

## **EVALUATION AND ACCREDITATION DOCUMENTS**

### **Bachelor of Law**

University of Sharjah (UoS)  
College of Law

United Arab Emirates

**July 2024**

Rapport publié le 25/10/2024

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International evaluation and accreditation

## EVALUATION REPORT

### **Bachelor of Law**

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College of Law

United Arab Emirates

**July 2024**



The University of Sharjah (UoS) 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 31<sup>st</sup>, 2022. These standards are available on the Hcéres website ([hceres.fr](http://hceres.fr)).

In the name of the expert committee<sup>1</sup> :

Sandrine Clavel, President of the committee

In the name of Hcéres<sup>1</sup> :

Stéphane Le Boulter, Acting President

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

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## I. STUDY PROGRAMME IDENTITY SHEET

- University/institution: University of Sharjah
- Component, faculty or department concerned: College of Law
- Programme's title: Bachelor of law
- Training/speciality: Law
- Year of creation and context: 2001, as part of the creation of the College of Law
- Site(s) where the programme is taught (Town and campus): Sharjah – UAE, main campus + Aldhaid Branch + Kalba Branch

### PROGRAMME DIRECTOR

- Surname, first name: Professor Adnan SIRHAN
- Profession and grade: Professor, Dean
- Main subject taught: Civil Law

### METHODS AND RESULTS OF THE PREVIOUS ACCREDITATION(S)

- On a national level: Accredited by the Commission for Academic Accreditation (CAA), Ministry of Education, United Arab Emirates (UAE)
- At an international level: N/A

### HUMAN AND MATERIAL RESOURCES DEDICATED TO THE PROGRAMME

- Human resources: the departments of public and private law are composed of 45 Faculty members (full professors, associate professors and assistant professors), 10 teaching/research assistants and 6 administrative staff dedicated to the College of Law. Each staff member is required to teach at the Bachelor level; the applicable rule is, but for exception, that Faculty members dedicate around 70% of their teaching load to the bachelor programme (with one single course at the master or PhD level).

- Material resources

The main campus of the College of Law is composed of the M1 Building, designated for male students, and the W1 Building, for female students. Both buildings are alike (but for the theatre hall).

The M1 Building offers 14 smart classrooms, a computer lab, a simulated courtroom resembling real court setups with integrated electronic displays, and a theatre hall for academic discussions and conferences.

Similarly, the W1 Building includes 14 smart classrooms, a computer lab, a simulated courtroom. The theatre hall in the M1 Building is used by both male and female students (mixed events). Generally speaking, women use indifferently the M1 or the W1 Building: non-mixed classes are the rule at the Bachelor level, but at the master level all classes are mixed.

Administrative offices and teaching staff offices are located in the W1 and M2 Buildings, equipped with the necessary furniture, computers, and a meeting room. The university boasts four libraries, two of which (one for male students and one for female students) include extensive law sections.

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

Bachelor students were formerly enrolled on three campuses: Sharjah, Kalba and Al-Dhaid. The latter two campuses have become autonomous universities, which explains the decrease in the number of students enrolled in the bachelor's programme. Students who had started their degree programmes at Kalba and Al-Dhaid will obtain a degree from the University of Sharjah.

The normal length of study is 4 years, but in practice the average length of study is 4.5 years, with some students managing to complete their bachelor's degree in a shorter time and others in 6 years. The graduation rate is on the rise, reaching 71% for the cohort that entered the bachelor's programme in 2017.

Batch	Newly Enrolled 1st Year	Graduated by end of 3rd Year	Graduated end of 4th Year	Graduated end of 5th Year	Graduated end of 6th Year	Graduated >= 6 Years	Total Graduated	Graduation Avg Time
2013	323	3 1%	108 33%	56 17%	8 2%	5 2%	180 56%	4.48
2014	264	3 1%	86 33%	45 17%	10 4%	8 3%	152 58%	4.59
2015	288	5 2%	111 39%	50 17%	18 6%	1 0%	185 64%	4.48
2016	241	5 2%	76 32%	51 21%	8 3%	4 2%	144 60%	4.55
2017	230	34 15%	86 37%	35 15%	8 3%		163 71%	4.31
2018	359	37 10%	108 30%	55 15%				
2019	260	33 13%	108 42%					
2020	205	46 22%						
2021	168							
2022	134							

## II. VISIT DESCRIPTION

### COMPOSITION OF THE EXPERTS PANEL

#### Chairman of the committee:

- Sandrine CLAVEL, Professor of Private Law at Université Paris Saclay, UVSQ

#### Academic experts:

- Philippe ACHILLEAS, Professor of Public Law at Université Paris Saclay
- Laure CLÉMENT-WILZ, Professor of Public law at Université Paris Est-Créteil
- Derek EL ZEIN, Senior lecturer in Political Science at Université Paris Cité
- Etienne PATAUT, Professor of Private Law and Criminal Sciences at Sorbonne Université

#### Student expert:

- Nawal DAFEUR, post-doctoral student at University of Poitiers.

Hcéres was represented by Professor Evelyne LANDE, scientific advisor, Europe and International Department.

### VISIT DESCRIPTION

- Date of the visit: 2<sup>nd</sup> of May to 7<sup>th</sup> of May 2024
- Organisation of the visit: see table
- Cooperation of study programme and institution to be accredited: the university and the college organized the visit so that the committee could meet all the stakeholders and visit the premises. Everything has been done to respond to the requests of the committee's experts.

### PEOPLE MET

#### Thursday the 2<sup>nd</sup> of May, 2024

Time	Session	Audience
12:00-12:30	<b>Opening session with top management:</b> Presentation of Sharjah University challenges	Chancellor, Vice Chancellor for Academic Affairs, Vice Chancellor for accreditation, and Dean of College of Law (four people met)
12:30-13:00	<b>Campus visit</b>	First part: main building (amphitheatre, cafeteria...), and Law college Male building (classrooms, labs...)
14:00-15:00	<b>Institutional meeting</b> Presentation of the College of Law, its programmes	Dean of the Faculty of Law, Director of Studies, Directors of the six courses assessed (five people met)
15:10-16:10	<b>Quality assurance</b>	Staff involved in quality assurance and management. Evaluation & Academic Accreditation representatives. (two people meet),
16:10-17:30	<b>Academic and non-academic partners</b>	Executive department of Francophonie relations (Government of Sharjah), Director of Alliance française, representatives of the Supreme Legislation Committee, Co-head of dispute resolution at Al Tamimi & Cie law firm and legal consultations, Partner at Al Rasheed & partners law firm and legal consultation (seven people met)



