audience fluently and with proper language”.

However, the lifelong learning is not considered. Professionals come to teach at the College, but the institution does not offer opportunities for them to complete their training. The programme does not facilitate access to the audience for lifelong learning nor develops specific legal content adapted to lifelong learning audiences. Additionally, the COL does not organise conferences aimed at professionals.

To conclude, the structure of the study programme is comprehensive and robust, closely connected with the needs of the legal sector. The teaching methods and practices are well adapted to the target skills. However, the international accessibility of the programme is limited and could be further enhanced by offering more law courses in English. Additionally, a specific programme for lifelong learning audiences would be appreciated by the business and governmental sectors and would provide the College of Law with a significant competitive advantage.

3 – ATTRACTIVENESS, PERFORMANCE AND RELEVANCE OF THE STUDY PROGRAMME

The COL benefits significantly from its reputation throughout the Emirates; however, the enrolment numbers indicate that the COL seems to be less attractive for foreign students.

In Spring 2024, 601 out of 652 students are Emiratis. This observation has no impact on its attractiveness because the COL's target audience is primarily Emirati students, focusing on Emirati law, with the aim of training future legal professionals able to work in the public and private sectors. Therefore, it is logical to observe few foreign students' enrolment. The UAEU is the most renowned university in the United Arab Emirates for studying law. Additionally, UAEU holds a monopoly position as the only federal university offering a Bachelor of Law free of tuition fees and providing a wide range of services for its students, such as accommodation, bookshop service, and access to sports complex.

The decline in enrolments appears to be linked to the higher academic standards required of students, which align with the COL's ambition to become a College of excellence. To boost enrolment, the College has implemented various strategies. These include marketing campaigns, such as a presentation film on Emirates Airlines, developing activities like moot courts held worldwide, and reinforcing specialisations according to job market needs. The College adapts and updates the programme in line with recent legal developments in the region and establishes partnerships to help students find internships. However, these strategies have not yet been assessed for their effectiveness.

One of the key issues identified might be the localisation of the UAEU. While the city of El Ain is one of the most important cities in UAE and enjoys significant importance, it can be seen somewhat as less attractive compared to international hubs such as Abu Dhabi or Dubai. While the Self-Evaluation Report mentions a project to implement a specific training programme in Dubai, discussions with the management of the COL did not confirm that this would be realised. Nevertheless, since the UAEU hosts students from all the seven Emirates, relocating to one of the larger cities might not significantly influence enrolment rates.

The UAEU College of Law appears to highly value students' opinions and the interactions between students and teachers.

In line with its commitment to students' well-being, and according to self-evaluation, the College of Law encourages participation in extracurricular activities. Given the substantial commitment required for legal courses (130 credits hours during the Bachelor), fostering extracurricular activities is beneficial. However, the COL should ensure that these activities offer tangible value and enhance students' prospects in the job market.

One of the goals set by the College of Law is to enhance student success through a comprehensive mix of theoretical lessons and practical application of law in both government and private sectors. However, some of the mandatory courses appear to be only tangentially related to law and might be better implemented as optional courses or diploma bonuses, designed to augment general knowledge without impacting graduation requirements significantly.

While teachers are available to assist students, it seems that the COL has not established a formal procedure to support students facing difficulties. Nevertheless, the academic advising unit is designated to support students and every student has a faculty member acting as his/her academic supervisor. According to the on-site interviews, students with low grades can receive warnings. These warnings trigger a meeting involving the student, the professor, and the dean, aimed at identifying the underlying issues and finding solutions to improve the student's performance. In exceptional cases, the student may face expulsion from the COL.

The average time to graduation remains relatively high, despite the COL's efforts to reduce it. Currently, the average period for completion is around five years (six years in the past). To address this, the COL has introduced a new study plan aimed at shortening the pathway to graduation to between 4,5 and 5 years. However, some students may still take up to the maximum allowable duration of 7 years to complete their degree.

The Bachelor of Law requires 130 credits hours for graduation, equating to approximately 1410 hours of instruction distributed over semesters lasting 12 to 14 weeks. Assuming a weekly instruction load of 25 hours, the programme should ideally be completed within 4,5 years. This estimate allows for adjustments based on individual circumstances such as employment or personal commitments.

