AQAS

AGENTUR FÜR
QUALITÄTSSICHERUNG DURCH
AKKREDITIERUNG VON
STUDIENGÄNGEN E.V.

FINAL REPORT

UNIVERSIDAD AUTÓNOMA DE CHILE

CLUSTER LAW

- LAW (BACHELOR)
- LAW (PHD)

December 2024
Campus Santiago (Providencia & El Llano), Talca, Temuco

Content

DECISION OF THE AQAS STANDING COMMISSION

ON THE STUDY PROGRAMMES

- **LAW (BACHELOR)**
- **LAW (PHD)**

OFFERED BY UNIVERSIDAD AUTÓNOMA DE CHILE, SANTIAGO DE CHILE, CHILE

Based on the report of the expert panel and the discussions of the AQAS Standing Commission in its 23rd meeting on 2 December 2024, the AQAS Standing Commission decides:

1. The study programmes **"Law" (Bachelor)** and **"Law" (PhD)** offered by **Universidad Autónoma de Chile (Chile)** are accredited according to the AQAS Criteria for Programme Accreditation (Bachelor and PhD, respectively).

   The accreditation is conditional.

   The study programmes essentially comply with the requirements defined by the criteria and thus the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) and the European Qualifications Framework (EQF) in their current version. The required adjustments can be implemented within a time period of twelve months.

2. The conditions have to be fulfilled. The fulfilment of the conditions has to be documented and reported to AQAS no later than **31 December 2025**.

3. The accreditation is given for the period of **six years** and is valid until **31 December 2030**.

Conditions:

Bachelor's programme

1. The format and details of the final degree exam and its implementation in the curriculum must be made more transparent and publicly available, e.g., in the published course description.

PhD programme

2. Given the status of English as international lingua franca for scientific communication, UAC must establish and publish suitable admission requirements specifically in relation to English language proficiency for the PhD programme.

The following **recommendations** are given for further improvement of the programmes:

All study programmes

1. To help increase students' participation in the QA process, UAC should adjust the format of the student feedback mechanism in a manner suited to assuring students that they can trust the anonymity of the process.

2. Oral exams should be adjusted to give students the option of having independent observers present during the evaluation, which would help to strengthen their perception of the fairness of the examination process.

3. UAC should publish regulations for their recognition procedures of prior learning on its website and make them accessible to all relevant stakeholders.

4. UAC should increase awareness and highlight scholarship options and partnerships to its students to enhance student mobility across all academic levels.

5. UAC should incentivise highly qualified PhD staff to teach in regions outside of Santiago, rather than concentrating them in the capital.

6. UAC should consider measures to mitigate the potential risks of academic insularity, given that a significant number of current staff have completed either their undergraduate or postgraduate studies at the university.

7. To enhance the intended internationalisation, UAC should make all relevant information on the study programmes, e.g., admission procedures, module descriptions, intended qualifications, available in English.

Bachelor's programme

1. English courses should be made mandatory to ensure the students' English language proficiency (at least up to level B2 CEFR) and to promote the internationalisation of the study programme.

2. Practitioners should co-teach more regularly in the practice-oriented area of the curriculum, particularly with regard to procedure and litigation.

3. Internships should be integrated into the curriculum, and more assistance for students to organise their (voluntary) internships and coordinate them with their studies should be provided.

PhD programme

1. UAC should enhance the published admission requirements by making more detailed information accessible to interested parties, be it through the provision of links to published programme regulations, or through the addition of further details on the website, e.g., on scoring criteria, etc.

2. To foster internationalisation, a course on comparative law and on foreign legal languages should be added to the curriculum.

3. Doctoral candidates should receive more support to improve their English language proficiency.

4. UAC should increase support for PhD students with caregiving responsibilities, particularly women, and provide more support for PhD students in identifying funding opportunities so that they can better focus on their thesis.

With regard to the reasons for this decision the Standing Commission refers to the attached experts' report.

EXPERTS' REPORT

ON THE STUDY PROGRAMMES

- **LAW (BACHELOR)**
- **LAW (PHD)**

OFFERED BY UNIVERSIDAD AUTÓNOMA DE CHILE, SANTIAGO DE CHILE, CHILE

Visit to the university: 19-22 August 2024

Panel of experts:

Prof. Dr. Alejandra Castillo Ara	Director Department of Criminal Law, University Diego Portales, Chile
Prof. Dr. Andreas Schwartze, LLM.	University Professor of European Private Law, Comparative Private Law and International Private Law, University of Innsbruck, Austria
Marlene Brokering	Lawyer, Brokering Abogados, Santiago/Chile (representative from the labour market)
Judith Barth	Student of Law, University of Cologne (student expert)

Coordinator:

Ronny Heintze	AQAS, Cologne, Germany

I.   Preamble

AQAS – Agency for Quality Assurance through Accreditation of Study Programmes – is an independent non-profit organisation supported by nearly 90 universities, universities of applied sciences, and academic associations. Since 2002, the agency has been recognised by the German Accreditation Council (GAC). It is, therefore, a notified body for the accreditation of higher education institutions and programmes in Germany.

AQAS is a full member of ENQA and also listed in the European Quality Assurance Register for Higher Education (EQAR) which confirms that our procedures comply with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), on which all Bologna countries agreed as a basis for internal and external quality assurance.

AQAS is an institution founded by and working for higher education institutions and academic associations. The agency is devoted to quality assurance and quality development of academic studies and higher education institutions' teaching. In line with AQAS' mission statement, the official bodies in Germany and Europe (GAC and EQAR) approved that the activities of AQAS in accreditation are neither limited to specific academic disciplines or degrees nor a particular type of higher education institution.

II.   Accreditation procedure

This report results from the external review of the degree programmes Law (Bachelor) and Law (PhD) offered by Universidad Autónoma de Chile.

1.   Criteria

Each programme is assessed against a set of criteria for accreditation developed by AQAS: the AQAS Criteria for Programme Accreditation (Bachelor/Master) and the AQAS Criteria for Doctoral Programme Accreditation (PhD). The criteria are based on the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) 2015. To facilitate the review each criterion features a set of indicators that can be used to demonstrate the fulfilment of the criteria. However, if single indicators are not fulfilled this does not automatically mean that a criterion is not met. The indicators need to be discussed in the context of each programme since not all indicators can necessarily be applied to every programme.

2.   Approach and methodology

Initialisation

The university mandated AQAS to perform the accreditation procedure in July 2022. The university produced a Self-Evaluation Report (SER). In October 2023, the institution handed in a draft of the SER together with the relevant documentation on the programmes and an appendix as well as statistical data on the programmes. The appendix included e.g.:

- an overview of statistical data of the student body (e.g. number of applications, beginners, students, graduates, student dropouts),
- the CVs of the teaching staff/supervisors,
- information on student services,
- core information on the main library,
- as well as academic regulations.

AQAS checked the SER regarding completeness, comprehensibility, and transparency. The accreditation procedure was officially initialised by a decision of the AQAS Standing Commission on 4 December 2023. The final version of the SER was handed in in May 2024.