**Friday the 3<sup>rd</sup> of May, 2024**

Time	Session	Audience
08:00–09:00	<b>Bachelor's programme managers</b>	Dean of the college of Law, Head of training; three for Private Law and one for Public Law (five people met).
09:00–10:00	<b>Bachelor's Teaching staff</b>	Representative panel of teaching and research staff in the course: tenured, contract and part-time lecturers from various disciplines, not including those responsible for the degree (seven people met)
10:10–11:10	<b>Bachelor's students</b>	Meeting with a representative panel of students from the Bachelor in terms of gender, nationality, year of studies, learning arrangements, etc. (eight people met)
Debriefing (Bachelor)		
13:00-14:00	<b>Master Air and Space Law programme managers</b>	Heads of training (two people met).
14:00–15:00	<b>Master Air and Space Law Teaching staff</b>	Representative panel of teaching and research staff in the course (four people met)
15:10–16:10	<b>Master Air and Space Law Students</b>	Meeting with a representative panel of students from the program (four people met)
Debriefing (Master Air and Space Law)		

**Monday the 6<sup>th</sup> of May, 2024**

Time	Session	Audience
08:00-09:30	<b>Master and PhD Public Law programme managers</b>	Heads of training and administrative secretaries (four people met).
09:40–11:00	<b>Master and PhD Public Law Teaching staff</b>	Representative panel of teaching and research staff in the course, not including those responsible for the degree (eight people met)
11:10–12:00	<b>Master Law students</b>	Meeting with a representative panel of students from the program. (six people met)
12:00–12:45	<b>PhD Public Law students</b>	Meeting with a representative panel of students from the program (six people met)
14:00-15:00	<b>Campus Visit</b>	Second part. Documentary resources
15:00-16:00	<b>Alumni</b>	Five people met graduated from the different programmes evaluated
Debriefing (Master and PhD Public Law)		

**Tuesday the 7<sup>th</sup> of May, 2024**

Time	Session	Audience
08:00-09:30	<b>Master and PhD Private Law programme managers (Q&amp;A, no presentation)</b>	Heads of training and administrative secretaries (five people met).
09:40–11:00	<b>Master and PhD Private Law Teaching staff</b>	Representative panel of teaching and research staff in the course, not including those responsible for the degree (eight people met)
11:10–12:00	<b>Master Private Law students</b>	Meeting with a representative panel of students from the program (four people met).
12:00–12:45	<b>PhD Private Law students</b>	Meeting with a representative panel of students from the program (five people met).
Debriefing (Master and PhD Private Law)		
14:00-15:00	<b>Campus Visit</b>	Third part. Law college Female building (classrooms, labs...)
15:00-16:00	<b>Closing session (final questions/answers on the 6 diplomas, no feedback)</b>	Dean of the Faculty of Law + degree directors

### III. PRESENTATION OF THE STUDY PROGRAMME

#### 1 – PRESENTATION OF THE STUDY PROGRAMME

The University of Sharjah, a public institution established in 1997, is a multidisciplinary university (Medicine, Engineering, Fine Arts & Design, Business & Management, Social Sciences & Humanities, Sharia & Islamic Studies, Law, and Communication & Journalism) gathering nearly 20,000 students. The College of Law, comprising a department of public law and one of private law, was instituted in 2000. The Bachelor of Law (taught in Arabic) began in 2001, followed by the introduction of master's programmes in 2005 and PhD programmes in 2011. The College of Law, which is distinct from the College of Sharia and Islamic Studies, is the biggest law college in the UAE in terms of student numbers (approximately 1,300) and programme offerings. The university operates several campuses throughout the country. While its main headquarters are located in Sharjah, it also has branches in Kalba and Al-Dhaid. These branches are set to become autonomous universities in the near future, after which the University of Sharjah will be exclusively located in the city of Sharjah. Nonetheless, students currently enrolled in Bachelor's programmes in Kalba and Al-Dhaid will graduate with a University of Sharjah diploma.

In line with the university's goals of "providing a collaborative, innovative and sustainable learning environment that cultivates twenty-first-century skills amongst its students", the College of Law intends to "serve (our) local and global communities' current and future needs by offering innovative academic and professional programs" designed to produce graduates strongly well-prepared for the labour market. The bachelor's degree programme is a key part of this vision. Over four years, it prepares Bachelor of Law graduates, the vast majority of whom enter the job market directly upon graduation. Typically, it is only after gaining a few years of professional experience that these graduates pursue a master's degree.

Jointly operated by the Department of Public Law and the Department of Private Law, the Bachelor of Law programme was traditionally been offered in Arabic, with approximately 20% of course taught in English. However, a full bachelor's programme in English was launched in the 2023/2024 academic year, exclusively available in Sharjah. The evaluation currently only covers the Bachelor's degree in Arabic. This four-year undergraduate programme requires the completion of 132 credit hours. These are divided between the university's compulsory and elective requirements (24 credit hours) and the college's compulsory and elective requirements (108 credit hours), allowing for exposure to other disciplines through the "university's requirements". Students are expected to study full-time, but for those who are employed, it is possible to choose courses mainly delivered in the afternoon, although this may extend the time required to complete the programme beyond four years. The academic year is divided into two main terms, one in the autumn and one in the spring, with an additional summer term available for students who need to retake courses or wish to accelerate their studies. An internship is compulsory for all students.

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

The self-evaluation approach is the result of a joint effort between the Academic Accreditation Department of the University of Sharjah and the faculty members of the College of Law. The Academic Accreditation Department collected and provided the relevant data. Based on this data, the College of Law's academic team prepared the self-evaluation report, which was subsequently reviewed by the Academic Accreditation Department. The result is a comprehensive self-assessment report, supplemented by numerous appendices that offer a wealth of objective information.

## IV. EVALUATION REPORT

### 1- TRAINING POLICY AND CHARACTERISATION

**The bachelor's programme demonstrates a clear alignment with the institution's overarching training strategy.**

The university of Sharjah offers one single Bachelor of Law programme, designed to train students in the fundamentals of both private and public law. This degree is part of a solid continuum, enabling graduates to pursue studies in three master's programmes and subsequently in two PhD programmes. The University of Sharjah maintains a strict separation between law degrees and the studies devoted to Sharia law, which are managed by a different college, with no institutional bridges between the two disciplines.

The Bachelor of Law programme at the University of Sharjah is closely aligned with the university's strategic plan, which emphasises five key priorities: students, teaching, learning, and research at an "innovative, world-class level". This alignment is evident in the programme's contributions to enhancing teaching and learning through advanced technology, innovative methodologies, and rigorous accreditation processes.

The programme's focus on real-world applicability and societal relevance underscores its dedication to preparing students for the challenges of the 21st-century job market. Collaborative efforts with governmental and private entities, along with the establishment of a Legal Clinic, exemplify the programme's proactive approach to meeting evolving market needs. Additionally, the introduction of a new track taught entirely in English demonstrates its adaptability to a market-oriented national strategy and aligns with the global context of globalisation.

