BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Independent Higher Education (IHE) Full Inspection

INSTITUTION: Qatar University, College of Law

ADDRESS: Al Tarfa
Doha 2713
Qatar

HEAD OF INSTITUTION: Dr Mohammed Abdulaziz Al-Khulaifi

DATE OF INSPECTION: 22 - 23 May 2016

ACCREDITATION STATUS AT INSPECTION: Not Accredited

DECISION ON ACCREDITATION:

⦿ Accreditation awarded for the full four-year period.

◯ Decision on accreditation deferred.

◯ Award of accreditation refused.

Date: 14 Jul 2016

1. Background to the institution

The University of Qatar (QU) is a publicly funded university founded in 1977 and is located in the north of the capital Doha. The campus covers approximately eight square kilometres. This is a period of intensive physical expansion with a new library having been recently opened and a new College of Law building scheduled to be completed by 2019, reflecting the growth in demand for legal education. New halls of residence will be opened in time for the new academic year.

A government Decree No.4, issued in 1993, led to the creation, at the University, of the Department of Legal Education. The department was originally part of the College of Sharia and Islamic Studies. As a result of the country's rapid development, it was recognised that there was a need to expand the provision of legal education and in 2006 the autonomous College of Law was established. The College controls its own budget but, in keeping with the other seven colleges, has to operate within the wider University framework of accountability. The other colleges are: Arts and Science, Business and Economics, Education, Engineering, Pharmacy, Sharia and Islamic Studies and Medicine.

It is the College of Law (the College) that is seeking accreditation not the University as a whole. In the last decade the College of Law has grown exponentially. In the current academic year there are almost 1300 registered students and a faculty strength of over 60 supported by an establishment of 18 administrators. The College of Law is the only college providing legal education in Qatar.

2. Brief description of the current provision

The College offers an undergraduate Bachelor of Laws programme (LL.B), that includes both core and elective courses. The overwhelming majority of these courses are delivered in Arabic (80%), the remainder in English. Building upon the success of the LL.B the College has introduced two Masters level courses in Private and Public Law, both of which are taught in Arabic. There are approximately 35 students currently enrolled on the postgraduate programmes.

The College also wishes to introduce a third Masters level programme, and that is likely to occur once the first cohorts of students on the current Masters programmes graduate. The College is also planning to introduce a doctoral programme as an exit route for graduates from its Masters programmes.

At undergraduate level the College has introduced experiential legal studies to complement its academic courses, recognising that it will be beneficial for graduates to possess a range of lawyerly skills when leaving the university. The innovative Law Clinic permits students to deal with 'real life' cases involving controversial topics such as child abduction and people trafficking.

The College has taken the lead in setting up a network of law clinics across the Arab region. In addition to clinical legal education, students have access to courses on legal research and writing. They may take part in discussion groups (moots) and it is mandatory for all students to participate in the College's Externship programme, that places students in local organisations in order for them to experience the world of work.

3. Inspection process

The inspection of the Qatar University's College of Law was carried out by three inspectors over a two-day period. The College furnished the inspectors with significant amounts of documentation prior to the commencement of the visit and staff assisted them in a positive manner throughout the inspection. Meetings were held with the College Dean and together with other senior managers, academic staff, students and key academic and administrative staff. Three classes were observed, they being the only ones delivered in English over the course of the visit.

PART B - JUDGEMENT AND EVIDENCE

The following judgements and comments are based upon evidence seen by the inspector(s) during the inspection and from documentation provided by the institution.

INSPECTION AREA - GOVERNANCE, STRATEGY AND FINANCIAL MANAGEMENT

1. **The institution is effectively and responsibly governed**

1.1	The organisational structure, including the role and extent of authority of any owners, directors or governing body, is clearly defined, documented and understood by stakeholders.	⦿ Yes ◯ No
1.2	The head of the institution, directors and other relevant persons are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out.	⦿ Yes ◯ No
1.3	Policies, procedures and systems linking governance and management are well documented and effectively disseminated across the institution.	⦿ Yes ◯ No
1.4	The institution engages in appropriate risk management planning, which is administered and monitored by named individuals.	⦿ Yes ◯ No
1.5	The head of the institution, directors and other relevant persons are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out.	⦿ Yes ◯ No
1.6	The governing body conducts regular risk assessment exercises in all areas of the institution's provision.	⦿ Yes ◯ No
1.7	All relationships with other educational institutions and organisations are defined formally and are fully transparent, with institutions compliant with partner or parent institutions' requirements, where applicable.	⦿ Yes ◯ No

This standard is judged to be: ⦿ Met ◯ Partially Met ◯ Not Met

Comments

The College of Law is an autonomous unit within the overall management and governance structure of the publicly owned University of Qatar. 'Autonomous' in this context refers to the College's ability of manage its own budget allocation. As the College, and not the University, has applied for BAC accreditation, the terms 'directors,' 'governing body' and 'head of the institution' have been interpreted to refer to the College's Dean and senior management team. They are all academically and professionally well qualified to take overall responsibility for the work of the College.

The reporting arrangements within the College are clear, from departmental through to the Dean's level with a small number of standing committees involved in the management processes. The Dean is assisted by three Associate Deans with responsibility for Academic Affairs, Research and Graduate Studies, and Outreach and Engagement. There is also an Assistant Dean in charge of Students Affairs.

The senior management carry out detailed analytical reviews of the College's overall performance on an annual basis that includes identifying risks that may impact on whether the College will achieve its and the University's strategic goals. One recent example is the possible impact on academic development as a result of the moratorium on administrative staff recruitment. It is however recommended that the College should consider the creation of a risk management committee and register that will permit a sharper focus on all aspects of risk management rather than those just related to the College's academic wellbeing.