The employment rate following graduation appears to be relatively low, although there are several valid reasons for this trend.

According to the statistics provided by the COL, only 15% of graduates found employment within nine months of graduation in 2020, compared to 32.40% in 2017. It would be beneficial to have data on employment rates after one year and two years to better understand the long-term job-market integration of alumni.

One of the primary reasons is the fact that many students choose to pursue a master's degree following their bachelor's studies. More detailed data on the proportion of students who continue with advanced studies would provide additional insights. Some students opt for internships to better identify their area of specialisation. Additionally, compulsory military service for male students delays their entry into the job market. Furthermore, the desire to secure positions in the public sector and government roles contributes to the delay, as job openings in these areas are limited relative to the number of graduates. Lastly, individual personal choices, such as traveling or starting a family, also impact the timing of job market integration.

To conclude, student well-being is a fundamental objective of the COL and contributes significantly to its national and regional appeal. Paradoxically, this focus on student well-being may also be linked to the extended time required to complete the Bachelor's programme and the lower rate of job integration. To gain a more comprehensive understanding, additional data on job integration rates two or three years after graduation would be valuable. Moreover, to reduce the duration of the curriculum, two approaches could be considered: first, minimizing the number of exams required to pass certain courses; and second, implementing a mentorship programme where high-achieving students support their peers who may be struggling.

4 – ACADEMIC PROGRAMME MANAGEMENT AND CONTINUOUS IMPROVEMENT

The teaching team at the COL meets the required standards in terms of management and identification.

The organisation chart of the COL is well structured, with a clear allocation of roles and responsibilities. The Dean is supported by a vice-Dean and two Assistant Deans—one responsible for student affairs and the other for scientific research and graduates. Reporting to the Dean are the Faculty Council and the Advisory Board, which provides strategic guidance to the College. Additionally, the College is organised into three departments -- private law, public law, and sharia and Islamic studies-- each led by its own Chair.

The COL maintains a rigorous quality policy regarding faculty composition. The teaching team consists of 40 lecturers, resulting in a notably favourable lecturer-to-student ratio of 1:5. The faculty members all hold PhDs, ensuring a high academic standard. The team is well-balanced in terms of rank, with 14 Professors, 12 Associate professors, and 14 Assistant professors. However, there is a significant gender imbalance, with only four female faculty members. The College is actively working to address this imbalance. For instance, a student currently serving as a Teaching Assistant in the USA will soon return to join the faculty, and four additional students will complete their mobility in the USA, before joining the teaching team.

The Private law and Public law departments are represented in a balanced manner, with the Sharia department comprising four lecturers:

- 17 lecturers for Public law
- 19 lecturers for Private law.

The use of external practitioners is occasional, and course distribution is based on the specialisation of each recruited lecturer.

A modulation of services is offered on a voluntary basis between three teaching loads:

1. Teaching Stream (between 12 and 24 credit hours)
2. General Stream (between 18 and 6 CH)
3. Research stream (between 12 and 6 CH).

To stimulate scientific research, lecturers are strongly encouraged to choose the Research stream. Also, in order to develop the research, three research teams have been created, one in each department (Private law, Public law, Sharia and Islamic studies). This structuring of research teams could have positive effects but for the moment, it is difficult to identify the contributions of this institutional change.

The programme benefits from substantial resources which enable it to widely implement its objectives.

The University human resources policy takes into account the training supervision needs: recruitment seems continuous and the supervision rate now appears quite sufficient. These needs are planned by the College according to a hiring plan calendar: thus the recruitment of teachers is performed according to the evolution of the number of students over the last three years (2018-2021). With the future mix of courses between males and females in the next few years, their duplication will no longer be necessary for the two sections of students, which will reduce the total number of courses for lecturers.

The administrative team is made up of 11 people and five academic advisors: the number seems largely sufficient (especially since their number would be modified in the event of the opening of new training courses), and it is specified that 13 among them have a Bachelor's degree and the other three have a diploma. Administrative staff benefit from a variety of training and support actions planned at the University level.

Regarding educational resources, the library offers students and lecturers broad access to numerous legal resources, including international databases. There is a very proactive policy of offering relevant resources. More generally, the infrastructures are of very high quality, whether they are classrooms, computer rooms, or even the Moot room.