Efforts to align with the university's objectives are evident in the fostering of a collaborative, innovative learning environment and in showcasing sustainability through inclusive policies. However, sustainability issues require greater attention within the curriculum, both in terms of coursework and research endeavours.

**The programme is characterised by the national diversity of its students and teaching staff. Most of the needed elements are in place for a truly effective internationalisation policy; yet efforts are still required to achieve a level of internationalisation in line with the international standards targeted by the university's policy.**

The University of Sharjah pursues a strong internationalisation strategy, attracting a significant number of students, including 1,700 postgraduate students from over 100 countries, thereby demonstrating its international appeal. The objectives of the College of Law are aligned with this strategy. The Bachelor of Law programme boasts over 20% of its students being of foreign nationality, representing more than 20 different nationalities. However, these students often already reside in the country, primarily hailing from neighbouring countries such as Saudi Arabia, Qatar, Kuwait, Sudan, Syria, Egypt, and Jordan.

The diversity of the teaching staff and the availability of courses in both English and Arabic, along with the introduction of a full English-language programme since 2023, further enhance the attractiveness of the Bachelor of Law programme to international students seeking a bilingual educational experience. Additionally, the College of Law hosts a Centre for Francophone Studies and offers various language learning opportunities. Several Memorandums of Understanding (MoU) have been signed with foreign universities, although they are not yet fully effective. These partnerships hold significant potential and could be further leveraged to facilitate exchanges of experiences and practices between institutions within the framework of outgoing and incoming mobility programmes.

The establishment of the scholarship unit and financial support for national student mobility underscore the institution's commitment to facilitating international opportunities. While scholarships typically adhere to the policies of each emirate, extending these opportunities to foreign students through various partnerships would enrich cultural diversity and bolster local competencies.

To enhance the international visibility of the College of Law's programmes, particularly the bachelor's degree, effective promotion beyond the region is crucial. Initiatives such as participation in worldwide recognised international moot courts (such as the Willem Vis Moot, for instance) by students' teams would not only highlight the programme's existence and quality but also enrich the learning experience of bachelor's students.

**The Bachelor of Law programme at the University of Sharjah benefits significantly from the university's strong emphasis on research and scholarly activities.**

The link between training and research is firmly established through the requirement that all teaching staff engage in active research. Each faculty member is expected to produce two research papers annually, which must be published or accepted for publication in international journals classified or approved by the university.

Undergraduate students are offered research opportunities at the University of Sharjah. The *Office of the Vice Chancellor for Research and Graduate Studies (OVCRGS)* plays a pivotal role in coordinating research activities across all disciplines at the university, supported by specialised units such as the Research Institute for Humanities and Social Sciences and the Scientific Research Unit. The units significantly enhance the research potential within the Bachelor of Law programme, providing faculty members and students with essential support to conduct research, publish in international journals, and secure funding for research projects. This initiative aligns seamlessly with the university's objective of promoting interdisciplinary collaboration and strengthening connections between different colleges. Furthermore, it offers Bachelor of Law students a unique opportunity to engage in research by collaborating closely with academic researchers and industry professionals. Participation in such research groups introduces students to the research field and may inspire them to pursue further studies towards a master's and PhD degree.

**The Bachelor of Law programme demonstrates a strong commitment to maintaining links with the socio-economic world. These links could be more formalised.**

The College of Law's demonstrates a proactive commitment to bridging the gap between academia and the socio-economic sphere. The bachelor's study programme exemplifies this commitment through practical training initiatives facilitated by strategic partnerships and continuous engagement with stakeholders. Throughout the year, the college organises various events and workshops involving public institutions, law firms, and legal professionals to maintain ties with the socio-economic world. Compulsory internal and external practical internships are integral to the programme, providing students with valuable practical experience and tools essential for entering the job market. These internships also serve to develop and strengthen relationships with the socio-economic environment. The planned extension of the external internship duration, set to commence in 2025 as part of the recent national re-accreditation process, is expected to further enhance the quantity and quality of these connections.

The *Advisory council*, composed of academics and of members from various socio-economic sectors, ensures the relevance and effectiveness of the programme in meeting societal needs.

These proactive measures underscore the college's dedication to equipping students with the necessary skills and knowledge for success in a dynamic job market, thus fostering closer alignment between academic learning and real-world demands. However, both the self-evaluation report and on-site visit have highlighted that while these links with the socio-economic world are substantial in practice, they are not always sufficiently formalised or effectively communicated by the College of Law. Formalising these connections would enhance the programme's visibility and attractiveness.

### **Conclusion**

**The Bachelor of Law programme at the University of Sharjah is closely aligned with the university's strategic plan, serving its ambitions through a programme with a strong research base. The College of Law's internationalisation drive regarding the bachelor programme, although already underway, is not yet fully in line with the University of Sharjah's strategic ambitions. Academic international partnerships could be developed and made more effective, whereas the programme's international visibility could be enhanced. Links with the socio-economic world, which are evident, would undoubtedly benefit from being formalised and extended.**

## **2 – PEDAGOGICAL ORGANISATION OF THE STUDY PROGRAMME**

**The Bachelor of Law programme is designed to train qualified lawyers capable of entering the job market after four years' training. The structure of the programme, based on the acquisition of legal knowledge as well as of practical and technical skills, is in line with its objective.**

The College of Law is structured into two academic departments: the Department of Public Law and the Department of Private Law, both contributing to the bachelor's programme. The Bachelor of Law programme encompasses a total of 132 credits. Of these, 114 credit hours are mandatory, while 18 credit hours are elective, spread over eight semesters. The programme is designed to span four years, though actual completion time may vary based on scheduling and individual student progress. Students are required to enrol full-time and have the flexibility to start their studies in either the autumn or spring semester. Additionally, a summer term is available for students wishing to catch up on coursework or accelerate their training, subject to specific conditions. The organisation allows for multiple sessions of the same course to be conducted throughout the year.

Each course within the programme is meticulously designed with defined Course Learning Outcomes (CLOs) that align with targeted competencies. The programme employs appropriate teaching and learning methods, as along with assessment tools, to ensure the acquisition of these skills. Emphasis is placed on practical training, such as internal and external practical training, legal laboratory sessions, moot court simulations, debate forums,

graduation projects, awareness campaigns on UAE laws, participation in legal clinics, presentations, and case studies. The structure of the study programme and the teaching methods are particularly relevant, continually enriched to reflect current academic and professional trends, including developments in Artificial Intelligence.