2. **The institution has a clear and achievable strategy**

2.1	The institution has a clear strategy for the development of its higher education provision which is supported by appropriate financial management.	⦿ Yes ◯ No
2.2	There is provision for stakeholder input to inform the strategic direction of the institution.	⦿ Yes ◯ No
2.3	The strategy is well communicated to all stakeholders within and outside the institution.	⦿ Yes ◯ No
2.4	The governing body and senior management conduct a regular and systematic review of their own and the institution's overall performance and measure this performance against strategic targets.	⦿ Yes ◯ No

This standard is judged to be:　⦿ Met　◯ Partially Met　◯ Not Met

Comments

The College of Law's strategic plan mirrors that of the University's priority areas for development over the period 2013-2016. These include nurturing the student experience, optimising student effectiveness and academic performance, enhancing the University's research profile and working closely with the community in meeting national and local needs for legal education. The College has gone a long way towards meeting its performance targets. Student numbers have increased, Masters level education has been introduced, experiential education is now embedded in the academic life of the College and the research profile continues to be enhanced through the publication of books and an increase in the number of published journal articles.

The College has an Advisory Council that provides the Dean with the advice and assistance of individuals whose experiences offer a variety of perspectives on the legal profession. The Council consists of alumni and experienced members of the legal community. The Council became operational in November 2013. Important matters pertaining to legal education, research and community service are discussed. The Council's work has been influential in the development of the externship scheme, the establishment of the Law Clinic and bringing the College's work to the attention of national organisations.

The senior management of the College of Law carry out detailed reviews and analysis of all aspects of the College's work on an annual basis.

3. **Financial management is open, honest and effective**

3.1	The institution conducts its financial matters transparently and with appropriate probity.	⦿ Yes ◯ No
3.2	The institution's finances are subject to regular independent external audit.	⦿ Yes ◯ No

This standard is judged to be:　⦿ Met　◯ Partially Met　◯ Not Met

Comments

The University's financial position is subject to annual independent audit by Deloitte and Touche. Financial reports covering the years 2013-2015 were approved without qualification. The auditor's reports confirm that the University had maintained proper books of accounts and inventory counts had been duly carried out. The University's financial statements and accounts are judged against International Public Sector Accounting Standards.

INSPECTION AREA - ACADEMIC MANAGEMENT AND ADMINISTRATION

4. **The institution is effectively managed**

4.1	The management structure is clearly defined, documented and understood by all stakeholders including governors, management, staff and students.	⦿ Yes ◯ No
4.2	The head of the institution and other senior managers are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out.	⦿ Yes ◯ No
4.3	There are clear channels of communication between management, the governing body, staff, students and other stakeholders.	⦿ Yes ◯ No
4.4	There are clearly delineated responsibilities and reporting arrangements at institutional, faculty, departmental, programme and course levels. This should include provision for academic leadership at programme and individual course level.	⦿ Yes ◯ No
4.5	There is an effective committee structure with appropriate reporting lines which informs management decision-making and provides feedback to stakeholders.	⦿ Yes ◯ No
4.6	Committees and other meetings have clear and appropriate terms of reference, are scheduled to meet regularly and are minuted accurately.	⦿ Yes ◯ No
4.7	There is a set of comprehensive policies, regulations and procedures for staff and student conduct.	⦿ Yes ◯ No
4.8	Management ensures that all information, internal and external, including publicity material, is accurate and fit-for-purpose.	⦿ Yes ◯ No
4.9	A policy exists and is administered effectively regarding collection of and refund of student fees.	⦿ Yes ◯ No
4.10	Management compiles reports at least annually presenting the results of the institution's reviews and incorporating action plans. Reports include analysis of year-on-year student satisfaction, retention and achievement, staff performance (including research and other forms of scholarship) and a review of resourcing issues.	⦿ Yes ◯ No
4.11	Action plans are implemented and reviewed regularly, with outcomes reported to management and subsequently to the governing body.	⦿ Yes ◯ No
4.12	Management monitors and reviews academic and administrative staff performance through a clearly documented and transparent appraisal system.	⦿ Yes ◯ No

This standard is judged to be: ⦿ Met   ◯ Partially Met   ◯ Not Met

Comments

The management structure is clearly defined and understood across the faculty of the College. Senior staff have detailed job descriptions and are well qualified to carry out their responsibilities. The impressive progress made by the College in the past few years is a tribute to the effective planning, senior management decision making and strong faculty ethos.

Channels of communication are clearly defined from departmental level to the very top of the senior management structure.

Numerous policies exist that underpin the College's strategic planning from course reviews, new programme developments to teaching loads and professional conduct.

Management produces annual reviews of the College's performance against strategic objectives. The analytical process is rigorous and the outcomes assist in determining priorities for the following year.

Appraisal systems operate for both academic and administrative staff and promotion prospects can depend on how the appraisal was rated.

5. Academic management is effective

5.1	There are appropriate procedures for the proposal, design and validation of programmes of study which take cognisance of the mission of the institution, national imperatives, market demand and resource issues and reflect international norms.	⦿ Yes ◯ No
5.2	Management ensures that the stated curricula are delivered as presented in the prospectus and other related documentation, and that requirements from professional or other relevant bodies are met.	⦿ Yes ◯ No
5.3	There are regular scheduled and minuted meetings of academic staff to review academic programmes.	⦿ Yes ◯ No
5.4	There is an appropriate policy and effective procedures exist for the acquisition of academic resources to support programmes.	⦿ Yes ◯ No
5.5	Appraisal of academic staff includes regular classroom observation which is used for the dissemination of good practice.	⦿ Yes ◯ No
5.6	Academic staff are supported in their continuing professional development and enabled to develop further pedagogic techniques to enhance the learning of students.	⦿ Yes ◯ No

This standard is judged to be: ⦿ Met ◯ Partially Met ◯ Not Met

Comments

The College of Law through its annual strategic planning, identifies targets that meet the requirements of all College stakeholders. An example taken from the 2014-15 College action plan is to further develop the LLB curriculum in order to meet the nation's needs for legal education as identified in Qatar's Vision 2030 strategy. Others objectives include the desire to enhance the teaching and learning environment by continuing to emphasise experiential learning and also through the further integration of technology in the delivery of academic programmes. The internationalisation of research continues to be a major priority as does the commitment to work closely with the local community. The College provides generous financial inducements to academic staff in order to support their continuing professional development through for example attending international conferences.