The teaching staff is provided with comprehensive training offered by the Centre of Excellence in Teaching and Learning (pedagogy, innovation, communication, languages, assessment), with a system of communities of practice. Lecturers benefit from several incentive schemes for the development of their research, in particular a development scheme at the national level and a scheme within the University to encourage them to participate in events, while benefiting from full financial support from the College, even for events abroad.

Concerning the tools and indicators for measuring the cost of training in relation to the sustainability of training,

all financial issues are managed by the College in close collaboration with the University, which determines the budget and funding requests as outlined in the Business Plan 2023-2026.

Continuous improvement is a constant concern of the COL.

The programmes and courses undergo evaluation by students to gather feedback and enhance the quality of the programmes and the effectiveness of interactive teaching methods. The College benefits from extensive data related to teaching through a general online evaluation system established by the University. Additionally, a specific online application is utilised by the University to collect and analyse all data concerning both the programme and the research conducted within the COL.

A wide variety of tools allows for the evaluation of each course regarding different aspects such as presentations, research documents, homework, exams, and more. Evaluations are also conducted for the learning outcomes of the College's programmes through periodic surveys of employers and alumni.

The College demonstrates great responsiveness to negative evaluations by proposing solutions and using the results to improve course content and teaching methods. This ensures that the programme's objectives are met and that it aligns with market demands. The themes of the courses and their content are continuously adapted by the COL, with various committees participating in this ongoing update of the training offer. Additionally, the quarterly report submitted by the College's Institutional Effectiveness Committee assesses whether key performance indicators are being achieved. In collaboration with the University, the College performs a programme evaluation every two years, which leads to the adoption of a half-yearly development plan.

Internally, to implement modifications based on evaluations, a specific procedure involves several stages: it starts with the College Strategic Plan Committee and the College Institutional Effectiveness Committee, progresses through the College units, and is finalised by the College Council. Furthermore, the COL engages with external stakeholders from both the public and private sectors through regular surveys of programmes and activities, which helps in adopting new directions. Additionally, the Advisory Board, which meets once a semester, provides valuable input for the strategic orientations of the College, especially regarding academic programmes.

Externally, it is noteworthy that all COL programmes receive both federal and international accreditation. This includes accreditation from the Emirati Commission for Academic Accreditation (CAA) and the Senior College and University Commission (WASC) in the USA at institutional level.

The applicants' selection criteria, as well as the students' evaluation criteria during the programme, are clear and reflect a strong commitment to quality and transparency.

Concerning the COL methods of recruiting students, the selection criteria encompass both the level of diploma and linguistic skills. Specifically, the requirements for English proficiency are designed to ensure that students can successfully engage with courses taught in English. Additionally, the criteria are aligned with the requirements set by the ministry's policies, which have been made more stringent, thereby enhancing the selectivity of the programme.

The assessment of knowledge and the validation of skills are carried out according to precisely established methods known by students in accordance with the University policy.

The COL implements robust anti-fraud, anti-plagiarism, and anti-corruption measures, emphasising ethical awareness among students. A new optional course on ethics is available, and all student homework is subjected to plagiarism detection software. The measures are supplemented by systems at the University level that outline problematic cases and potential disciplinary sanctions. The sanctions are varied and graduated, including warnings, suspension from a course or the University, expulsion, and even withdrawal of diploma.

To conclude, the Bachelor benefits from a highly structured and well-documented organisation, with objectives set for the teaching team that lead to a coherent and efficient operation of the programme in both teaching and research. Furthermore, the evaluation process is systematic and comprehensive, enabling immediate adaptation of the programme as needed.

V. CONCLUSION

The conclusion is generally positive. The College of Law possesses numerous strengths, including: its strong reputation, its unique public status within the country, and its dedicated academic staff. The close relationships between students and both the administrative and academic teams further enhance its appeal. In examining the Bachelor of Law and the study plan, several positive aspects stand out: the curriculum is diverse and comprehensive, with a significant emphasis on mandatory courses tailored to undergraduate education. General courses offered at the beginning of the curriculum are well-received by students, and the overall working conditions are favourable. The on-site visit confirmed the initial impressions from the programme documents and provided clarification on several aspects, such as internship requirements, credit hours, and admission processes. The committee also noted ongoing developments, such as increased integration of blended courses for male and female students, shared facilities for both genders, and the top management's commitment to expending "research status" for faculty to gradually evolve the College. Overall, the COL has a clear strategy for the future and appears to have strong support from the University, Ministry and government.