**The Bachelor of Law programme is designed to support student success through a variety of teaching practices.**

In addition to offering flexible learning paths, the Bachelor incorporates a variety of teaching methods that are carefully aligned with programme and course learning outcomes. These methods aim to enhance student performance, experience, and engagement. Practical training is a significant component of the programme, with opportunities for external practical training available locally, regionally, and internationally through the university's Career Guidance and Training Office (CASTO). Additionally, the programme utilises the Learning Management System, this platform enhances communication and interaction between instructors and students, providing avenues for learning and collaboration.

To promote student success, the College of Law implements a range of tools and measures, including refresher courses, ongoing individual monitoring with academic supervisors throughout the four-year programme which is currently being under discussion for enhanced effectiveness, workshops, and seminars on essential legal skills. Access to extensive documentary resources is facilitated through a state-of-the-art library equipped with cutting-edge technologies and access to various databases. Moreover, the university has adopted a Flexible Hybrid Learning approach, allowing a limited number of students facing special circumstances to benefit from distance education options. This approach is tailored to the nature of the course.

**The Bachelor of Law programme is designed with a strong focus on international accessibility, further reinforced by the introduction of a full English-language track since 2023.**

One key aspect of this approach is the emphasis on developing language skills, with a focus on proficiency in both Arabic and English. The programme achieves this through courses dedicated to legal drafting, research methods, and various legal subjects taught in both languages. This approach equips students with the linguistic capabilities necessary for engaging in legal discourses on a global scale.

Furthermore, it offers flexibility by allowing students to conduct their graduate research in either Arabic or English. This accommodation caters to diverse linguistic preferences and enhances accessibility for international students from countries within the region.

The bachelor's programme enjoys a strong regional reputation due to its tailored content and structure aimed at international accessibility. To enhance its global presence, efforts to promote the programme beyond the region are recommended. Strengthening inclusion policies through scholarships for foreign students could diversify the student body.

**The Bachelor of Law programme demonstrates a strong commitment to meeting the needs of the socio-economic sector and promoting lifelong learning among its students.**

By signing agreements and memorandums of understanding with reputable institutions, the College of Law ensures that its programme remains aligned with industry standards and reflects current legal practices. The programme integrates entrepreneurship concepts and offers practical experiences such as internships and moot court competitions. To enhance the value of internships, the programme could gain added value if observation internships were substituted for application internships, offering students a real opportunity to put what they've learned into practice. The planned extension of the internship period should serve this objective.

**Conclusion**

**The programme's ambition is to produce qualified lawyers capable of entering the job market after four years training. The structure of the programme, based on the acquisition of legal knowledge as well as of practical and technical skills, is in line with its objective. The programme uses appropriate tools to promote student success and is designed in coherence and interaction with the local socio-economic environment. The programme's efforts to foster its international dimension are particularly relevant in a socio-economic environment marked by continuous internationalisation.**

### 3 – ATTRACTIVENESS, PERFORMANCE AND RELEVANCE OF THE STUDY PROGRAMME

**The promotion of the programme to potential candidates is conducted with care and appears to be efficient. Satisfactory guidance is offered to prospective students ahead of their decision to apply, during the enrolment process and once registered, during their time at university.**



The promotion of the programme relies mainly on the *Marketing and Student Recruitment Department (MSR)* which is the main contact for prospective students. The enrolment process is well-organised, with relevant information provided to applicants at each stage. Throughout their studies, students benefit from digital tools that ensure continuous communication with both faculty and administrative staff. Students met during the on-site visit confirmed that they received clear and relevant information, which significantly aided their academic journey.

The financial issue is also a relevant element in terms of attractiveness. The tuition fees are notably high, but at the Bachelor level, Merit-Based Scholarships are offered to Sharjah citizens, playing an obvious role in attracting and retaining students. These scholarships are not available to foreign students, even those residing in Sharjah. Nevertheless, many regional students receive scholarships from their home countries, highlighting the university's strong regional reputation.

The programme's attractiveness is primarily monitored by tracking enrolment numbers, which have remained stable. A recent decrease in enrolment can be attributed to two factors: national directives from the Ministry of Education to limit student numbers at UoS for better distribution across different universities in the UAE, and the need to ensure pedagogical sustainability. The latter is due to an increase in the number of thesis students, which has heightened the supervisory duties of teaching staff, necessitating a reduction in their teaching load.

**Student success is carefully monitored and there are several ways to remedy students' difficulties. The overall number of graduates is available on the website, but the success rates are not made public.**

The *Deanship of Quality Assurance, Institutional Effectiveness and Accreditation (DQAIEA)* undertakes the assessment of student success, using data such as retention rates, GPA (grade point average), and levels of attainment of the Course Learning Outcomes. For the cohorts that entered the Bachelor's programme between 2013 and 2017, the average success rate is 61%, for an average length of study of around 4.5 years.

For students experiencing academic difficulties, a "probation status" is implemented for those whose GPA falls below 2 out of 4. Students on probation are restricted to a maximum of 12 credit hours per semester and receive intensive advising from a committee instead of a single advisor. After three warnings, students are typically required to leave the College. This probation status affects 13% of students annually, with 6% of students leaving the College due to continued academic difficulties.

Various measures are deployed to promote student success. *Academic advising* plays a crucial role in this effort. Each student is assigned an academic advisor, with each advisor responsible for a "group" of around 20 students. The advisor, a faculty member, assists students with course selection, academic planning, and orientation. Students are informed of their assigned advisor, who also addresses special circumstances and personal issues, offering necessary guidance. Specific attention is given to students under "probation status".

The *Career Advising and Student Training Office (CASTO)* is dedicated to career counselling and advice for students. It provides comprehensive career services and assistance to students and alumni in the process of self-assessment, decision-making, and job searching.

**Statistics provide information on how well Bachelor of Law's graduates are integrated into the job market; however, little information is available on the type of jobs, even though the means to obtain this information seem to be available.**

Alumni surveys are conducted under the responsibility of the Office of the Vice Chancellor for Institutional Effectiveness and Accreditation. It is quite easy for the University and the College of Law to reach alumni when needed, as they retain their university email addresses. These surveys indicate that 65% of the students are employed after completing their bachelor's degree.

Statistics are available to determine that approximately 50% of the master's students hold a Bachelor of Law's degree from the University of Sharjah. However, there appears to be no follow-up for Bachelor graduates who pursue a master's degree at other institutions.

The College of Law lacks precise information about the types of jobs held by graduates after entering the job-market. Although the Alumni Association helps maintain links with some alumni, there is no systematic follow-up on their career trajectories. Establishing a comprehensive tracking system for graduates' career paths could be beneficial for the College of Law. Documenting and publicising this information would highlight the achievements of alumni, many of whom hold important positions in both the public and private sectors.