The College has also introduced 'Teaching Practice Days' that includes presentations by faculty members on pedagogic issues such as teaching and assessment methods and course design. In the calendar year 2015, six such seminars were held.

Classroom observation is mandatory for new academic staff but it is recommended that regular classroom observations should be extended to all staff in line with the strategic aim of continuous pedagogic improvement. Staff are appraised annually against established criteria such as teaching quality, research output and student feedback. Not all staff have a clear understanding of the university's revalidation policy.

6. **The institution if effectively administered**

6.1	Administrators are suitably qualified and experienced and understand their specific responsibilities and duties.	⦿ Yes	○ No
6.2	The size of the administrative team is sufficient to ensure the effective day-to-day running of the institution.	⦿ Yes	○ No
6.3	The administrative support available to the management is clearly defined, documented and understood and appropriately focused to support its activities.	⦿ Yes	○ No
6.4	Policies, procedures and systems are well documented and disseminated effectively across the institution.	⦿ Yes	○ No
6.5	Data collection and collation systems are effective and accurate.	⦿ Yes	○ No
6.6	Classes are timetabled and rooms allocated appropriately for the courses offered.	⦿ Yes	○ No
6.7	Comprehensive administrative records are organised and stored efficiently, easily accessed and used effectively.	⦿ Yes	○ No

This standard is judged to be: ⦿ Met   ○ Partially Met   ○ Not Met

Comments

The College has an establishment of 18 administrators that provide support to academic staff and students. The size of the administrative team is sufficient, although it should be noted that there has been a moratorium on administrative staff recruitment since September 2015. This situation should be kept under constant review by the College management in order to ensure that adequate administrative support is maintained at all times.

All members of the administrative staff have job descriptions and titles and their work is targeted at key personnel and functions within the College.

Detailed timetables are produced each semester and the classrooms are fit for purpose. Record keeping is maintained through hard and soft copy records with the former being discarded after three years.

7. The institution employs appropriately qualified and experienced managerial and administrative staff

7.1	There are appropriate policies and effective procedures for the recruitment and continuing employment of suitably qualified and experienced staff.	⦿ Yes	○ No
7.2	There are effective procedures for the induction of all staff.	⦿ Yes	○ No
7.3	There is a transparent and well-documented appraisal system for all staff.	⦿ Yes	○ No
7.4	There are clear and appropriate job specifications for all staff.	⦿ Yes	○ No
7.5	All staff are treated fairly and according to a published equality and diversity policy.	⦿ Yes	○ No
7.6	The institution has a clear policy regarding the handling of legal issues relating to the employment of staff.	⦿ Yes	○ No
7.7	Staff have access to a complaints and appeals procedure.	⦿ Yes	○ No
7.8	Opportunities are provided for the continuing professional development of administrative and managerial staff.	⦿ Yes	○ No

This standard is judged to be: ⦿ Met   ○ Partially Met   ○ Not Met

Comments

The University's current recruitment policy for academic staff was approved by the President in September 2014. The policy has been widely disseminated throughout the University to include College Deans, departmental heads and faculty. The College of Law in keeping with the other Colleges must apply this policy. One purpose of the policy is to standardise the recruitment process throughout the University. The College of Law has to comply with a very detailed sixteen stage recruitment procedure based upon departmental staffing estimates covering a three-year period and reviewed annually. 'Search and Screen' committees are established with the remit of recruiting the most qualified candidates. It is these committees that draw up the short list of candidates to be interviewed and then members carry out face to face interviews or when this is not possible using telephone, Skype or other available technologies.

New staff orientations at the University wide level are organised by the Human Resources Department and for the next semester will take place in late August immediately prior to the commencement of the new academic semester. Separate orientations are then offered by the Colleges.

The University has a professional conduct policy which can be applied should staff believe they have been unfairly treated. The purpose of the document is stated to be to protect academic freedom and ensure that fair procedures are followed in upholding ethical, professional and legal standards.

8. **Academic staff are appropriately qualified and effective in facilitating student learning**

8.1	Academic staff are appropriately qualified in terms of subject knowledge, pedagogic and communicative skills, and experienced for the courses to which they are allocated.	◉ Yes ○ No
8.2	The programmes and their constituent courses are delivered and assessed in ways that enable students to succeed by developing the knowledge and skills which will be required for final examinations or assessments.	◉ Yes ○ No
8.3	Learning outcomes for all programmes are articulated and are publicly available.	◉ Yes ○ No
8.4	Academic staff are effective in recognising individual learning needs and preferred learning styles and adapting their delivery to meet these.	◉ Yes ○ No
8.5	Academic staff ensure the active participation of all students in class activities.	◉ Yes ○ No
8.6	Academic staff use a mixture of large and small group and individual activities, to encourage and support students' learning.	◉ Yes ○ No
8.7	Academic staff supply students with access to any additional learning materials as appropriate to support student learning.	◉ Yes ○ No
8.8	Academic staff produce schemes of work and detailed lesson plans and lodge these with the administration.	○ Yes ◉ No
8.9	Academic staff draw upon current research in their teaching.	◉ Yes ○ No
8.10	Students are encouraged and enabled to develop independent learning skills.	◉ Yes ○ No
8.11	Where appropriate, students are given the opportunity to obtain relevant workplace experience.	◉ Yes ○ No ○ NA
8.12	Students have access to teaching staff outside teaching and learning sessions.	◉ Yes ○ No
8.13	The institution provides students and academic staff with access to appropriate resources and materials for study and encourages and supports their use of these.	◉ Yes ○ No

This standard is judged to be: ○ Met   ◉ Partially Met   ○ Not Met

Comments

The College of Law recruit's academics from a wide range of countries, creating an international faculty with good academic backgrounds. The Legal Writing Skills and the Law Clinics, along with Externships, have created an approach to student learning which supports life-long learning skills, caters for a range of learning styles and actively engages the students. Indeed, the Externships were seen by the students as a particularly attractive feature of the programme, enabling them to experience the world of work. Whilst most of the courses have appropriate learning outcomes, the inspectors saw examples where this was not the case. It is strongly recommended that the College reviews all courses and units of learning to ensure a consistent approach, thus replacing any legacy learning objectives. This review should reflect on whether it is appropriate to use programme learning outcomes at course level, rather than specific course level learning outcomes which contribute to the programme level learning outcomes.