Despite its numerous strengths, the COL aims to further growth, which is likely why it seeks accreditation from international agencies. The COL is at a pivotal point, having a clear vision and making strides toward its goals, but there are several challenges it will need to address in the coming years. Two of these challenges, such as the extended time to graduation and the low employment rate, are influenced by factors beyond the control of the COL and UAEU.

It is easier and more convenient to highlight two key areas for improvement: international activities and research. As the Self-Evaluation Report is notably candid, these areas are central to the College of Law's ambitions, reflecting its awareness of its main challenges.

On the side of international activities, the COL'S engagement is notably limited. The College has established a few partnerships with American universities, but these collaborations have not been put into effect practically yet, as with Georgetown University, or are still in the early stages, such as the University of Colorado. The international dimension of the College is relatively limited: the majority of its foreign students come from Arabic countries, student mobility remains non-existent, and there are few opportunities for academics to present their work abroad. Nevertheless, the COL organizes an international annual conference since many years.

Regarding research activities, substantial improvements are expected. The current output of publications is low, particularly in high-impact journals indexed in SCOPUS, especially within the Q1 and Q2 categories. It is important to note that while SCOPUS is a valuable benchmark, the publication topics often lack focus on local or regional issues and English language may be seen as a constraining factor. Nonetheless, the overall volume of publications remains insufficient. Although financial incentives and a "research track" are offered to faculty members, a significant challenge remains: convincing the academic staff of the importance and necessity of publishing. The successful indexing of the UAEU Law Journal in SCOPUS would represent a significant step forward in this regard. Additionally, the effectiveness of the "research track" in attracting more scholars, especially among newly hired faculty, will be a critical factor in enhancing the College's research profile.

STRENGTHS

- Strong support of the federal government, substantial human and financial resources
- Programme very well adapted to the needs and objectives of the country as identified by the government, the University and the College (advancement and prosperity of all the country, modern education in the field of Law, adaptation to the job market)
- Robust and diversified study programme, which gathers all the branches of law, which offers a satisfying mix between mandatory courses and elective courses, general courses and legal courses
- Motivated and competent administrative and academic staff, very concerned about the success of the students
- Modern campus which offers high-quality facilities (library, sport complex, moot courts...)
- Programme subject to continuous evaluation based on an impressive quality assurance policy

WEAKNESSES

- Recent and ambitious research strategy that faces challenges to achieve its objectives, despite important financial support (grants, awards, prizes, sabbatical leaves...)
- Targeted international cooperation with some foreign universities, with which the links seem to be limited
- Insufficient ongoing international mobility (students and academics)
- Low proportion of English courses and of legal courses taught in English
- Low employment rate, which is caused in part by factors external to the programme and the College (or the University)
- Lengthy duration to obtain the graduation (i.e., the Bachelor) but which tends to be reduced

RECOMMENDATIONS

- Implement an attractive policy relating to the international ongoing mobility
- Make effective international cooperation
- Increase the proportion of courses in English at the beginning of the programme and the proportion of legal courses taught in English throughout the Bachelor
- Reduce the duration of the graduation to approach four years
- Develop further the co-organisation of international symposiums between the COL academics and foreign academics to familiarise the whole staff with individual and collective research.

VI. COMMENTS OF THE INSTITUTION



FL No.34-2024

Date: 2/9/2024

Subject: Comments of the College of Law on the Expert Panel's Evaluation Report of the Bachelor of Law Program

Dear Mr. Stéphane Le Boulter, Hcéres acting President,

In line with the vision and mission of the United Arab Emirates University (UAEU), the College of Law (COL) aims to be the leader in legal education in the region and to prepare legal professionals who can play an effective role in both achieving the national strategic priorities of the United Arab Emirates (UAE) and meeting the increasing and diverse demands of the UAE legal professional market. Towards this purpose, the COL endeavours to implement and comply with the highest standards in legal education. Accordingly, the COL has submitted the self-evaluation of the COL's Bachelor of Law Program to illustrate its compliance with the standards of the High Council for Evaluation of Research and Higher Education (Hcéres) to obtain its accreditation.