## Conclusion

**The Bachelor of Law programme is attractive, performant and relevant. It benefits from effective instruments to monitor its attractiveness and from appropriate infrastructures to measure student success. The programme**

**offers many competitive advantages, such as: excellent communication towards young people in the Emirates, and beyond in the region; efficient internal communication; good management system to evaluate the programme's results in terms of performance and relevance; very good employability rate (65% at minimum); surveying policy involving various actors.**

#### 4 – ACADEMIC PROGRAMME MANAGEMENT AND CONTINUOUS IMPROVEMENT

**The programme's teaching team is formally and clearly identified.**

The Bachelor of Law programme is jointly operated by the Department of Public Law and the Department of Private Law. The responsibilities assigned to each faculty member, based on their status (teacher, advisor, department chair) are clearly delineated. Each course is taught under the joint responsibility of two or three faculty members, who coordinate to define a common syllabus. Each student is assigned a personal academic advisor from the faculty staff and is informed of this assignment through the blackboard system. Students have confirmed that they can easily access the names of their professors and personal advisors, as well as to the courses' syllabi.

**The study programme has the resources required to achieve its objectives, both in terms of quantity and quality of staff and in terms of material resources.**

The number of faculty members (45) guarantees a satisfactory supervision rate. This assessment is reinforced by a dynamic recruitment policy within a framework of reasoned resource management. To ensure continuous development, the College of Law organises workshops, seminars, and training sessions for its faculty members focusing on various aspects of teaching, including pedagogy, curriculum design, assessment strategies, classroom management, and the integration of technology in education. A yearly assessment of faculty members is conducted under the Dean's responsibility. The strong pressure on publication ensures that faculty members remain actively involved in research activities.

The College of Law is staffed with six administrative members, which appears to be sufficient since many tasks are managed by specific departments or services within the university. Additionally, the College benefits from teaching assistants (TA) and research assistants (RA), who support faculty members in their various tasks.

The premises are extremely vast, modern and well-equipped, catering separately or partly separately for men and women, including classrooms with advanced IT facilities. The libraries' premises are suitable, with satisfactory opening hours and check-out policies. The online catalogue is excellent, and the available documents are deemed perfectly adequate by both faculty members and students. The acquisition policy is very dynamic. The library staff is readily available to assist students.

**The tools to conduct a thorough evaluation process of the programme are in place. Regular assessments are undertaken and allow a process of continuous improvement.**

The College of Law has developed a comprehensive range of "feedback models" that covers course evaluation, expected graduates, student satisfaction, new students, and alumni. Depending on the type of feedback, assessment targets not only students but also course teachers, administrative heads, and potential employers. The *Student Course Experience Survey* is the primary tool for evaluating the effectiveness of courses. This survey is compulsory for students.

Based on the results of the surveys and various data collected, the Office of the Vice Chancellor for Institutional Effectiveness and Accreditation regularly analyses the programme to propose and decide on potential improvements. An Advisory Council also play a crucial role in the internal evaluation of the College's programmes. This council consists of members both internal and external to the program, including faculty representatives, students, and external stakeholders. Meeting twice a year, the council collaboratively scrutinises the programme results and assesses overall effectiveness.

The programme holds accreditation from the Commission for Academic Accreditation (CAA) of the Ministry of Education in the United Arab Emirates, undergoing thorough external evaluation every five years. Currently undergoing a new accreditation process the programme anticipates implementing changes such as extending internship duration and introducing new courses.

**Student recruitment procedures are clear and transparent. The rules and methods regarding the validation of skills are communicated to students at the beginning of each course and available at all times (syllabus). The procedures for the evaluation of courses by students are well-structured.**

The student recruitment procedures are clearly defined, with selection based on several quality criteria including Grade Point Average (GPA) and language proficiency. These criteria and deadlines are made transparent to applicants through the university's website.

The evaluation methods and skill validation processes for each course are outlined in a syllabus provided to students at the beginning of each course. In cases where multiple professors teach the same course, a common syllabus is jointly defined and followed to ensure consistency in training across all students. Methods for validating skills may include exams (such as midterms and finals), quizzes, essays, projects, presentations, and class participation. University regulations allow students to request a review of their final exam grades through a formal process. Typically, the review panel comprises a committee chair and two faculty members who reassess the grading in question. Students' evaluations are conducted anonymously to encourage honest and unbiased feedback.

Disciplinary procedures are in place, particularly in cases of fraud, and strict sanctions may be imposed accordingly. These rules and sanctions are clearly outlined in the Student Code of Conduct, which also defines prohibited behaviours such as plagiarism. Students are made aware of the importance of ethical behaviour during the first week of each course, as well as in the course syllabus.

### **Conclusion**

**The Bachelor of Law programme benefits from a highly structured and documented organisation, both internally and externally (at the College of Law and University levels). Strong procedures are in place to ensure efficient management and a high-quality teaching team dedicated both to teaching and research. The programme's resources are very important in terms of teachers, equipment and digital resources. Continuous improvement is a key feature of the programme.**



## V. CONCLUSION

Established in 2001, the Bachelor of Law programme at the College of Law, spans four year and aims to equip students with comprehensive knowledge in both public and private law domains. Aligned with the University of Sharjah's overarching policy, the programme is tailored to meet the demands of the Emirates job market.

The programme's strength lies in its material resources and the expertise of its dedicated faculty members, who are deeply committed to teaching and actively engaged in research activities. Continuous professional training opportunities for faculty, robust career advancement processes, and incentives for research contribute significantly to the programme's quality and dynamism. The College of Law maintains rigorous supervisory procedures that uphold high standards of professionalism, ensuring effective management and a structured approach maintaining programmatic excellence.

The training programme at the College of Law is organised to strike a balance between imparting theoretical knowledge and fostering practical skills development. Student success is closely monitored, and proactive measures are taken to support students who encounters challenges, aiming to help them overcome difficulties effectively. The programme maintains flexibility without compromising on quality, allowing adjustments to accommodate the unique circumstances of each student, particularly those who are employed while studying.

The programme's attractiveness is underscored by its track records of student success and their strong positioning in the job market.

The conditions for the internationalisation of the programme are in place with courses offered in English, diverse nationalities among faculty members, and financial support for outgoing mobility of national students. Yet, there remains a need to enhance the programme's visibility globally and align with the University's goal of meeting top international standards.

While the programme maintains real connections with the socio-economic sphere, there is room for improvement, particularly in developing a more robust internship policy. Shifting towards application-based internships rather than observation-based ones would professionalise the internship experience, better preparing students for the demands of the job market.

### STRENGTHS

- Seriousness of the pedagogical support given to students.
- Diversity and quality of teaching staff, supported by a rigorous recruitment policy, effective support and an incentive and research-based promotion policy.
- Importance of human and material resources.
- Balance between theory and practical training.
- Support from the top management.