The undergraduate programme has developed a number of electives, so a range of different class sizes, and teaching styles naturally emerge, including the use of class laboratories. A system called Blackboard is used as the virtual learning environment, and all courses have a presence, with some courses having extensive support material. There is evidence of research informed material in the courses provided in the English language. The inspectors can make no judgment on courses delivered in Arabic, and which represent the majority of the provision offered. Other forms of social media are also used for communication.

The College previously had a policy requiring staff to produce lesson plans, and whilst many of those plans remain in place it is no longer a College requirement to do this. The College must reintroduce this policy.

Staff are required under University policy to have a number of office hours available to students, and the students whom the inspectors met confirmed this was operating successfully.

9.	**Assessment is fair, well-organised and appropriate for the level and nature of the courses, and students receive timely and supportive feedback on their work**		
9.1	Students are provided with an assessment schedule in which required coursework and revision periods are detailed in advance with clear submission dates.	⦿ Yes	○ No
9.2	Assessment strategies are relevant to the content and nature of the courses and focused on measuring students' achievement of the intended learning outcomes.	⦿ Yes	○ No
9.3	Assessment tasks are clearly written, indicating what students need to do to achieve stipulated levels of achievement.	⦿ Yes	○ No
9.4	Students receive detailed and supportive oral and written feedback on their assessments and overall performance and progress, which are effectively monitored.	⦿ Yes	○ No
9.5	There are secure and efficient procedures for the administration of examinations and other means of assessment.	⦿ Yes	○ No
9.6	The institution takes appropriate steps to identify and discourage cheating, including plagiarism and other misdemeanours, and to penalise offenders.	⦿ Yes	○ No
9.7	There are clear policies and procedures for students to claim mitigating circumstances and to appeal against marks awarded.	⦿ Yes	○ No
9.8	There are effective procedures for internal and external moderation at pre- and post-assessment stages.	○ Yes	⦿ No
9.9	The institution makes student records and transcripts available to its students in a timely manner.	⦿ Yes	○ No

This standard is judged to be: ○ Met   ⦿ Partially Met   ○ Not Met

Comments

The College has made good progress in developing its assessment approach, with staff development activities and supporting templates and guidelines. The opportunity to develop an extended learning, teaching and assessment strategy, building on good practice evidenced at other institutions, would be of benefit. The inspectors saw a limited range of assessment tasks, i.e. selected from courses delivered in English, and there was clear evidence of written student feedback or arrangements for other styles of feedback were identified. The College has policies to manage academic misconduct and implements plagiarism detection software to assist. The policies define the penalties applied.

There are no effective procedures for internal and external moderation at the pre and post assessment stages. The College must introduce internal moderation procedures and externality in the pre and post assessment stages.

Student records are accessible by individual students, with progress marks on individual assessments accessible via the Blackboard system. The students, whom the inspectors met, confirmed this worked well, and assessments were generally marked very promptly. There are detailed policies for mitigating circumstances and grade appeals, both of which are widely understood by the students.

10.	**The institution encourages and supports its staff to undertake research and other forms of scholarship and to engage in other professional activities**		
10.1	Academic staff are encouraged and supported to undertake research in relevant fields and to publish their findings.	⦿ Yes	○ No
10.2	Academic staff contracts require academic staff to engage in research and/or scholarship relevant to their teaching and other duties.	⦿ Yes	○ No
10.3	The institution encourages and supports staff to obtain additional qualifications.	⦿ Yes	○ No
10.4	There is a fair and transparent procedure for staff to seek financial support for their research and other professional development activities.	⦿ Yes	○ No
10.5	The institution provides time for staff to meet regularly to share and discuss current research activities and, if appropriate, invites external speakers.	⦿ Yes	○ No

This standard is judged to be: ⦿ Met   ○ Partially Met   ○ Not Met

Comments

In the period of the College's existence, significant progress has been made in creating a research profile, and staff are actively encouraged to publish. Indeed, the pillars of teaching, research and community engagement are central to the activities of the College, and are embedded in the approach taken including contractual arrangements and annual performance appraisals. The College publishes an international research journal which has achieved a high status in the legal field, and a wide range of contributors is evident. Research seminars and recently added graduate programmes all add to the commitment to deliver one of the components of their strategic plan aimed at securing external research recognition. The inspectors considered the commitment to continuous development of establishing a research profile, the publication of a significant number of books, the publication of the refereed International Review of Law and the significant number of research publications in international journals as being a strength.

A University wide office exists to provide centrally delivered training, such as Blackboard etc, and staff whom the inspectors met confirmed this operates well. A number of graduates have been appointed as Teaching Assistants, and they continue to gain academic qualifications, thus providing a future pool of well qualified Qataris able to take forward future teaching responsibilities. This is a particularly helpful approach in securing staff for the future as part of the future staff planning in line with the strategic direction of the College.