Following the on-site visit, the HCERES Expert Panel has issued the Evaluation Report including their observations and comments about the Program. The Expert Panel has highlighted many aspects of strength in the Program:

- Strong support of the federal government, substantial human and financial resources.
- Programme very well adapted to the needs and objectives of the country as identified by the government, the University and the College.

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- Robust and diversified study programme, which gathers all the branches of law, which offers a satisfying mix between mandatory courses and elective courses, general courses and legal courses.
- Motivated and competent administrative and academic staff, very concerned about the success of the students.
- Modern campus which offers high-quality facilities.
- Programme subject to continuous evaluation based on an impressive quality assurance policy.

The Expert Panel has also made some other observations and recommendations which the annex below analyses and to which it provides a detailed reply.

It is worth emphasising that the Expert Panel Report has in some places confusingly referred to the College of Law as the UAEU, which has resulted in using data specific only to the College of Law to extrapolate inaccurate conclusions and observations about the UAEU generally. It is important that the final version of the Expert Panel Report resolves this issue. In addition, as requested by the Hcéres, a list of the factual errors and inaccurate statements found in the Report is being submitted along with the COL's reply in order to be corrected in the final version of the Expert Panel Report.

Sincerely,

Prof. Fatiha Gourari

College of Law Acting Dean



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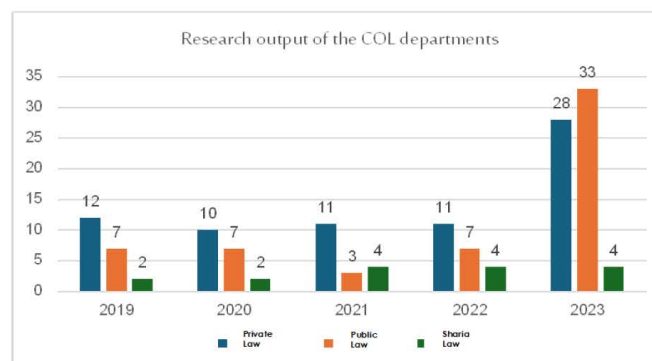


A. INSTITUTION REPLY TO THE EXPERT PANEL'S OBSERVATIONS

In this section, we analyse and reply to the weaknesses of the Program identified by the Expert Panel.

Observation 1: on the achievement of COL's research objectives

The COL's research strategy and institutional investment in the research agenda of the college have been demonstrated to be effective according to the charts provided in the self-study. Particularly, the chart below shows the significant evolution of the number of publications in the recent years. For example, the college faculty members produced 65 publications last year (2023) which represents an increase of more than 290% compared to 2022. The COL believes that the efforts on research are paying back and that the next years will produce even more publications and specifically more SCOPUS publications.

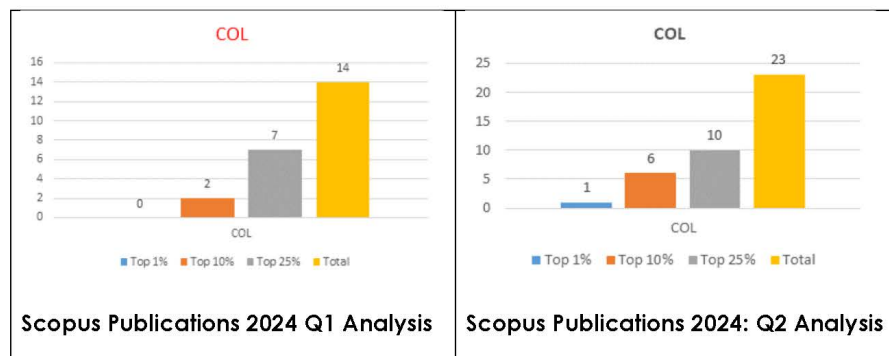


Notably, Eric Goldman, Professor and Director of High Tech Law Institute, Santa Clara University School of Law, states that "one article a year [is] ... a typical rate for law professors...".¹ The faculty members of the COL exceed this benchmark

¹<https://digitalcommons.law.scu.edu/cgi/viewcontent.cgi?referer=https://www.google.com/&httpsredir=1&article=1772&context=facpubs>



(1.6 article per faculty member in 2023) and are expected to continue progressing in research in the coming years. Similarly important, the COL focuses also on the quality besides the quantity of legal publications as evidenced by the increasing number of publications appearing in Q1 and Q2 of the SCOPUS index, as the charts below illustrate.