Nomination of the expert panel

The composition of the panel of experts follows the stakeholder principle. Consequently, representatives from the respective discipline, the labour market, and students are involved. Furthermore, AQAS follows the principles for the selection of experts defined by the European Consortium for Accreditation (ECA). The Standing Commission nominated the aforementioned expert panel in January 2024. AQAS informed the university about the members of the expert panel and the university did not raise any concerns against the composition of the panel.

Preparation of the site visit

Prior to the site visit, the experts reviewed the SER and submitted a short preliminary statement including open questions and potential needs for additional information. AQAS forwarded these preliminary statements to the university and to all panel members in order to increase transparency in the process and the upcoming discussions during the site visit.

Site visit

After a review of the SER, a site visit to the university took place from 19-22 August in Santiago de Chile and Talca with a virtual visit to Temuco. On site, the experts interviewed different stakeholders, e.g. representatives of the management of the higher education institution, the programme management, of teaching and of other staff, as well as students and graduates, in separate discussion rounds and consulted additional documentation as well as student work. The visit concluded with the presentation of the preliminary findings of the group of experts to the university's representatives.

Reporting

After the site visit had taken place, the expert group drafted the following report, assessing the fulfilment of the AQAS Criteria. The report included a recommendation to the AQAS Standing Commission. The report was sent to the university for comments.

Decision

The report, together with the comments of the university, forms the basis for the AQAS Standing Commission to take a decision regarding the accreditation of the programmes. Based on these two documents, the AQAS Standing Commission took its decision on the accreditation on 2 December 2024. AQAS forwarded the decision to the university. The university had the right to appeal against the decision or any of the imposed conditions.

In January 2025, AQAS published the report, the result of the accreditation as well as the names of the panel members.

III.   General information on the university

Universidad Autónoma de Chile (UAC) is a non-profit institution founded in Temuco in 1989 (as Universidad Autónoma de Sur). Starting with undergraduate degree programmes in Law and Commercial Engineering, the University expanded in 1993 in the Maule and the Metropolitan region and decided to change its name. The University points out that the direction of expansion (from regional towards the capital) was an exception within the Chilean Higher Education system because many universities in Chile expanded from the capital towards other regions. In 1995, UAC was awarded its institutional autonomy. Since 2011, the university focuses on strengthening its research and public engagement in addition to teaching, according to the SER. By now, UAC has four campuses located in three cities (Providencia Campus and El Llano Campus in Santiago de Chile, Talca and Temuco).

At the time of the SER, UAC counts more than 30,000 students as well as almost 2,000 teaching staff and 1,00 administrative staff. 3,411 of these students are enrolled in the Faculty of Law (10.9%).

The Faculty of Law offers the Bachelor of Law in all its campuses. The PhD is offered only in campus Providencia in Santiago, according to the documents handed in. Within this faculty, additionally to the programmes under review, it is also possible to obtain a Certificate in Personal Data Protection, a Certificate in Artificial Intelligence and Law, a Certificate in Labour Law and Labour Procedure, a Certificate in Family, Child and Adolescent Law, a Master's in Consumer Law and E-Commerce and a Master's in Constitutional Justice and Human Rights, following the university's statement.

As the SER states, the Faculty of Law is internationally connected to universities in Latin America and Europe, the majority being in Spain. According to the university's documents, mobility is mostly directed towards undergraduate students. PhD students can apply for joint academic co-tutelage and joint research projects.

IV.   Assessment of the study programmes

1.   Quality of the curriculum / Aims and structure of the doctoral programme

> **Bachelor's degree**
>
> *The intended learning outcomes of the programme are defined and available in published form. They reflect both academic and labour-market requirements and are up-to-date with relation to the relevant field. The design of the programme supports achievement of the intended learning outcomes.*
>
> *The academic level of graduates corresponds to the requirements of the appropriate level of the European Qualifications Framework.*
>
> *The curriculum's design is readily available and transparently formulated.*
>
> *[ESG 1.2]*
>
> **Doctoral degree**
>
> *The intended learning outcomes of the programme are defined and available in published form. They reflect both academic and labour-market requirements and are up-to-date with relation to the relevant field. The design of the programme supports the achievement of the intended learning outcomes.*
>
> *The academic level of graduates corresponds to with the requirements of the appropriate level of the national qualifications framework or the European Qualifications Framework.*
>
> *The curriculum's design is readily available and transparently formulated.*
>
> *[ESG 1.2]*

Bachelor's programme

Description

The SER states that Law was one of the first study programmes offered at UAC. After opening the programme in Temuco in 1989, studying law has been possible in Talca since 2003, at the Llano campus in Santiago since 2004 and at the Providence campus since 2009. It is possible to pursue this study programme in a daytime mode and an evening mode for working students. According to the university's documentation, classes in the undergraduate programme are taught in-person.

The study programme is said to be organised by a management team which consists of a programme director and a secretary of studies on each campus. Their responsibility is to oversee the academic and curricular development. They are supported by a thesis coordinator who is responsible for the thesis process, final exams and relations with alumni.

According to the SER, the study programme Law (Bachelor) consists of 300 SCT-Chile, distributed over ten semesters. Each semester consists of 30 SCT-Chile with 1 SCT-Chile corresponding to 30 chronological hours. Students of the full-time daytime mode are supposed to study for 1,800 chronological hours per academic year.

The study programme itself is divided into three training cycles. The initial cycle is said to deploy general competences and theoretical foundations of a disciplinary area. Following the university's documents, this cycle represents the first 40% of the study programme. After this cycle, the students continue with the intermediate cycle, again representing 40% of the study programme. During this time, students are said to deepen the areas of the specialisation, allowing them a deeper understanding of their discipline. In the last stage, the advanced cycle, students focus on putting their knowledge of the discipline into practice. This cycle makes up for the remaining 20% of the study programme, according to the SER. In addition to the final exam, all students of Law in Chile are required to complete an internship at the Corporación de Asistencia Judicial (Legal Aid Corporation) for six months following a regulation established by the Chilean Supreme Court. As the SER states, the university is not involved in the management of this internship.

The syllabus is available as a document, which is stated to be available for all students at the beginning of each semester. Students are said to be able to choose a minor within the Law study programme. A minimum of twelve credits (equalling four to six subjects of a concentration) are integrated into the study plan from the fifth semester. A "Minor in Artificial Intelligence and the Law" has been available in Santiago and Temuco since 2020 and in Talca since 2021.

The Intended Learning Outcomes (ILOs) mentioned in the SER include disciplinary competencies, such as applying essential elements of Legal Science to unveil legal problems, professional competencies, such as being able to find alternative solutions to legal conflicts, both in the judicial and extrajudicial field, and generic competencies, such as ethical behaviour or communication skills.