### WEAKNESSES

- Internationalisation to be developed.
- Links with the socio-economic world to be formalised and reinforced.
- An internship that focused too much on observing practices.

### RECOMMENDATIONS

#### Recommendation 1

Pursue efforts to internationalise the programme, for instance through the marketing of the programme abroad, the promotion of scholarships programme for foreign students in order to encourage students' incoming mobility, the formalisation of a visiting professors programme, and the development of effective academic international partnerships.

#### Recommendation 2

Links with the socio-economic world, which are already in place, would benefit from being formalised and strengthened. The occasional involvement of professionals in the training program, particularly in its practical elements, could offer students interesting perspectives. The development of links with professionals would also strengthen the internship policy (see below).

### **Recommendation 3**

In line with recommendation 2, the internship policy should be strengthened. The prospect of immediate professional integration for graduates would justify ensuring that internships are not just observation periods but provide them with genuine professional experience. The decision already taken to extend the duration of internships is a welcome first step.

## VI. COMMENTS OF THE INSTITUTION



University of Sharjah, United Arab Emirates  
College of Law

### **Response to Recommendations for Accreditation of the Bachelor of Law in English**

Submitted to  
Europe and International Department  
French High Council for the Evaluation of Research and Higher Education (HCERES)

05-09-2024

### Document History

Date	Action
2 to 7 May 2024	HCERES Site Visit to UoS Campus
31 July 2024	HCERES Evaluation Report Sent to UoS
5 September 2024	UoS Response sent to HCERES

In the Name of the College of Law, University of Sharjah

College Dean:

Name: Professor Adnan Sirhan

Signature: 

Stamp:



## Introduction

The College of Law at the University of Sharjah would like to thank the HCRES members for their great efforts, continuous support, and their valuable recommendations provided to the College regarding the accreditation request of its six academic programmes. The college has the honor to submit its response to these recommendations.

The concerned six programmes:

1. Bachelor of Law in English
2. Master in Air and Space Law
3. Master in Private Law
4. Master in Public Law
5. Doctor of Philosophy in Private Law
6. Doctor of Philosophy in Public Law

## Bachelor of Law in English

### Recommendations

#### Recommendation 1

Pursue efforts to internationalise the programme, for instance through the marketing of the programme abroad, the promotion of scholarships programme for foreign students in order to encourage students' incoming mobility, the formalisation of a visiting professors programme, and the development of effective academic international partnerships.

#### UoS Response:

The College of Law is keen to take effective actions with the aim of internationalisation of its programmes.

#### Marketing of the Programme Abroad

The University of Sharjah actively engages in numerous international educational exhibitions each year to promote its programmes, including those offered by the College of Law. Additionally, the college's faculty members represent the college at global events. The college maintains strong relationships with public diplomatic entities in the UAE, such as the French Embassies in Abu Dhabi and Dubai, which participate in the college's events and activities. The college has forged new academic partnerships with renowned international universities.

#### Scholarships for Foreign Student

The University has a formal agreement to offer more than 67 scholarships each year to foreign student through the Ministry of Education ([Appendix 01](#)).

Numerous scholarships are available from local community organizations for national students, with partial scholarships provided to those who excel academically or demonstrate exceptional skills. There is also a student support fund dedicated to assisting financially struggling students. The college continues to work with local entities and individuals to secure additional scholarships and financial support for its students.

The University has different schemes for supporting the financial needs of the students. Below is a brief description for each programme:

- 1. Distinction Discount:**

Students who finish a semester with distinction are granted a discount on the tuition fees of the same semester according to regulations and procedures followed by the university administration at the end of the semester.

- 2. Financial Aid programme**

This programme was initiated to support students in need of financial aid to complete their studies. It applies to students who are registered in no less than 15 credit hours and have achieved a semester GPA of no less than 3.0. After studying the applications by the designated committee, the University administration grants a percentage of discounts on tuition fees as determined by the recommendations of the committee. For further details on the eligibility requirements, policies, and application requirements, see Student Handbook ([Appendix 02](#)).

**Student Mobility:**

The college has established academic cooperation agreements and promotes for student mobility with several international universities, including the Faculty of Law at the University of Luxembourg ([Appendix 03](#)), Ain Shams University, and universities in Anbar, Nineveh, and Duhok in Iraq. Efforts are ongoing to finalize an agreement with Paris-Assas II University in Dubai to offer a joint Bachelor of Laws programme in English.

**Visiting Professors:**

The university has a programme for academic and research visits, attracting esteemed professors from top universities for periods of one to two years. This year, the college will host a professor from China specializing in civil law and has approved a scientific visit for a faculty member specializing in commercial law to teach at Paris Dauphine 5 University. Agreements and memoranda with various international law schools include provisions for the exchange of visiting professors, which have been activated with institutions such as Ain Shams University.

**Cooperation with International Universities:**

The college's new strategic plan for the next five years aims to enhance and establish additional research and academic agreements with leading international universities. This includes agreements for the exchange of professors and students, as well as collaborative teaching and research efforts. Preparations are underway for agreements such as a joint programme with Paris-Assas II University and a research collaboration with the University of Sousse in Tunisia.

**Recommendation 2**

Links with the socio-economic world, which are already in place, would benefit from being formalised and strengthened. The occasional involvement of professionals in the training program, particularly in its practical elements, could offer students interesting perspectives. The development of links with professionals would also strengthen the internship policy.

**UoS Response:**

**Internal Practical Training:** The college continuously works on attracting specialized trainers from the judiciary to deepen students' engagement in internal practical training. Additionally, it recruits several lawyers and legal advisors to train students, enriching their practical and applied experience. The college also regularly organizes seminars and training workshops for students, with participation from legal representatives of various professional institutions.

**External Scientific Training:** The college has submitted an updated curriculum plan, pending approval from the Accreditation Commission at the Ministry of Education, to increase the number of external practical training hours from 132 to 264 actual hours. This plan aims to provide students with training over two years during their third and fourth years of study at various training institutions, including courts, law firms, and official and unofficial bodies, in line with existing training agreements.

**Professional Sector:** According to the college's training plan, the Seminars and Conferences Committee will host numerous professionals and legal experts to share their practical experience with



students. Some of these seminars and training workshops have already been scheduled, with specific professional entities identified for participation.