It is worth highlighting also that the faculty members in the COL produce a wide variety of legal materials that facilitate legal education and contribute to the national and regional development of law, including law books and law articles published in national and regional law journals.

Consequently, we can conclude that the research agenda at COL is indeed achieving its goals.

Observation 2: on international cooperation

The COL defines its needs in term of the international partnerships to serve 2 objectives: 1/research collaboration or 2/teaching collaboration: joint programs and student exchange. Consequently, these partnerships are goal oriented, and scope limited. As far as the partnership serves its purpose, it is effective.



As to the research collaboration, the COL has a continuous and proven history of effective educational and research-related partnerships with reputable international universities, international organizations, and international law firms, as detailed in the self-study.

Similarly, effective collaboration for the development of a master's program in law and technology has been established with the University of Colorado Boulder School of Law. Students enrolled in the program will have the chance to take courses in both universities and benefit of the rich educational experience offered by two legal traditions (civil law and common law). The program proposal has been completed and received excellent reviews by renowned international legal experts. It is now being prepared to be submitted for accreditation by the UAE Commission for Academic Accreditation (CAA).

Consequently, we can assert that international cooperation at COL meets the college needs, and it is effective in this context.

Observation 3: on international mobility (students and academics).

The UAEU has well-established and well-implemented policies and procedures relating to international mobility that apply to the COL. Namely, Policy No. 13 on sabbatical leave in the Academic Personnel Policies Manual (https://www.uaeu.ac.ae/en/about/policies/pdf/academic_personnel/13_sabbatical_leave-en.pdf) and the student exchange procedure managed by the student exchange unit (<https://www.uaeu.ac.ae/en/admission/studentexchange/application.shtml>) govern and manage all aspects of international mobility relating to faculty members and students.

Therefore, we can conclude that the COL offers to students and academic personnel by design sufficient means to benefit from international mobility opportunities. Indeed, there have been recent occasions when faculty members



have benefited from sabbatical leave. However, a significant percentage of the faculty members choose to go for academic conferences instead of taking sabbatical leaves, especially since some of those faculty members are practicing lawyers in addition to being faculty members at the COL.

As to students, as explained above, the policy for student mobility and its procedures are well-established. However, some of the reasons why many COL's students choose not to benefit from the student mobility program may include students' family and personal reasons. Furthermore, the law programs are generally national in nature and usually taught by the national language, which limits the number of law students going to exchange programs in comparison to students, for example, in engineering or science. Similarly important, the Bachelor of Law program is an undergraduate program and, hence, the probability of its students using exchange programs is limited. Finally, it cannot be forgotten that the COVID pandemic dramatically discouraged international travelling for at least 2 years, a fact that has impacted the aggregate number of COL's students engaging in exchange programs.

Observation 4: on the proportion of English courses and of legal courses taught in English

The fact that legal undergraduate programs are very national oriented is not limited to the COL, but it is a rather global characteristic of every undergraduate law program. Consequently, the law undergraduate program is focused on UAE laws, and it is taught in the national official language which is Arabic.

According to the Study Plan (<https://www.uaeu.ac.ae/en/catalog/undergraduate/programs/bachelor-of-law.shtml>), approximately 10% of the program is taught in English. Student must complete a course on 'English for Law' and 3 other law courses are offered in English, namely: 'Selected Studies in Comparative Private Law', 'Selected Studies in Comparative Public Law', and 'International Organizations'. It is worth noting



that admission to the program is subject to having a minimum score of (1250) on the Emirates Standardized Test (EmSAT) English language or (5.5) on the IELTS Academic or its equivalent.

Observation 5: on the employment rate

As the Expert Panel acknowledges, the factors causing the low employment rates are external to the COL. For example, law graduates usually complete 1-2 years of articling before they fulfil the requirements to practice law and, hence, become effectively eligible to be employed in one of the legal professions. Nonetheless, the COL confirms its commitment to continue working on developing measures that facilitate the future employment of its graduate including increasing internship partnerships, holding job fairs to be attended by students and future employers, and holding workshops to improve students' skills in job hunting, such as workshops on writing effective CVs and making successful job interviews. These initiatives should increase the employment rate of the COL's graduates post the COVID pandemic. For example, post COVID, as the table below shows, 40% of the College of Law graduates are employed within 9 months.