The graduate profile for this study programme is said to include professionals who are able to perform competently in legal functions and to advise and represent natural or legal persons before courts and other public and private bodies. With this degree, graduates can find jobs within the judiciary system, a public prosecutor's office, or a public criminal defence office, as the SER states.

Experts' evaluation

The Bachelor of Law programme with 10 semesters and 300 CP is much more extensive than most European LL.Bs. The degree is therefore better comparable to a full legal education in Europe, either Bachelor and Master with 180+90/120 ECTS (in Switzerland 9 semesters) or the traditional system like in Germany with

regularly 10 semesters or in Austria with a minimum of 8 semesters. The programme thus provides a broad and comprehensive legal education. The extent and appropriateness of the BA-degree besides the high number of credits has been subject to careful discussion and review and in light of a differentiated study offer that also needs to meet national requirements for the law degree is not seen as obviously wrong while it clearly features a specificity of legal education as in many other countries.

A positive feature is the possibility to study not only at daytime, but in an evening mode which gives students who work the chance to qualify as lawyers as well.

To qualify students for legal professions, the curriculum is properly composed of all the main areas of law (46 courses in total), ranging from private (or "civil") law (13 courses in the professional training area) through public law (10 courses) and criminal law (5 courses) as well as the related procedural topics (8 courses, mainly civil procedure). The remaining courses are distributed to electives (only 2 which reduces the students' possibilities to specialise), workshops and clinics (6), methodology (1), and a seminar (1). Most, but not all, relevant basic legal subjects are included in the first two semesters of the curriculum in the Basic Training Area (Law History, Political Law, Philosophical Foundations of Law). The curriculum also contains an introduction to the very relevant neighbouring discipline of Economics (with an overview of Sociology yet missing), while more history is added with two other courses. Some basic subjects like Legal reasoning, Comparative law, Sociology of law and the more modern Economic theory of law are not taught in separate courses, but through the comparative methods (mentioned as a teaching method – Lecture) and economic analysis that are used in lectures on legal subjects.

Within an overall comprehensive curriculum, the international area of law is underdeveloped with only one course on International Public Law in semester 4. In particular, the increasingly relevant Private International Law is completely left out. This seems to be a result of the initial focus on national litigation practice based on the very welcome idea to bring academic education to more remote regions with a demand of practicing lawyers and administrative officers. In addition, the prevalent English language deficits of (many) students make it difficult to offer courses in international law that are often based on English material. Currently, there are no courses taught in English. This low international orientation is not in line with the attempts to internationalise the Faculty of Law (SER p. 67) and to become a more research-oriented institution. To enhance the students' knowledge of English, up to level 2, a new course (stretching over 4 semesters) has recently been introduced. This course should be made a mandatory subject to ensure the students' English language proficiency (**Finding 1**). Together with this effort it should be possible to integrate more international aspects in the study program.

Around 15% of the curriculum is dedicated to the integration of practical experience so that there is a solid way to prepare the students for their later work: Legal practice is implemented in 6 courses, two of which are workshops (both on litigation – here, remarkably, Moot Courts are used for the training of the students) and one "legal clinic" which a very attractive way for all students to get insights into practice. The other 3 courses should develop the necessary specific juridical skills, which are legal argumentation, negotiation, and forensic writing. These are complemented with 6 elective courses on general competences like communication or ethics which ensures that useful soft skills are integrated into the curriculum. In this practice-oriented area, particularly regarding procedure and litigation, practitioners should also co-teach regularly – until now that is only the case in the legal clinic (**Finding 2**). However, for a deeper understanding of how to act as a jurist, internships are a helpful tool and advised. Although they are mentioned as mechanisms for quality assurance (SER p. 41f), they are not visible in the Study Plan. Such phases in real practice are the best way to prepare the students for their later work, so they should be integrated into the curriculum. At least more organised assistance for the students to get an internship and coordination with the mentors from the legal professions is highly recommended (**Finding 3**).

For the completion of the studies there is no thesis required at the end of the studies, but a final exam demonstrates that the candidates have achieved the learning goals of the programme. In the last update some major adjustments have been made to integrate the preparation of this exam in the curriculum. This development is supported by the panel of experts. It can be confirmed that the programme delivers a qualification at the level of the Bachelor level of the European Qualifications Framework. The specifics of the programme structure and extend in some areas might even go beyond. However, in line with the national requirements the award of a Bachelor is appropriate.

Conclusion

The criterion is fulfilled.

PhD programme

Description

The PhD study programme Law as well as the Institute for Legal Research (ILR), where this study programme is situated, were first created in 2013 on the Providence campus in Santiago. The programme was denied a national accreditation in 2017, which is why the intake of new students was stopped. In 2021, the curriculum was redesigned, and new students were admitted in April, as the university states. According to the SER, the newly designed programme is currently in the process of self-evaluation to be accredited by the national accreditation agency in accordance with the requirements of Chilean law on the subject following the statement of the SER.

Law (PhD) is managed by the Vice-Chancellor Office of Research and Doctoral Studies. They coordinate the work of faculties according to research and graduate policies and quality assurance, as the university's documentation states. The programme is led by a director and an academic committee. The latter advises the director on academic and administrative matters. This committee consists of the director, three members of the academic body of the programme and a representative of doctoral students (with the right to speak only), according to the SER. The legal basis for the study programme can be found in the General Regulations for Studies Leading to the Degree of Doctor and the General Regulations for Doctoral Students.

As in the Law (Bachelor) study programme, full-time students are supposed to take 30 SCT-Chile per semester with 1 SCT-Chile corresponding to 30 chronological hours. Over the course of eight semesters, students are expected to obtain 240 SCT-Chile to graduate from the programme. This degree is said to lead to the Chilean Qualification Framework level 5 and level 8 in the European Qualification Framework, respectively.

The self-declared aim of the PhD study programme in Law is to train researchers through experts in one of the programme's lines of research. Graduates are supposed to have the capacity to produce original research, which will enable doctoral students to work effectively in the university environment in an ethical manner to contribute to the scientific society. ILOs of this study programme include having specialised knowledge of the legal phenomenon and its research methodology, as well as of one of its disciplinary areas, performing original academic research in an autonomous manner, applying research methods specific to Law within a framework of ethics and committing to the scientific community as well as communicating effectively to specialised and non-specialised audiences the progress of their research orally, in writing, in academic and professional contexts or designing research projects for competitive funds, among others.

This four-year programme is said to be divided into an enabling cycle in which knowledge and skills for the doctoral thesis are acquired and a doctoral cycle in which the thesis and research articles are prepared, and the doctoral thesis is defended.

According to the SER, lines of research of this PhD programme include constitutional justice and human rights, reform and modernisation of the state, economic regulation, and consumer law. The university states that students participate in national and international scientific events. The university also provides internal funding and encourages researchers to apply for external (state) funds for the development of their activities and lines of research.

In 2022, as the SER states, the doctoral programme was awarded with a strengthening project, which allows the installation of a Laboratory of Innovation as well as Technologies and Frontiers of Digital Legal Sciences attached to the Institute for Legal Research.