The following are examples of professionals who are engaged in student training:

No.	Name	Position
1.	Abdalla Saeed Abdalla Alwali Alnaqbi	Judge - Part-time Lecturer
2.	Ali Karam Mohamed Eisa Alblooshi	Lawyer - Part-time Lecturer
3.	Abdulla Saif Abdulla Saif Alshamsi	Judge - Part-time Lecturer
4.	Hanadi Sharif Murad Mohamed Bakhsh	Lawyer - Part-time Lecturer
5.	Hosny Mahmoud Abdeldaym Abdeldsamad	Lawyer - Part-time Lecturer
6.	Jasim Mohamed Ali Abdalla Alhosani	Judge - Part-time Lecturer
7.	Ayman Mohamedzain Osman Mohamedzain	Lawyer - Part-time Lecturer
8.	Mohamed Morsi Abdou Mohamed	Lawyer - Part-time Lecturer
9.	Mohammed Noureldeen Sayed Abdelmageed Sayed	Lawyer - Part-time Lecturer
10.	Mohammed Taher Qasim Yahya Al-Awjar	Lawyer - Part-time Lecturer
11.	Zeina Abdul Karim Ahmad	Lawyer - Part-time Lecturer

### Recommendation 3

In line with recommendation 2, the internship policy should be strengthened. The prospect of immediate professional integration for graduates would justify ensuring that internships are not just observation periods but provide them with genuine professional experience. The decision already taken to extend the duration of internships is a welcome first step.

#### UoS Response:

**External Scientific Training:** The college has submitted an updated curriculum plan, pending approval from the Accreditation Commission at the Ministry of Education, to increase the number of external practical training hours from 132 to 264 actual hours. This plan aims to provide students with training over two years, during their third and fourth years of study, at various training institutions, including courts, law firms, and official and unofficial bodies, in line with existing training agreements.

**Training Platform:** To maximize the practical benefits for students from both internal and external training, an internship e-portfolio platform has been established. This platform enables students to enter all their training achievements regularly and continuously throughout the training period. It allows both the academic supervisor and the field supervisor to monitor students' training and ensure its effectiveness as well as guiding and advising them to meet the training objectives. Prior to each training cycle, students and supervisors will be trained on how to use and benefit from this platform.

The programme incorporates practical training as a major curricular requirement that is undertaken by students. The Career Advising and Training Office (CASTO) in the University is responsible for securing local, regional, and international internship opportunities. The training coordinator in the department is responsible for managing students' internships in terms of placement and agreement with training agencies. The coordinator also follows up on the technical issues with regards to the quality of the experience and fulfillment of the training requirements.

Once a student is registered in the internship programme, he/she will have access the student internship e-portfolio. The Effectiveness of the Practical training programme is evaluated in detail for each student via a series of visits and evaluation and verification reports submitted by the students,



their practical training managers, and evaluated by the practical training academic supervisor. Details of the evaluation steps are as follows:

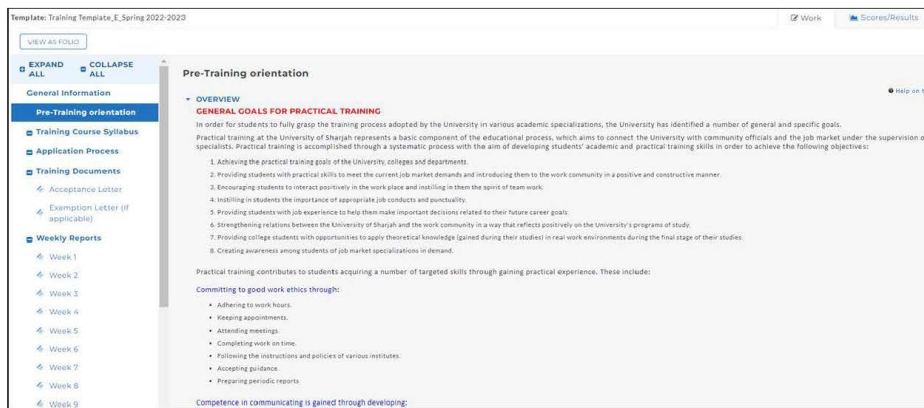
1. All information related to the programme practical training are available on the student internship e-portfolio.
2. The site supervisor verifies student training weekly and submit verification form on the student internship e-portfolio.
3. Practical training Supervisor evaluates the students' performance via a form that must be submitted to the same e-portfolio. The Supervisor can also add his/her comments or suggestions regarding the student's performance.
4. The student must submit a final report as shown in, detailing his/her work and experience during the practical training period. The instructor can then evaluate the report and assign a grade via the e-portfolio.

The effectiveness of the practical training is measured by the following tools:

- Feedback from students at the end of the training.
- Feedback from the academic supervisors.
- Feedback from the field supervisors.
- Achievement of the student learning outcomes.
- Evaluation of the training sites.

The programme internship e-portfolio has been designed in accordance to the accreditation standards, enabling the department, students, and training supervisors to monitor and document all aspects of training, including preparation, guidance, submission of weekly reports, final reports, and student evaluation of the training, as well as assessment of student work by supervisors.

The following figures represent screenshots from the internship e-portfolio:



Template: Training Template\_E\_Spring 2022-2023

VIEW AS FOLIO

EXPAND ALL COLLAPSE ALL

General Information

- Pre-Training orientation
- Training Course Syllabus
- Application Process
- Training Documents
  - Acceptance Letter
  - Exemption Letter (if applicable)
- Weekly Reports
  - Week 1
  - Week 2
  - Week 3
  - Week 4
  - Week 5
  - Week 6
  - Week 7
  - Week 8
  - Week 9

OVERVIEW

TRAINING STAGES

**FIRST PHASE: BEFORE TRAINING**

What to do before your Internship?

- Receive your official acceptance from the company.
- Register for the "Training course" in Banner.
- Upload to Taskstream:
  - Copy of the Acceptance letter
  - Copy of the Exception Letter (if applicable)

**SECOND PHASE: CHECK LIST DURING THE TRAINING PERIOD**

- Start your internship as agreed with the training organization.
- Fill in the "Weekly Report" by the end of each training week.
- Complete the "Student Evaluation of Training" a week before the end of your training period.
- Submit the signed and stamped "Site Supervisor Evaluation" Form at the end of the training period.
- Prepare your "final report" (if required) and upload it at the end of the training period.
- Prepare a "thank you letter" (Optional) to the training organization after completing the training period.
- The trainees may be requested to prepare a presentation on their final report for colleagues in their college.

**IMPORTANT ISSUES TO PAY ATTENTION TO DURING THE TRAINING PERIOD**

- Adhere to the official working hours of the training organization you join.
- Positively represent the University at the training organization and adhere to work ethics.
- Maintain the confidentiality of information at the training site.
- Take interest in implementing what you have been commissioned to do in your areas of training.
- Resolve to achieve the most during the training process to ensure full benefit from the training experience in various areas and refrain from being selective in a way that prevents benefiting from important work competencies and skills.
- Inform the Academic or Field Supervisor as early as possible about any problems encountered during the training process.
- Don't be absent. In case there's any emergency that will cause you to miss training time, you must take permission from both the field supervisor and the academic supervisor.