INSPECTION AREA - STUDENT RECRUITMENT, SUPPORT, GUIDANCE AND PROGRESSION

11. **Publicity material, both printed and electronic, gives a comprehensive, up-to-date and accurate description of the institution and its curriculum**

11.1	Text and images provide an accurate depiction of the institution's location, premises, facilities and the range and nature of resources and services offered.	⦿ Yes ◯ No
11.2	Information on the programmes available is comprehensive, accurate and up-to-date.	⦿ Yes ◯ No
11.3	There are effective procedures to update information on a regular basis.	⦿ Yes ◯ No
11.4	Students are informed of the status of the qualifications offered, including the awarding body and level of award.	⦿ Yes ◯ No
11.5	Students are given some indication of the type of careers graduates may follow and any professional body exemptions that may be available.	⦿ Yes ◯ No
11.6	Students are informed of the full cost of all programmes, including costs of assessments and any required materials.	⦿ Yes ◯ No
11.7	Students are informed as to the necessary English language requirements for entry on to programmes.	⦿ Yes ◯ No
11.8	The institution has a clear policy on the accreditation of prior learning and prior experiential learning which is brought to the attention of prospective students.	⦿ Yes ◯ No

This standard is judged to be: ⦿ Met   ◯ Partially Met   ◯ Not Met

Comments

The University website is well designed and provides a wide range of information to potential students. However, it is recommended that the College of Law should take the opportunity to improve its website by, for example, providing more in depth analysis of its programmes and courses.

Applicants for admission to the College of Law must first apply to the University and then meet the criteria for entry to the College.

The College makes good use of social media in providing information about its activities such as careers events and conferences held on campus. It has a presence on Facebook, Twitter and YouTube. College events are also promoted and reported on via press releases. The added flexibility provided by social media means that information can be quickly updated.

In addition to careers guidance the College's approach to experiential legal education together with the well-established and organised Externship programme places it graduates in a strong position to gain employment in the legal profession.

12. **The institution takes reasonable care to recruit and enrol suitable students for its courses**

12.1	Entry requirements for each programme are set at an appropriate level and clearly stated in the programme descriptions seen by prospective students.	◉ Yes ○ No
12.2	A formal application process ensures that students meet the entry requirements and any claimed qualifications are verified.	◉ Yes ○ No
12.3	Prospective students are properly briefed on the nature and requirements of the programme(s) in which they are interested and provided with advice on choosing their programme.	◉ Yes ○ No
12.4	All application enquiries are responded to promptly and appropriately.	◉ Yes ○ No
12.5	Any recruitment agents are properly selected, briefed, monitored and evaluated.	○ Yes ○ No ◉ NA
12.6	Students receive a proper initial assessment, which includes language ability, to confirm their capability to complete the programmes on which they are enrolling.	◉ Yes ○ No
12.7	Students with special needs are identified so that appropriate support can be provided.	◉ Yes ○ No
12.8	Entry on the basis of accreditation of prior learning and prior experiential learning is subject to a rigorous process and is clearly documented.	◉ Yes ○ No

This standard is judged to be: ◉ Met   ○ Partially Met   ○ Not Met

Comments

There is a multi-layered approach to student recruitment. The University's Admissions Department publicises via the website the admission requirements for each semester. Details of how to make an application are also to be found on the website. This process determines the minimum GPA requirements for those seeking admission from local high schools. The College of Law then determines that prospective students must achieve 75% of their high school grades. Admission is competitive and simply achieving minimum University entry requirements is no guarantee of admission to the College of Law programmes. The College holds open days in local high schools for final year students.

The overwhelming majority of courses are delivered in Arabic but normally high school graduates possess minimum standards in English proficiency that enables them to study those courses delivered in English. New recruits to the University enter the New Student Orientation programme, the main purpose of which is to introduce new students to campus life, resources and the main QU policies. Attendance is mandatory for all newly admitted Law students. This is followed by a College of Law orientation when students will have their first contact with faculty, are introduced to the support services on offer within the College and are also informed of their law study plan. This includes information about credit hours, compulsory and elective courses and an introduction to the different branches of the law.

13. **Students receive pastoral support appropriate to their age, background and circumstances**

13.1	There is at least one named staff member responsible for student welfare who is suitably trained, accessible to all students and available to provide advice and counselling.	● Yes ○ No
13.2	Students receive an appropriate induction and information on the pastoral support available to them.	● Yes ○ No
13.3	Students are issued with a contact number for out-ofhours and emergency telephone support.	○ Yes ● No
13.4	The institution has policies to avoid discrimination and a published procedure for dealing with any abusive behaviour.	● Yes ○ No
13.5	There are effective systems to communicate with students out of class hours.	● Yes ○ No

This standard is judged to be: ○ Met ● Partially Met ○ Not Met

Comments

The College introduced a student mentoring programme in 2015 and this involves faculty members providing advice on academic matters and career planning. The mentoring programme is in addition to the College's Academic Advising Office. The advisors seek to ensure that the unique needs of students are met. While the focus of attention is on assisting students to achieve academic success the one-to-sessions also permit personal problems to be discussed in a confidential environment. Faculty make both their office and mobile numbers available and also operate an office hours' system.

The Blackboard system is used extensively to facilitate student/faculty communications including out of hours' contact. However, students are not issued with a out of hours and emergency telephone number. The College must take action to meet this requirement.

14. **Students receive appropriate guidance**

14.1	Students are given an induction to the institution, their programme of study and guidance on the use of facilities such as the library and IT.	● Yes ○ No
14.2	Additional support or advice on alternative programmes is provided to students who are judged not to be making sufficient progress to succeed.	● Yes ○ No
14.3	Students have access to a fair complaints procedure of which they are informed in writing at the start of the course and offered guidance in submitting a complaint.	● Yes ○ No
14.3	Students have access to careers advice and guidance, including progression to further study, from a designated and suitably qualified and experienced member of staff.	● Yes ○ No
14.3	Students have access to careers information including prospectuses for further study.	● Yes ○ No

This standard is judged to be: ● Met ○ Partially Met ○ Not Met ○ NA

Comments

Students receive University and College orientation sessions. The College of Law Academic Advising Office works closely with students who are deemed to be academically underachieving. Students receive careers advice from faculty members but also have access to careers advice from the University's Careers Centre. The Centre has promoted a career E-Learning programme designed to assist students to acquire a range of transferable skills to complement their academic education. Examples are Desktop and Business Skills, Management, Leadership and Professional Efficiency courses. There is also a multi-faceted student employment programme. The College of Law's Externship programme together with the work of the Law Clinic provides law students with additional life skills training for the legal profession. The newly introduced Masters programmes provide postgraduate study opportunities for Law College graduates who wish to pursue their studies to the next level.