Experts' evaluation

The Doctorate programme is a good way to strengthen the research capacity of the faculty, which is in line with the main goal of UAC to develop into a full university. In addition, successful PhD graduates will also contribute to the capacity development of the faculty as the panel learned during the discussion that it is not easy to find external PhDs in law to develop the faculty even further.

With 8 semesters and 240 SCT/CP the programme is more extensive than comparable programmes for instance in Austria (6 semesters with about 170/180 CP), in other European countries, the duration is 4 years (e.g., UK, NL), often without a special curriculum. In this regard combining some PhD specific courses with a thesis worth 180 CP is reasonable in relation to the higher total workload. As the panel learned and can confirm, dividing credit points into 8 different phases, one per semester, makes studying more convenient for students. The development of the thesis is divided in the same way by setting up a timetable, starting with bibliographical research and ending with the final dissertation, and thus provides orientation and guidance for the students. Supplemented are 50 CP regarding general scientific skills which are very helpful for covering many fields of academic research and 22 CP on legal contents, which is deemed to be sufficient. At large, the PhD programme is not overly structured as it is the predominant task of the students to work independently, though supervised, on their own project. The panel of experts supports this. The "Doctoral preliminary exam", which mostly focuses on research goals and applied methods, in the middle of the study programme provides useful feedback for the students as to how to go on with their thesis.

Preparing and presenting an article for a scientific journal is a valuable task. Moreover, publications are necessary to qualify for a career at a university. To foster internationalisation beyond visits of students at foreign scientific conferences or inviting visiting professors from abroad, a course on comparative law and a course on foreign legal languages should be added to the curriculum (**Finding 4**). Although proficiency in English (B2 CELF) is already a condition to be eligible for the PhD programme, after very careful consideration of the outcomes of the discussions on site doctoral the panel concludes that candidates should receive more support to progress in this language (**Finding 5**).

The focus on four lines of research makes sense to mirror the competences of the supervising staff and is also a common practice in other countries. This also creates better transparency and makes it easier for PhD candidates to select the professor with the closest relation to the PhD topic as a supervisor. From an expert's point of view it can also be confirmed that the reviewed graduates work achieves the level of PhD as defined by the European Qualifications Framework.

Conclusion

The criterion is fulfilled.

2. Procedures for quality assurance

> **Bachelor's degree**
>
> *The programme is subject to the higher education institution's policy and associated procedures for quality assurance, including procedures for the design, approval, monitoring, and revision of the programmes.*
>
> *A quality-oriented culture, focusing on continuous quality enhancement, is in place. This includes regular feedback mechanisms involving both internal and external stakeholders.*
>
> *The strategy, policies, and procedures have a formal status and are made available in published form to all those concerned. They also include roles for students and other stakeholders.*
>
> *Data is collected from relevant sources and stakeholders, analysed, and used for the effective management and continuous enhancement of the programme.*
>
> *[ESG 1.1, 1.7 & 1.9]*
>
> **Doctoral degree**
>
> *The programme is subject to the higher education institution's policy and associated procedures for quality assurance, including procedures for the design, approval, monitoring, and revision of the programmes.*
>
> *A quality-oriented culture, focusing on continuous quality enhancement, is in place. This includes regular feedback mechanisms involving both internal and external stakeholders.*
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> *The strategy, policies, and procedures have a formal status and are made available in published form to all those concerned. They also include roles for students and other stakeholders.*
>
> *Data is collected from relevant sources and stakeholders, analysed, and used for the effective management and continuous enhancement of the programme.*
>
> *[ESG 1.1, 1.7 & 1.9]*

Description

According to the SER, the Vice Chancellor's Office for Quality Assurance was established in 2018, which is supposed to support a Quality Assurance System based on four components: an Institutional Planning System, an Internal Quality Assurance System, a Permanent Evaluation Programme, and an Analysis System for Institutional Development. At the faculty level, a Quality Assurance Faculty Coordinator was implemented who is in charge of implementing the quality assurance policies and procedures at this level.

The Information Collection System, whose main purpose is to establish the foundations for a permanent consultation system with the internal and external environment, collects the perception, satisfaction, and expectation of key stakeholders on the sustainability and development of the institutional project. This quality/satisfaction survey system is conducted annually and involves teaching staff as well as undergraduate and doctoral students. As from 2021, the feedback survey mechanism has been adjusted to include graduates, alumni, and employers.

The IQAS, which includes 40 different procedures, according to the SER, ensures that all programmes align with students' and society's needs, checking them against the latest discipline research, the labour market, and the students' workload, amongst other categories. It centres the quality of the academic programmes and involves all relevant stakeholders to include their impact on its processes. Students are represented in student associations and the Faculty Quality Committee. As the SER mentions, this system is based on the standards of the European Higher Education Area.

Other bodies and measures of Quality Assurance are the programme management team meetings in which all campuses where the degree course is taught work together; the programme council, which analyses the development of lectures, curricular progress of students, the relevance of the study plan, and the curriculum committee; and an academic advisory board chaired by the Dean that advises programme directors on matters such as study plan or student progression. Some of the processes the SER includes to ensure the quality of

the programmes are the Annual Report Process, which analyses academic audit results and monitors academic programmes or the Undergraduates Satisfaction Measurement Process, which is applied every year to all students and, hence, gives the university the possibility to learn about the students' perception.

The SER states that UAC introduced a Gender Equity, Diversity, and Inclusion Policy, as well as a Protocol for the Investigation and Sanctioning of Complaints of Sexual Harassment, Violence and a Gender Discrimination Protocol and a Model for the Prevention of Sexual Harassment, Violence and Gender Discrimination.

Experts' evaluation

At the Universidad Autónoma de Chile, several mechanisms for quality assurance are in place and the panel of experts can positively confirm that different stakeholders are involved in that process.

At the end of each semester, students evaluate their professors via an online platform and provide feedback on various aspects of the study programme. Questions focus on the pedagogic and didactic competences of the lecturers, interpersonal relations, organisation of the study programme and its quality.

The evaluations are then processed by the study secretary. As a positive motivation every year, professors with the highest evaluation scores are recognised at a formal ceremony. While faculty members with lower evaluations do not face immediate consequences, their results are noted by the head of the faculty for consideration.

As for the evaluation process, students have stated that even though they were not informed about the evaluation results, some could observe changes in subsequent semesters that reflected their feedback. Despite the evaluations by the students being anonymous, some students fear that their responses could be traced back to them and thus decide not to participate in the evaluation out of fear of retaliation. Consequently, to increase students trust in the method, UAC should improve the environment of the student feedback to increase their participation in the quality assurance process (**Finding 6**).

Additionally, the university conducts tracer studies whose findings have led the university to introduce another Master's programme. The panel concludes that overall the system of quality assurance is comprehensive and also supports continuous development.