Template: Training Template\_E\_Spring 2022-2023

VIEW AS FOLIO

EXPAND ALL COLLAPSE ALL

General Information

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  - Week 2
  - Week 3
  - Week 4
  - Week 5
  - Week 6
  - Week 7
  - Week 8

Add: Form Attachments Videos

Status: Work Not Started

Week 3

DIRECTIONS

- Fill in the "Weekly Report" by the end of each training week.
- You may attach photos, videos, presentations, etc. that present your experience with the best practice.

In addition to the online form, you are also required to **download and make a printout** of the attached form. Fill in the required information and submit it to your Field Supervisor. Once your Field Supervisor has signed and stamped the form, **scan and upload the form as an attachment**.

FILE ATTACHMENTS:

Verification by Site Supervisor\_Summer 2021-2022\_fillable.pdf

Download and make a print-out of the attached form "Verification by Site Supervisor". Fill in the required information and submit it to your Field Supervisor. Once your Field Supervisor has signed and stamped the form, you can scan and upload the form as an attachment.

EVALUATION METHOD

FORM: STUDENT WEEKLY REPORT\_E

Please complete this form as part of this requirement.

Template: Training Template\_E\_Spring 2022-2023

VIEW AS FOLIO

EXPAND ALL COLLAPSE ALL

General Information

- Pre-Training orientation
- Training Course Syllabus
- Application Process
- Training Documents
  - Acceptance Letter
  - Exemption Letter (if applicable)
- Weekly Reports
  - Week 1
  - Week 2
  - Week 3
  - Week 4
  - Week 5
  - Week 6
  - Week 7
  - Week 8
  - Week 9
  - Week 10
  - Overall Weekly Reports Performance
- Site Supervisor Evaluation
  - Site Supervisor Eval of Interns
- Final Report and Presentation
  - Practical Training Final Report

Add: Text & image Slideshow Attachments Videos

Practical Training Final Report

DIRECTIONS

All students are expected to submit a Final Practical Training Report after the completion of the training period; the following points should be taken into considerations:

- The Final Report length should depend on the Academic Supervisor's requirements.
- Use a Times New Roman font of size 12 with a line spacing of 1.5 (and Auto spacing before and after) and normal margins (1" top and bottom, and 1.25" for left and right).
- Use Pictures of your training workplace if possible. Make sure you have the copyrights and the right to use these pictures.
- The report should be structured to include the following:
  - Cover page. (Template attached below)
  - Introduction about the training organization function.
  - Technical duties that you have performed.
  - Soft skills that you have acquired.
  - Relevance of the University courses to practical Training.
  - Technical/Soft skills that you have developed to fulfill the market requirements.
  - Conclusion and recommendation.
- The report should be submitted within ONE week after the completion of the training period.
- The submission will be on Taskstream ONLY.

FILE ATTACHMENTS:

Final\_Report\_cover\_template\_(English).docx

Live examples of the internship e-portfolio can be viewed through the following link:

- **0602460-Internal Practical Training:**  
<https://www.taskstream.com/ts/office3/L23>
- **0602463-External Practical Training:**  
<https://www.taskstream.com/ts/office3/L>



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[Hcéres](https://www.youtube.com/Hceres)



International evaluation and accreditation

## ACCREDITATION DECISION

**Bachelor of Law**

University of Sharjah  
College of Law

Sharjah, 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-2024-40 on the accreditation of the Bachelor of Law delivered by  
The University of Sharjah, Sharjah, 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 29<sup>th</sup> September 2022 on the accreditation criteria for international study programmes (except doctorates/PhDs);

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

Considering the agreement DEI\_2023\_CONV27 of 21<sup>st</sup> December 2023 for the evaluation/accreditation of the Bachelor of Law delivered by the University of Sharjah, Sharjah, United Arab Emirates;

Considering the opinion issued by the Accreditation Commission on 27<sup>th</sup> September 2024;

**Decides:**

**Article 1**

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

**ACCREDITATION CRITERION 1: TEACHING POLICY AND CHARACTERISATION**

The University of Sharjah's Bachelor of Law programme is closely aligned with the University's strategic plan, whose ambitions it serves through a programme with a strong research base. The College of Law's internationalisation drive for the undergraduate programme, although already underway, is not yet fully aligned with the University of Sharjah's strategic ambitions. International academic partnerships could be further developed and made more effective, while the international visibility of the programme could be improved. The obvious links with the socio-economic world would undoubtedly benefit from being formalised and expanded.

**ACCREDITATION CRITERION 2: THE PEDAGOGICAL ORGANISATION OF THE STUDY PROGRAMME**

The ambition of the programme is to train qualified lawyers capable of entering the job market after four years of training. The structure of the programme, based on the acquisition of legal knowledge and practical and technical skills, is in line with its objective. The programme uses appropriate tools to promote student success and is designed to be consistent with and interact with the local socio-economic environment. The programme's efforts to promote its international dimension are particularly relevant in a socio-economic environment marked by ongoing internationalisation.

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

The Bachelor of Law is attractive, effective and relevant. It has effective means of monitoring its attractiveness and appropriate means of measuring student success. The programme has a number of competitive advantages, such as: excellent communication with young people in the Emirates and beyond; effective internal communication; a good management system for evaluating the programme's outcomes in terms of performance and relevance; a very good employability rate (at least 65%); a survey policy involving various stakeholders.

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

The Bachelor of Law programme benefits from a highly structured and documented organisation, both internally and externally (at College of Law and University level). Robust procedures are in place to ensure effective management and a high-quality teaching team committed to both teaching and research. The programme is well resourced in terms of teaching staff, equipment and digital resources. Continuous improvement is a key feature of the programme.

## **Article 2**

The Bachelor of Law delivered by the University of Sharjah, Sharjah, 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:

- Pursue efforts to internationalise the programme, for instance through the marketing of the programme abroad, the promotion of scholarships programme for foreign students in order to encourage students' incoming mobility, the formalisation of a visiting professors programme, and the development of effective academic international partnerships.
- Links with the socio-economic world, which are already in place, would benefit from being formalised and strengthened. The occasional involvement of professionals in the training program, particularly in its practical elements, could offer students interesting perspectives. The development of links with professionals would also strengthen the internship policy (see below).
- In line with recommendation 2, the internship policy should be strengthened. The prospect of immediate professional integration for graduates would justify ensuring that internships are not just observation periods but provide them with genuine professional experience. The decision already taken to extend the duration of internships is a welcome first step.

## **Article 4**

This decision will be published on the Hcéres website.

Paris, 17<sup>th</sup> October 2024.

The acting President  
signed  
Stéphane Le Bouler





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