15. **Student progress is measured and recorded regularly on the basis of adequate and explicit data and effective remedial action taken where necessary**

15.1	Assessment outcomes are monitored to enable the identification of students who are not making satisfactory progress and there is prompt intervention where appropriate.	◉ Yes ○ No
15.2	There is a clear and published policy on required student attendance and punctuality, with effective procedures and systems to enforce it.	◉ Yes ○ No
15.3	Accurate and secure records of attendance and punctuality at each session are kept for all students, collated centrally and reviewed at least weekly.	◉ Yes ○ No
15.4	Student absences are followed up promptly and appropriate action taken.	◉ Yes ○ No
15.5	Students are each allocated a personal tutor who is responsible for the regular review of students' progress.	◉ Yes ○ No

This standard is judged to be: ◉ Met   ○ Partially Met   ○ Not Met   ○ NA

Comments

All students are allocated a personal academic advisor. Students are closely monitored and those who fail to attend regularly or underperform academically may be placed on 'probation.' Students who attendance falls below 75% may not take the final examinations. Assessment grades submitted by faculty are validated by the University's Academic Affairs Department. Students have the right to appeal against the award of grades.

16. **International students are provided with specific advice and assistance**

16.1	Before their arrival, international students receive appropriate advice on travelling to and living in the country or location.	◉ Yes ○ No
16.2	On arrival, international students receive an appropriate induction in issues specific to the local area.	◉ Yes ○ No
16.3	Information and advice specific to international students continue to be available throughout their time at the institution.	◉ Yes ○ No
16.4	Provision of support takes into account cultural and religious considerations. Where possible, students have access to speakers of their own first language.	◉ Yes ○ No

This standard is judged to be: ◉ Met   ○ Partially Met   ○ Not Met   ○ NA

Comments

The University website provides extensive information on the services available to international students to assist in their integration in the academic community. These services include dealing with immigration formalities, being met at the airport and what are referred to as 'After arrival procedures.' These are services designed to ensure that international students feel at home as quickly as possible in the University environment. All new students must attend an orientation and campus walk tour, receive their university identity cards, register for health services and attend an Arabic programme orientation for those enrolling on Arabic language programmes. International students may reside in University accommodation or live in private rented accommodation. University accommodation is limited but on campus new halls of residence are expected to be completed in time for the autumn term 2016.

17. **Where residential accommodation is offered, it is fit-for-purpose, well maintained and appropriately supervised**

17.1	Any residential accommodation is clean, safe and of a standard which is adequate for the needs of students.	◉ Yes ○ No
17.2	Any residential accommodation is open to inspection by the appropriate authorities.	◉ Yes ○ No ○ NA
17.3	A level of supervision is provided appropriate to the needs of students.	◉ Yes ○ No
17.4	Students are provided with advice on suitable private accommodation.	◉ Yes ○ No

This standard is judged to be: ◉ Met ○ Partially Met ○ Not Met ○ NA

Comments

The University has limited residential accommodation for its students. The accommodation provided, however, meets requirements. New on-campus residential accommodation will become available at the commencement of the Autumn term 2016.

18. **The institution provides an appropriate social programme for students and information on activities in the locality**

18.1	Students are provided with appropriate information on opportunities for participation at events and other leisure activities which may be of interest.	◉ Yes ○ No
18.2	The social programme is responsive to the needs and wishes of students.	◉ Yes ○ No
18.3	Any activities within the social programme have been chosen with consideration of their affordability by the majority of students.	◉ Yes ○ No
18.4	Any activities organised by the institution are supervised by a responsible representative with suitable qualifications and experience.	◉ Yes ○ No
18.5	Students are encouraged to develop and participate in extra-mural activities.	◉ Yes ○ No

This standard is judged to be: ◉ Met ○ Partially Met ○ Not Met

Comments

Social facilities are provided on campus for both male and female students. Many local students live at home with their parents and their social activities are likely to be focused on their neighbourhoods rather than on campus. The Law College students are keen to participate in the work of the Legal Clinic and the Externship programme has also been successful. Many extra mural activities for law students will be centred on 'quasi' academic activities such as participating in mooting competitions and attending conferences and seminars in the College.

INSPECTION AREA - PREMISES, FACILITIES AND LEARNING RESOURCES

19.   **The institution has secure possession of and access to its premises**

19.1	The institution has secure tenure on its premises.	◉ Yes ○ No
19.2	The institution has the legal right to use these premises for the delivery of higher education.	◉ Yes ○ No
19.3	Where required, the institution has access to suitable external premises for academic or non-academic purposes of a temporary or occasional nature.	◉ Yes ○ No ○ NA

This standard is judged to be: ◉ Met   ○ Partially Met   ○ Not Met   ○ NA

Comments

The College is part of the University of Qatar, which is a state funded institution. It has a large campus area, with significant space for expansion. Currently the College shares a building with another college, but plans have been approved for the development of a dedicated building for the College of Law. The current space is modern.