As the panel carefully discussed during the site visit, in Chile it is a general challenge that many bachelor's students of law do not manage to finish their degree within the given time period. After thoroughly analysing this issue, UAC changed its Bachelor's curriculum to incorporate the final exam. The relevant stakeholders, including students, are convinced that this will have a positive impact on their timely graduation.

The evaluation measures of the PhD programme at the end of the semester are similar to those of the bachelor's programme. Students fill out an online evaluation form and the results are then shared with the lecturer. As for the quality assurance for doctoral research, PhD students are in close contact with their supervisor.

Conclusion

The criterion is fulfilled.

3. Learning, teaching and assessment of students / Learning and assessment of students

> **Bachelor's degree**
>
> *The delivery of material encourages students to take an active role in the learning process.*
>
> *Students are assessed using accessible criteria, regulations, and procedures, which are made readily available to all participants and which are applied consistently.*
>
> *Assessment procedures are designed to measure the achievement of the intended learning outcomes.*
>
> *[ESG 1.3]*
>
> **Doctoral degree**
>
> *The form of supervision and/or course structure is adequate and corresponds with the intended learning outcomes.*
>
> *Students are assessed using accessible criteria, regulations, and procedures, which are made readily available to all participants and which are applied consistently.*
>
> *Assessment procedures are designed to measure the achievement of the intended learning outcomes.*
>
> *[ESG 1.3]*

Description

According to the SER, a variation of methodologies is used for the learning process. They are incorporated in each course depending on the objectives given for the respective subject. Under the umbrella of deductive and inductive methods as well as group and individual ones, case studies, lectures, tutorials, simulations are implemented into the curriculum as well as learning and service. This specific method signifies the Legal Clinic subject, in which an expert (a university professor) accompanies and supervises the students while working on a real case, as the SER states.

In the PhD programme the university makes out three different learning methods: theoretical ones (i.e. seminar presentations), theoretical-practical ones (lecture plus seminar, presentation of articles), and eminently practical ones (project-based methodology/learning).

All assessments are said to be conducted in a permanent, continuous, and systematic process. The grade scale is set between 1.0 and 7.0. To pass a course, students must reach at least an overall grade of 4.0. The SER states that UAC guarantees informing its students on their evaluations and performance which enables them to monitor their own teaching-learning process. UAC has established that results of the evaluations must be communicated to students within ten calendar days following their application. Furthermore, students are said to have the right to know the expected and ideal results on written evaluations.

UAC states that it uses the assessment methods of self-evaluation, co-evaluation (peer review) and hetero evaluation (teacher-student evaluation), with the latter as the main type of evaluation used by the undergraduate programme. Forms of assessment include reports, didactic material, portfolio and workshops, as stated in the SER.

In the PhD study programme, the study plan of each subject establishes specific assessment mechanisms that align with the intended learning outcome and specific competences, thereby contributing to the subject's overall profile. Examples, according to the SER, are essay presentations, research work presentations, preparation of bibliographic sheets, and the submission of research work. Additionally, students of this study programme have to do a compulsory research internship abroad from the fifth semester onwards. As the 2021 cohort was in the process of taking the PhD candidature exam during the time in which the SER was written, the internship had not then taken place as passing the exam is a requirement for the internship.

Experts' evaluation

Methodology and Student Profile

The programme's methodology is designed with a clear focus on the intended learning outcomes and the student profile that is cultivated, which is predominantly oriented towards litigation. The instructional design includes autonomous work, and an inverted classroom model aimed at case resolution. However, upon reviewing an exemplary evaluation, it was noted that the practical application of case resolution is somewhat lacking. The tasks were more focused on short cases (approximately three lines) and multiple-choice questions. Additionally, group presentations, while beneficial for developing oral skills, carry the risk of subjective assessment. Oral exams, which are not always required to be witnessed, also present potential issues. While it is important to underline that the panel found no specific reason or instance during the process, to increase transparency and accountability it is recommended that these exams be adjusted to allow the student the option of having witnesses or safeguards during the evaluation (**Finding 7**). These areas warrant attention, although it should be noted that the guidelines are generally clear, with only some implementation aspects needing improvement.

Assessment Protocols

There is clarity regarding the procedures for time extensions or illness, where alternative assessment dates are provided, with advance communication to students. Additionally, students are informed in a timely manner about exam dates, times, and the guidelines for review once the exam is completed.

Legal Clinics and Practical Training

One notable aspect of the programme is the compulsory legal clinics for students which are crucial for practical training. Initially, there was concern that students who are not academically outstanding could pose risks for clients utilising the service. However, the rigorous supervision by trained lawyers and dedicated practitioners ensures that students are properly monitored, evaluated, and guided in their legal advice. The panel clearly identifies this practice as a strength of the faculty.

PhD Programme: Research and Support

The PhD programme offers significant research opportunities, including access to a private library, essential research databases such as JSTOR and Tirant, and funding for research stays abroad. However, recognizing the advanced phase of student live of PhD candidates, the provision of adequate support for students with caregiving responsibilities, particularly women, and the need for exclusive dedication to the doctoral programme should be increased. Within a framework of generally available support, and recognizing that part-time doctoral studies are an option, this can be challenging if high-quality research is to be expected and required. One potential solution could involve seeking additional funding sources to reduce the necessity for students to engage in other activities simultaneously (**Finding 8**).

Evaluation Processes

The evaluation and assessment components of each course are made available to students in a timely manner. However, there appear to be unresolved issues regarding the new final degree exam (degree exam). Although the preparation for this exam has been integrated into the Bachelor's programme as a preparatory course, there remains some confusion among students about the exact format of the new exam. This suggests that the changes may be limited to the study period rather than the format and content of the exam itself. Thus, the format and details of the degree exam and its implementation in the curriculum is not yet sufficiently defined and transparent in the course descriptions and to the public. (**Finding 9**).

PhD Specific Evaluations

In the PhD programme, there are two key evaluative milestones: the first designates the student as a 'candidate' for the degree, allowing them to work on their project, and the second is the final defence of the completed thesis. Students are encouraged to publish parts of their research to accumulate necessary points for continuing their academic careers. However, there is some mild concern about whether the pre-publication of work, which is common in the exact sciences, is appropriate for a PhD in legal studies. The panel trusts the capacity of the faculty to continue a constructive dialogue on that issue. The programme does involve external examiners in the evaluation process, though it was noted that they are not required to participate in all assessments. Nonetheless, efforts are made to involve external evaluators to ensure impartiality, with these individuals being informed about the evaluation process and included in the committee. The panel of experts supports these continuous efforts.

Conclusion

The criterion is fulfilled.

4. Student admission, progression, recognition and certification / Legal status, admission and certification

> **Bachelor's degree**
> *Consistently applied, pre-defined, and published regulations are in place which cover student admission, progression, recognition, and certification.*
> *[ESG 1.4]*
>
> **Doctoral degree**
> *The institution is entitled to award a doctorate.*
> *Consistently applied, pre-defined, and published regulations are in place which cover student admission, progression, recognition, and certification.*
> *[ESG 1.4]*

Description

Admission at UAC follows the Single Admission System (SAS), a national initiative, as the SER states. It operates through an electronic platform, administered by the Undersecretariat of Higher Education, which also updates information on academic offers and their vacancies or admission processes, selection mechanisms, and application deadlines. The HEI must provide this information. Students can also register for the Single Selection Test via this page, participate in the centralised application process, and review results of the selection process.