College of Law Graduates Spring/Summer 2022/2023 - Employment Status					
Qualification Level	Major	Employed	Not Employed	Total	Employed (%)
BS	Law	20	30	50	40%

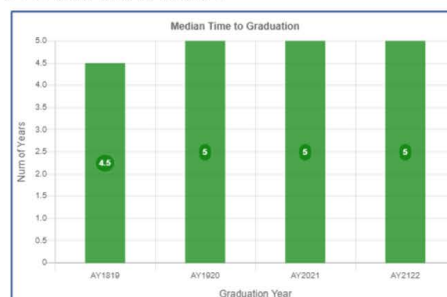
Observation 6: on the duration to obtain the graduation

The Bachelor of Law program is designed to be completed in 4 years and the COL acknowledges that, on average, students take more than 4 years to complete it. The COL has put in place corrective actions to help students complete the program within its designated period, including:



1. Supporting students who have been given an academic warning or who have low grades through the Advising Unit, which advises students on issues related to how to raise the GPA to the minimum required for their continuation.
2. The implementation of the revised plan for the program (after reducing the number of credit hours required for graduation) will contribute to reducing the dropout rate from the program.
3. Focusing on achieving the educational outcomes of the program through developing teaching methods that will contribute to raising the students' academic level.
4. Encouraging students to join various extracurricular activities that are organized at the local and international levels, which contribute to improving students' performance, raising their academic level, and developing their practical skills. Some of these extracurricular activities include participating in the legal clinic, student research symposium, internal moot courts organized by the different academic departments, and international moot competitions (e.g., Vis International Commercial Arbitration Moot).

Due to those corrective measures, as the Expert Panel acknowledges, the duration to complete the requirements of the Bachelor of Law program is decreasing, as shown in the blow chart:





B. INSTITUTION REPLY TO THE EXPERT PANEL'S RECOMMENDATIONS

In this section, we analyse and reply to the recommendations provided by the Expert Panel.

Recommendation 1: Implement a policy relating to the international ongoing mobility

The COL has well-established and well-implemented policies and procedures relating to international mobility, as explained in the Reply to Observation 3, above. Nonetheless, the COL will continue working on expanding the engagement of its faculty members and students in international mobility opportunities.

Recommendation 2: Make effective international cooperation

Achieving an effective international cooperation is a strategic objective for the COL. However, international partnerships are chosen in a manner that achieves a real collaboration between the COL and the international academic institutions or entities, rather than merely keeping the collaboration at the level of concluding memoranda of understanding, without effective implementation. As explained in the Reply to Observation 2, the COL has had effective collaboration with reputable international universities, United Nations agencies, and some of the world's largest law firms for purposes such as organizing academic events, designing academic programs, and providing students internships. The COL will continue developing and improving its network of international partnerships in a manner that further enrich the content and delivery of the Bachelor of Law program.

Recommendation 3: Increase the proportion of courses in English

Without prejudice to the Reply to Observation No. 4 and subject to the requirements of the CAA and the law practice licensing requirements in the UAE, the COL is considering increasing the number of law courses offered in English in the Bachelor of Law program.



Recommendation 4: Reduce the duration of the graduation to approach four years.

As the Expert Panel acknowledges, the average duration to complete the requirements of the Bachelor of Law program is decreasing (4.5-5 years) due to the corrective measures by the COL as presented in the Reply to Observation No. 6. The COL will continue its efforts to bring down the average time to graduating from the Bachelor of Law program to reach 4 years.

Recommendation 5: Co-organize international conferences

The COL has an established tradition of holding an annual international conference in collaboration with international institutions, such as international universities and international organizations, in which the COL academics along with international academics engage in a mutually beneficial scientific dialogue. The 2024 conference will be the 29th annual international conference for the COL. Previous international partners in the organization of the annual conference included, for example, McGill University, the University of Colorado Boulder, and the Office of the High Commissioner for Refugees (UNHCR). The COL is committed to continue its tradition of holding an annual international conference in collaboration with a reputable international partner.