20.   **The premises provide a safe, secure and clean environment for students and staff**

20.1	Access to the premises is appropriately restricted and secured.	◉ Yes ○ No
20.2	The premises are maintained in an adequate state of repair, decoration and cleanliness.	◉ Yes ○ No
20.3	There are specific safety rules in areas of particular hazard (e.g. science laboratories) which are brought to the attention of students, staff and visitors.	○ Yes ○ No ◉ NA
20.4	General guidance on health and safety is made available to students, staff and visitors.	◉ Yes ○ No
20.5	There is adequate signage inside and outside the premises and notice boards for the display of general information.	◉ Yes ○ No
20.6	There is adequate circulation space for the number of students and staff accommodated, and a suitable area in which to receive visitors.	◉ Yes ○ No
20.7	There are toilet and hand-washing facilities of an appropriate number and acceptable level of cleanliness.	◉ Yes ○ No
20.8	There is adequate air conditioning, heating and ventilation in all rooms.	◉ Yes ○ No

This standard is judged to be: ◉ Met   ○ Partially Met   ○ Not Met

Comments

The campus has several entrances, each manned by security staff. The buildings used by the College of Law (both the main College building and the adjacent building housing many of the faculty) are modern, clean, well maintained, with appropriate restroom facilities and air conditioning etc. Information signage is clear, and publicity material prominently displayed. Fire evacuation procedures are displayed at strategic points, and regular fire alarm drills are held. By international standards, the buildings and the facilities are good.

21. **Classroom and other learning areas are appropriate for the programmes offered**

21.1	Classrooms and other learning areas provide adequate accommodation in size and number for the classes (e.g. lectures, seminars, tutorials) allocated to them.	⦿ Yes ○ No
21.2	Classrooms and any specialised learning areas (e.g. laboratories, clinics, workshops, studios) are equipped to a level which allows for the effective delivery of each programme.	⦿ Yes ○ No
21.3	There are facilities suitable for conducting assessments such as examinations.	⦿ Yes ○ No

This standard is judged to be: ⦿ Met   ○ Partially Met   ○ Not Met   ○ NA

Comments

As noted above, the College is housed in a modern building, and has a suitable number of classrooms. Teaching space is allocated per class requirements through a centrally managed room allocation system to ensure effective utilisation across the whole campus. White-boards surrounding all the wall space is typical of space designated for teaching in a 'laboratory' situation. A moot court is also central to the facilities of the College. End of semester examinations are timetabled and managed centrally by the University.

22. **There are appropriate additional facilities for students and staff**

22.1	Students have access to sufficient space and suitable facilities for private individual study and group work.	⦿ Yes ○ No
22.2	Academic staff have access to sufficient personal space for preparing lessons, marking work and consultations with students.	⦿ Yes ○ No
22.3	Students and staff have access to space and facilities suitable for relaxation and the consumption of food and drink where appropriate.	⦿ Yes ○ No
22.4	Students and staff have access to secure storage for personal possessions where appropriate.	⦿ Yes ○ No
22.5	There are individual offices or rooms in which academic staff and senior management can hold private meetings and a room of sufficient size to hold staff meetings.	⦿ Yes ○ No
22.5	Administrative offices are adequate in size and suitably resourced for the effective administration of the institution.	⦿ Yes ○ No

This standard is judged to be: ⦿ Met   ○ Partially Met   ○ Not Met   ○ NA

Comments

All faculty have good quality office accommodation, and meeting space is available both within these offices and in meeting rooms. The centrally provided female 'food hall' has a wide range of outlets, and provides space for students to relax and meet. The male area is extensive in terms of facilities to relax and socialize, with games areas and tv space. The University provision for sport is extensive and embraces pools, sports halls, tennis courts, a stadium and a gym. Overall, the University and the College provide a strong supportive environment.

The administration staff are housed in the main College building, and enjoy the same modern facilities as faculty.

23. **The library is appropriately stocked and provides a fit-for-purpose learning resource for the student body**

23.1	The library is adequately staffed with appropriately qualified and experienced staff.	○ Yes ● No
23.2	The library has sufficient space for student independent study and group working.	● Yes ○ No
23.3	There is sufficient provision of learning materials including books, journals and periodicals and online materials.	● Yes ○ No
23.4	There is a well-organised lending policy.	● Yes ○ No
23.5	There are clear, systematic and effective means of ensuring the adequacy and currency of library stock to reflect staff and student needs.	● Yes ○ No
23.6	Library opening times are sufficient to encourage and support student independent learning.	● Yes ○ No

This standard is judged to be: ○ Met ● Partially Met ○ Not Met ○ NA

Comments

The library is housed in a modern purpose built facility, designed to provide learning space for all users. It provides good areas for students' private study and group work. Within this central library, a Law Library exists which stocks a range of books and journals at an appropriate level. Access to electronic resources is provided, and both staff and students confirmed the facility to be satisfactory. However, the law librarian post has remained vacant since September last year, so the College is not directly represented in the library budgeting process. Given the BAC requirement in relation to the library being adequately staffed with appropriate qualified and experienced personnel, and given that the unfilled post creates the potential for reducing the effectiveness of the College's attempts to enhance its resource provision, the College must make rapid progress in filling the Law librarian post.

A regular review of library usage is undertaken, and subscriptions to journals and databases adjusted accordingly. Female students have access to the library through separate entrances and floor areas, and where hard copy material is located in the male area, then this is retrieved for them.

24. **The information technology resources are well managed and provide a fit-for-purpose learning resource for the student body**

24.1	There are sufficient computers of the necessary specification to meet student and staff needs.	● Yes ○ No
24.2	There is provision of appropriate, up-to-date, software which reflects the needs of the programmes.	● Yes ○ No
24.3	There is an effective means of ensuring the renewal of hardware and software to ensure efficiency and currency.	● Yes ○ No

This standard is judged to be: ● Met ○ Partially Met ○ Not Met

Comments

This area is largely managed centrally in the University by the IT centre. Resources such as WiFi, and computer procurement are centrally sourced and maintained. Students whom the inspectors met confirmed the adequacy of the existing provision.