The Ministry of Education establishes a maximum percentage of vacancies, but the university allocates them to the academic programmes according to teaching capacities, infrastructure, and available resources. In study programmes of this cluster, the university also considers the available capacities in the clinical practice centres and specific laboratories.

All criteria of admission can transparently be viewed by stakeholders on the website and social networks. Universidad Autónoma de Chile provides a homepage concerning each year's admission process, including all relevant information of each degree it offers, like campuses, curriculum, fees, and entrance scores.

The admission for undergraduate study programmes depends on the high school grade average (10%), high school grades ranking (30%) and the results of the National Higher Education Exam (60%). The minimum average score of this test is 450 points. For the evening mode, requirements are that the National Higher Education Exam was taken no more than ten years prior to the application with an average of at least 450

points. Additionally, the university states that candidates must be dependent or self-employed workers, have previously completed at least three semesters of university or higher technical studies and have a grade point average equivalent to 5.5 or be in the top 30% of the ranking of grades of their educational institution.

According to the SER, a timely graduation is a challenge for Law students in all Chilean universities, UAC being one of them. It is stated that currently two years pass between graduation and taking the final exam.

Those who would like to apply for pursuing a PhD in Law at UAC can find out about the application process via the general regulations for PhD students. The appointment period takes place at the end of the 2nd semester of each year, as the SER states. The stages include submitting the required background information before a preselection of is made as to who is to be invited to a personal interview. After this interview, candidates are chosen via a rubric. Documents to be handed in for the application include an extensive CV, legalised copies of the Professional or Bachelor's Degree, as well as the Master's Degree, a copy of the undergraduate thesis and published articles, a motivational letter as well as a document containing a proposed research topic.

Nationally, there is no recognition system available in Chile. All institutions have their own recognition system. At the Universidad Autónoma de Chile, the student approaches the Curriculum Register Office with their programme curriculum and transcript of examination from their home university and the syllabus. In total, a maximum of 60% of the degree courses can be validated. The office reviews and validates the records and uploads information to the academic system SAGAF where the programme management reviews the information. Finally, it is the Campus Academic Director who reviews the decision of the programme, as the SER states. For the Master's study programmes, in addition to the criteria mentioned above, the qualifications to be recognised must have the same number of credits and classroom hours, and 75% of the content must be equivalent to content taught at Universidad Autónoma de Chile.

Once enrolled, students are continuously informed about their gained qualifications and the status of their progress via BANNER, the academic system used at UAC:

Experts' evaluation

The formal requirements for admission and the specific prerequisites for individual study programmes are clearly defined and made readily available to prospective students. All the relevant information, including admission criteria, prerequisite courses, and additional qualifications needed for each programme, is comprehensively listed and explained on the official website of the Law Faculty. This ensures transparency and allows prospective students to easily access the details needed to make informed decisions about their studies.

While the formal requirements for admission and the specific prerequisites for most study programmes are clearly defined and accessible on the Law Faculty's website, there are notable gaps for prospective PhD students. Although a website exists with general information about prerequisites, it lacks specific details regarding English language proficiency, which was emphasised as a key requirement during meetings with professors and students. No standardised test or formal assessment of English proficiency is mentioned or made available. This lack of explicit information can lead to confusion and may prevent prospective PhD candidates from fully understanding the necessary qualifications for admission **(Finding 10)**.

For pre-graduate students, the selection procedure is well-defined and straightforward, adhering to the standard rules applied across all universities in Chile. Prospective students can easily access the steps and criteria, ensuring transparency and consistency in the admission process.

However, the selection process for PhD candidates lacks the same level of clarity. While the subjects and areas of assessment are listed, it is not clearly stated how each component is weighted in the final decision-making process. This absence of detailed information on the specific weightings of assessment criteria may

create uncertainty for prospective PhD students, making it difficult for them to fully understand how their qualifications will be evaluated during selection.

There have been no changes to the formal prerequisites for the study programmes. However, the introduction of the new study programme includes English as a major lecture which aims at helping students to enhance their language skills. This addition reflects the institution's recognition of the importance of English proficiency for academic success, while it has not yet decided to make it a prerequisite for admission and instead chose the supportive and developmental approach.

Although procedures and regulations regarding the award of doctoral degrees were mentioned during interviews, no specific documents or comprehensive information could be found either online or in formal institutional materials. The only clearly defined requirement is that PhD students must attend a minimum number of lectures and produce several papers during the course of their studies, which may be published prior to writing their final PhD thesis. However, there is room for improvement regarding the transparency regarding the full process for awarding the doctorate, including formal milestones, published evaluation criteria, and any specifics related to collaborative doctoral programmes, such as partnership contracts or legal regulations governing exam rules that were mentioned during the interviews **(see Finding 10)**.

The university has implemented mechanisms to recognise prior learning, particularly for pre-graduate students with professional work experience. The university offers a special programme with lectures scheduled in the afternoon to accommodate working students. In addition to recognising work experience, the programme requires that students have completed a SAT (Scholastic Aptitude Test) and have attended a university for at least a few semesters. This approach facilitates access to higher education for individuals with non-traditional educational paths or previous work experience.

During the interviews, it was mentioned that the university recognises credits from other higher education institutions; however, no formal documents outlining the specific regulations or processes for the recognition of competences and credit transfers were made available. Additionally, no information regarding these regulations could be found on the university's website. This lack of documented and accessible guidelines may create confusion for students seeking to transfer credits as there is no clear reference on how the process is handled. Thus, UAC should publish regulations for their recognition procedures of prior learning on its website and make it accessible to all relevant stakeholders (**Finding 11**).

The university faces certain socio-economic constraints that limit the mobility of its student body. A significant proportion of students are first generation academics from families with lower incomes, which makes it challenging for them to afford the costs associated with international mobility programmes, such as travel and living expenses abroad. While the university has limited resources dedicated specifically to facilitating student mobility, mechanisms like learning agreements exist to support students when mobility opportunities arise. However, these opportunities are not yet widely utilised due to financial barriers. Some PhD students have been able to take advantage of mobility benefits, particularly through exchange programmes or research collaborations. Nevertheless, for most students, international interaction is conducted primarily through virtual platforms, allowing them to engage with peers and academics from abroad without the financial burden of physical travel. The panel of experts positively recognizes the openness and general support for internationalization and encourages further development. Going forward, increasing awareness and exploring scholarship options or partnerships that could reduce financial barriers may help enhance student mobility across all academic levels and should be promoted by UAC (**Finding 12**).

Bachelor students receive the standard documents all students receive in Chile when they finish their studies, including a diploma, level and status of the studies and grades.