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ACCREDITATION DECISION

Bachelor of Law

United Arab Emirates University
College of Law

Al Ain, United Arab Emirates

September 2024

SCOPE OF THE ACCREDITATION GRANTED BY HCÉRES

HCÉRES has based its evaluation process on a set of objectives that study programmes must pursue to ensure recognised quality within France and Europe. These objectives are divided up into four accreditation criteria.

The Accreditation Commission issues an opinion about the accreditation of the study programme after examining the file. The Hcéres President takes the decision based on the Commission's opinion and the final evaluation report of the programme. This accreditation decision, taken in plenary session, is the result of a collegial and reasoned process.

The decision issued by Hcéres regarding the accreditation of the study programme corresponds to the awarding of a label to the evaluated entity.

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

**Decision No. EI-2024-46 on the accreditation of the Bachelor of Law delivered by
United Arab Emirates University, Al Ain, United Arab Emirates**

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

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

Considering the Board's deliberation of 29th September 2022 on the accreditation criteria for international study programmes (except doctorates/PhDs);

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

Considering the agreement DEI_2023_CONV29 of 12th March 2024 for the evaluation/accreditation of the Bachelor of Law delivered by United Arab Emirates University, Al Ain, United Arab Emirates;

Considering the opinion issued by the Accreditation Commission on 27th September 2024;

Decides:

Article 1

Noting that the Bachelor of Law delivered by United Arab Emirates University meets the four accreditation criteria, voted by the Board of the High Council on 29th September 2022, as follows:

ACCREDITATION CRITERION 1: TEACHING POLICY AND CHARACTERISATION

The College of Law (COL) possesses numerous strengths: the Bachelor of Law programme is well-aligned with the socio-economic landscape, the top management has clearly defined a strategy to advance toward becoming an international and research-intensive institution, and the programme's national and regional attractiveness is well-established. To realise its ambition, the COL needs to increase the number of courses taught in English, enhance collaborations with international universities, and improve both the employment rate of graduates and the number of publications in international journals.

ACCREDITATION CRITERION 2: THE PEDAGOGICAL ORGANISATION OF THE STUDY PROGRAMME

The structure of the study programme is comprehensive and robust, closely connected with the needs of the legal sector. The teaching methods and practices are well adapted to the target skills. However, the international accessibility of the programme is limited and could be further enhanced by offering more law courses in English. Additionally, a specific programme for lifelong learning audiences would be appreciated by the business and governmental sectors and would provide the College of Law with a significant competitive advantage.

ACCREDITATION CRITERION 3: ATTRACTIVENESS, PERFORMANCE AND RELEVANCE OF THE STUDY PROGRAMME

Student well-being is a fundamental objective of the COL and contributes significantly to its national and regional appeal. Paradoxically, this focus on student well-being may also be linked to the extended time required to complete the Bachelor's programme and the lower rate of job integration. To gain a more comprehensive understanding, additional data on job integration rates two or three years after graduation would be valuable. Moreover, to reduce the duration of the curriculum, two approaches could be considered: first, minimizing the number of exams required to pass certain courses; and second, implementing a mentorship programme where high-achieving students support their peers who may be struggling.

ACCREDITATION CRITERION 4: MANAGEMENT AND CONTINUOUS IMPROVEMENT OF THE ACADEMIC PROGRAMME

The Bachelor benefits from a highly structured and well-documented organisation, with objectives set for the teaching team that lead to a coherent and efficient operation of the programme in both teaching and research. Furthermore, the evaluation process is systematic and comprehensive, enabling immediate adaptation of the programme as needed.

Article 2

The Bachelor of Law delivered by United Arab Emirates University, Al Ain, United Arab Emirates, is accredited for a period of 5 years from the date of this decision.

Article 3

The decision is accompanied by the following recommendations and comments:

- Implement an attractive policy relating to the international ongoing mobility
- Make effective international cooperation
- Increase the proportion of courses in English at the beginning of the programme and the proportion of legal courses taught in English throughout the Bachelor
- Reduce the duration of the graduation to approach four years
- Develop further the co-organisation of international symposiums between the COL academics and foreign academics to familiarise the whole staff with individual and collective research.

Article 4

This decision will be published on the Hcéres website.

Paris, 15th October 2024.



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The acting President
signed
Stéphane Le Bouler



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