During our visit to the Faculty of Law, we were informed that the PhD programme has recently undergone an external audit. However, the results of that audit were not available at the time of our review. As a result, we were unable to verify the institution's current legal standing with regard to its authority to award doctoral degrees. We must clarify that there is no standard procedure in Chile to award PhDs.

The criterion for the Bachelor's programme is fully met, with established processes and clear documentation in place. However, the criterion for PhD students is only partially fulfilled. The lack of clarity surrounding certain admission requirements—specifically the expectations regarding English proficiency—and the grading criteria within the PhD programme indicates a need for further refinement. Addressing these gaps would enhance transparency and ensure that the institution's standards are fully aligned with best practices for doctoral education (**Finding 10**).

Conclusion

The criterion is fulfilled for the Bachelor's programme.

The criterion is partially fulfilled for the PhD programme.

5. Teaching staff / Academic level of supervisory staff

Bachelor's degree

The composition (quantity, qualifications, professional and international experience, etc.) of the staff is appropriate for the achievement of the intended learning outcomes.

Staff involved with teaching is qualified and competent to do so.

Transparent procedures are in place for the recruitment and development of staff.

[ESG 1.5]

Doctoral degree

The composition (quantity, qualifications, professional and international experience, etc.) of the staff is appropriate for the achievement of the intended learning outcomes.

Staff involved with teaching is qualified and competent to do so.

Transparent procedures are in place for the recruitment and development of staff.

[ESG 1.5]

Description

The SER states that UAC differentiates between regular teaching staff (full-time) and adjunct teaching staff (part-time). The ratio at the time of the SER is 47 full-time teaching staff and 147 part-time teaching staff. Additionally, there is a differentiation between faculty professors, who have teaching responsibilities as well as supervision responsibilities and administrative ones, and associate professors, who have a partial dedication to the programme and carry out specific activities.

Currently, and in accordance with its Strategic Development Plan, UAC prioritises hiring professionals with a doctorate degree, and only if this is not possible, those with a Master's degree and teaching experience. This staff is then said to be predominantly responsible for teaching in the first years of degree courses.

As to the hierarchy of its teaching staff, UAC mentions four different positions: instructor, assistant professor, associate professor, and professor. All of them can participate annually in the ranking process. The teaching staff is also said to be assessed regularly at the end of each semester considering four dimensions: disciplinary, pedagogical, interpersonal, and administrative.

All teaching staff has access to UAC's academic training policy, according to the SER. This policy's aim is to improve teaching and research. It is said to be divided into two segments: major training, which is related to the specific programme, and basic training, which offers courses and diploma in the discipline and teaching as well as pedagogical guidelines.

The university admits that it is difficult for the degree programme to recruit teaching staff with a doctoral degree to teach at the programmes on the Talca and Temuco campuses. For this reason, 23 PhD holders teach on the two Santiago campuses, five PhD holders in Temuco and only three PhD holders in Talca.

Concerning the PhD study programme in Law, the teaching staff counts 21 persons, three of them with a part-time position. The other 18 teaching staff has full-time positions. All researchers of the ILR also teach as lecturers in the degree programmes, with a compulsory minimum of teaching hours in the undergraduate programme. In case they are a PhD holder, they also teach in the doctoral programme. Apart from the strict teaching duties, their responsibilities also include the supervision of undergraduate and doctoral theses. The university distinguishes between teaching staff who are research professors and those who are not, according to the SER. To ensure that research professors can focus and carry out their research, they have fewer teaching hours than their colleagues.

Experts' evaluation

The university possesses adequate resources to accommodate the student body, offering appropriate spaces for both study and recreation. These facilities are being further expanded with the construction of a new building at the Providencia campus and an additional campus in Huechuraba.

A noteworthy aspect of the university is its commitment to investing in a capable academic body that engages in both teaching and research. While international visibility of academics remains an area of future development, there is a clear investment aimed at enhancing UAC's reputation in the future. The academic staff is notably young, which presents both opportunities and challenges.

Two areas, however, warrant attention for improvement: First, the university should incentivise highly qualified PhD staff to teach in regions outside of Santiago, rather than concentrating them in the capital (**Finding 13**). Second, UAC should implement measures to mitigate the potential risks of academic inbreeding (**Finding 14**) which is a side effect of part of the current staff development. A significant number of current staff have completed either their undergraduate or postgraduate studies at the university. If continued, this could negatively impact the diversity and impartiality of the faculty, as well as the exchange of academic ideas. This is particularly pertinent given that the university, although large, is not yet well known among its academic peers.

Recruitment processes at the university are conducted through public and transparent competitions, including for hierarchical rankings, which, though not mandatory in public institutions, is a standard practice at UAC. The university distinguishes between different types of academic staff: full-time and part-time. However, the panel initially struggled with some confusion regarding the category of teaching and research staff. Initially presented as separate categories, it was later clarified that both groups undertake teaching and research duties, which blurred the distinction between them.

Furthermore, it was not clear that the university has a well-defined long-term projection policy for all academic staff, nor does it appear to have explicit rules that incorporate a gender perspective, particularly concerning the assessment of women who may have experienced periods of reduced scientific productivity due to maternity leave or caregiving responsibilities. On the long run addressing this gap will be essential for ensuring equitable academic evaluation and career progression.

Regarding the PhD faculty, it was reported that most individuals exceed the score required by the National Accreditation Commission (CNA), indicating a strong qualification level within the programme.

Conclusion

The criterion is fulfilled.

6. Learning resources and student support / Support and research environment

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Bachelor's degree

Appropriate facilities and resources are available for learning and teaching activities.

Guidance and support is available for students which includes advice on achieving a successful completion of their studies.

[ESG 1.6]

Doctoral degree

Guidance and support are available for students which include advice on achieving a successful completion of their studies.

Appropriate facilities and resources are available for learning and research activities.

[ESG 1.6]

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Description

According to the SER, students are financially supported through different schemes, amongst others through the State of Chile. 60% of students with the lowest income in the population receive the benefit if they meet the requirements, as the SER states. Since 2019, 75% of students have been granted this gratuity policy, as the university states. A full scholarship includes free tuition and fees, which corresponds to $120,000 and $ 3,375,000 for the two study programmes, respectively. Students can also receive information and help from the student finance support office.

Further services that are mentioned in the SER to support students include the international office and the Directorate of Autónoma Experience (Experiencia UA). The latter is responsible for attending to the needs of students outside strictly academic issues, but rather in extracurricular matters, family, personal, psychological, economic and health issues.

The Complementary Academic Support System (aka Sistema de Acompañamiento Pedagógico) aims to accompany students from the start of their studies and tries to facilitate their academic success through tools such as mentoring or peer tutoring.

All aforementioned support mechanisms are directed strictly at undergraduate students, as is stated in the SER. Students of the PhD study programme in Law do not have access to these support mechanisms. Instead, they can seek help through direct communication with the staff of their study programme and are said to have regular meetings with them and the postgraduate management team.

The SER mentions special classrooms for these two study programmes, namely litigation rooms, which simulate a courtroom, consisting of a witness box and two desks for lawyers, and a legal clinic which is said to have a meeting room, an office for the Director and legal tutors, a foyer, and a student workstation.

UAC has a central library, which houses basic and complementary bibliography books as well as recreational literature, individual and group study rooms, computers with Internet connection and six 32-inch screens for presentations. The collection includes physical as well as digital books, journals, and database subscriptions. According to the SER, students are supported with their research in person or via Teams chat by the library staff which consists of administrative staff, library technicians, computer engineers, and library professionals.

Experts' evaluation

As confirmed during the discussions on site, at Universidad Autónoma de Chile, 70% of the students are first generation academics. 75% of the students receive state support. These numbers play an important role when looking at different factors, especially student support. In addition, this shows that the student body of the university is very diverse.

<u>Bachelor's programme</u>

In the beginning of each semester, professors provide students with information about the exams. Further course-related materials, such as the assessment, intended learning outcomes and the workload can also be found online.

Since UAC has several campuses, each campus has its own infrastructure. Computer workplaces, libraries, laboratories, and litigation rooms are present on each campus. Some libraries are shared with different faculties, and some are only for the law students. In the libraries, the students have access to books as well as e-books and online databases. These online resources can also be used outside of the university network. Especially the laboratories for the law clinics are very well equipped and provide sufficient space for the students to spend their study hours in there since many students have a long commute to the campus. Around 40% of the students do not come from the cities in which the university is located. The litigation rooms offer space for the students to simulate a litigation while simultaneously videotaping it for teaching and learning purposes.

While most students come from a low-income background which makes international in-person academic exchange difficult, a significant number of students take advantage of virtual exchange programmes and on-campus English facilities.

<u>PhD programme</u>

The PhD programme is not subject to public funding. However, it is possible to receive either a full or a partial scholarship. Several PhD students give classes in the Bachelor's programme that align with their research areas. Since many of the PhD students aim at a career in academia, this gives them the opportunity to gain work experience while simultaneously financing their degree. However, it should not be underestimated that this also increases their workload.

Special laboratories solely for PhD students are in place as well. For these laboratories, UAC recently purchased new computers which give PhD students focusing on AI the opportunity to further develop their skills in this field. Special literature which is exclusively accessible for the PhD students is available as well. It is also possible to get access to literature which is only present at a different campus.

PhD students are encouraged to participate in international academic conferences. Additionally, they benefit from UAC's inviting guest professors from universities outside of Chile. From the first semester onwards, students are encouraged to work in an international environment. PhD students can get financial aid to take part in international conferences. The panel of experts highly supports this practice.

Over the course of the eight-semester programme, 60% of the programme are activities related to the thesis. Through different classes, the curriculum supports students in developing their thesis step-by-step.

Conclusion

The criterion is fulfilled.

7. Information / Public information

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Bachelor's degree

Impartial and objective, up-to-date information regarding the programme and its qualifications is published regularly. This published information is appropriate for and available to relevant stakeholders.

[ESG 1.8]

Doctoral degree

Impartial and objective, up-to-date information regarding the programme and its qualifications is published regularly. This published information is appropriate for and available to relevant stakeholders.

[ESG 1.8]

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Description

According to the SER, the website and the social networks provide all necessary information for relevant stakeholders. The dissemination of information is implemented institutionally in accordance with the aim to position the university within the higher education system.

The Official Information Management is responsible for keeping information up to date and guaranteeing the quality assurance mechanisms for this information are implemented continuously. Information given by this unit include the academic offer, access and graduate profiles, policies and main regulations, external assessment results, and the complaint and suggestion form, amongst others.

Additionally, the Public Information Procedure publishes more detailed information about the programmes, such as the ILOs, awarded qualifications, admission requirements and the selection procedure as well as teaching, learning and assessment procedures, as the SER states.

Experts' evaluation

A short look at the website of the Faculty of Law has shown a good level of information. The website provides access to essential information, e.g., the study plan of the LL.B. However, the information is only available in Spanish, without any content in English. To enhance the intended internationalisation, the experts recommend making all relevant information on the study programmes, e.g., admission procedures, module descriptions, intended qualifications, available in English (**Finding 15**). This will be of increased importance in the future not only to build the brand of UAC, but even mor to facilitate acceptance of its graduates beyond Spanish speaking communities. Information on the PhD programme is hard to find because it is "hidden" in the subfolder of the Institute for Legal Research (IID). A reference on the main website under "Oferta académica" is necessary to highlight the existence of the programme. Some of the above-mentioned comments under finding 10 clearly will also add to an improved public information.

Conclusion

The criterion is fulfilled.

V. Recommendation of the panel of experts

The panel of experts recommends accrediting the study programmes "Law (Bachelor)" and "Law (PhD)" offered by Universidad Autónoma de Chile with conditions.

Commendations:

1. The well integrated legal clinics create an added value to the curricula and contribute to the development of much desired transversal skills.

Findings:

1. In the Bachelor's programme, English courses should be made mandatory to ensure the students' English language proficiency (at least up to level B2 CEFR) and to promote the internationalisation of the study programme.

2. In the Bachelor programme practitioners should co-teach more regularly in the practice-oriented area of the curriculum, particularly with regard to procedure and litigation.

3. In the Bachelor's programme, internships should be integrated into the curriculum and more assistance for students to organise their (voluntary) internships and coordinate them with their studies should be provided.

4. To foster internationalisation in the PhD programme, a course on comparative law and on foreign legal languages should be added to the curriculum.

5. Doctoral candidates should receive more support to improve their English language proficiency.

6. UAC should improve the environment of the student feedback to increase their participation in the quality assurance process.

7. Oral exams should be adjusted to give students the option of having safeguards present during the evaluation and thus ensure fairness of the examination process.

8. UAC should increase support for PhD students with caregiving responsibilities, particularly women, and provide more support for PhD students in identifying funding opportunities so that they can better focus on their thesis.

9. For the Bachelor programme, the format and details of the final degree exam and its implementation in the curriculum must be made more transparent in the publicly available course description.

10. UAC must make the admission requirements (especially those regarding English language proficiency), grading criteria, as well as procedural information on the degree awarding for the PhD programme more transparent and better accessible for the external audience.

11. UAC should publish regulations for their recognition procedures of prior learning on its website and make them accessible to all relevant stakeholders.

12. UAC should increase awareness and highlight scholarship options and partnerships to its students to enhance student mobility across all academic levels.

13. UAC should incentivise highly qualified PhD staff to teach in regions outside of Santiago, rather than concentrating them in the capital.

14. UAC should implement measures to mitigate the potential risks of academic inbreeding as a significant number of current staff have completed either their undergraduate or postgraduate studies at the university.

15. To enhance the intended internationalisation, UAC should make all relevant information on the study programmes, e.g., admission procedures, module descriptions, intended qualifications, available in English.