INSPECTION AREA - QUALITY MANAGEMENT, ASSURANCE AND ENHANCEMENT

25. **The institution has effective systems to review its own standards and assess its own performance**

25.1	The institution undertakes regular and systematic monitoring of its operations.	● Yes ○ No
25.2	The institution conducts periodic reviews of all aspects of its performance against clearly specified and appropriate performance indicators.	● Yes ○ No
25.3	The nominated leader for each course produces an end of-session (semester or year) report which includes measures of student satisfaction, completion rates and achievement levels.	● Yes ○ No
25.4	The nominated programme leader, drawing upon reports from its constituent courses, produces an annual programme report which includes analysis of year-on-year results on student satisfaction, achievement levels, completion rates and progression to further study or employment.	● Yes ○ No
25.5	Reports, which present the results of the institution's reviews, evaluate its performance and incorporate action plans, are compiled at least annually. These are considered by senior management and the board of trustees and, where appropriate, shared with all stakeholders.	● Yes ○ No
25.6	All programmes are subject to annual review and to full revalidation every five years.	● Yes ○ No
25.7	Annual review and revalidation of programmes involve external assessors.	○ Yes ● No
25.8	All quality management policies and procedures are clearly documented, for example in a quality manual or similar, and brought to the attention of staff and, where appropriate, students and other stakeholders.	● Yes ○ No
25.9	Particular attention is paid to the quality of the student learning experience and to ensuring there is fair treatment of all students.	● Yes ○ No

This standard is judged to be:　○ Met　　● Partially Met　　○ Not Met

Comments

The College undertakes regular reviews of its academic delivery and performance against its strategic plans and associated performance indicators. This results in a fairly detailed overall report, which is considered at university level and which requires appropriate action plans to address any identified issues. There are clear policies at university level on programme revalidation requirements, although these were not expressed as clearly at College level during discussions with staff. Indeed, there are clear policies which cover the normal range of issues on the University's web site and are highlighted in the faculty handbook which is also an extensive document.

The annual/semester based reviews conducted at College level to reflect individual course performances are reasonably detailed, but do not include trend analysis, and it is recommended that the College introduce that aspect at the next review stage.

The University central systems generate good quality data to inform the review processes.

The annual review process has no evidence of external input, although the validation policies show the clear input requirements for that stage.

Fair treatment to students is secured through the procedures operated, and a student advisory approach provides good student support.

26. **The institution regularly obtains and records feedback from students and other stakeholders and takes appropriate action where necessary**

26.1	Views of all stakeholders, including academic staff and students, partner institutions and employers, are canvassed and recorded regularly through various means, including face-to-face meetings, feedback questionnaires and, where appropriate, formal student representation.	⦿ Yes ○ No
26.2	The views of stakeholders are considered objectively, evaluated thoroughly and, where necessary, appropriate action is taken.	⦿ Yes ○ No
26.3	There are effective means of responding to stakeholders' opinions and keeping them informed of any actions taken and reasons for no action being taken, through formal feedback mechanisms.	⦿ Yes ○ No
26.4	Key performance indicators will include analysis of student outcomes in terms of the current year and year-on-year performance and any significant variations in student achievement between different programme components.	⦿ Yes ○ No
26.5	The institution engages with the wider community, such as employers and its alumni, in a formal and systematic manner in order to obtain feedback on the relevance of its provision and to identify areas for development.	⦿ Yes ○ No

This standard is judged to be: ⦿ Met ○ Partially Met ○ Not Met

Comments

The College operates a solid community engagement approach, and students participate in this as part of their learning experience. Employers are also actively engaged through the Externship programme, and advisory committees provide input to strategic direction. In totality, this is a strong feature of the College's provision and approach.
Feedback is constantly sought from students and there is representation of the student voice at various levels. Evidence of responding to feedback was presented, and the students whom the inspectors met expressed that contentment with this aspect.

27. **The institution has a strong commitment to, and procedures that facilitate, continuing enhancement of its provision**

27.1	All stakeholders are invited and encouraged to make suggestions for enhancement.	⦿ Yes ○ No
27.2	In their annual appraisal, all staff are required to identify where they have facilitated enhancement and to identify further areas requiring enhancement.	⦿ Yes ○ No
27.3	End-of session course and annual programme reports should include enhancements made and identify further areas requiring enhancement.	⦿ Yes ○ No
27.4	Action plans are implemented and reviewed regularly within the institution's committee structure.	⦿ Yes ○ No
27.5	Staff professional development needs are identified through appraisal and other means, and measures taken to support staff to address these.	⦿ Yes ○ No
27.6	The institution has formal mechanisms to monitor the information it provides internally and externally and to make any enhancements deemed necessary.	⦿ Yes ○ No

This standard is judged to be: ⦿ Met ○ Partially Met ○ Not Met

Comments

There is a robust annual performance appraisal approach, and some evidence of teaching observations. It is clear that overall analysis of this process can result in the University centrally delivering training and staff development workshops through an office known as OIPD. Appraisals are taken very seriously, since they are the basis for contract renewal for non-Qataris. Staff are encouraged to identify development needs through this process.

The annual programme reviews, coupled with staff team meetings, regularly identify opportunities for enhancement, and these are taken through the formal processes for change. Action plans are evident whenever an area is identified for enhancement.

COMPLIANCE WITH STATUTORY REQUIREMENTS

Declaration of compliance has been signed and dated.　　　　　⦿ Yes ◯ No

PART C - SUMMARY OF STRENGTHS AND ACTION POINTS

Numbering of action points aligns with that of the minimum standards

GOVERNANCE, STRATEGY AND FINANCIAL MANAGEMENT

Institution's strengths

Detailed strategic planning at University and College of Law levels.

Sound financial management.

Ongoing commitment in linking legal education to the needs of the nation.

Actions required	Priority H/M/L
None	○ High ◉ Medium ○ Low

ACADEMIC MANAGEMENT AND ADMINISTRATION

Institution's strengths

Very experienced senior management team.

Positive commitment in supporting the development of experiential legal education.

Ongoing support for the development of a strong research profile.

Actions required	Priority H/M/L
None	○ High ○ Medium ○ Low

TEACHING, LEARNING AND ASSESSMENT

Institution's strengths

The legal writing options that have contributed to the changing learning styles of the students. This approach has also addressed a plagiarism issue previously evidenced.

The Law Clinic and the contribution it makes to community engagement and enhancing student confidence.

Externships have added a real life practical experience for students.

Actions required	Priority H/M/L
8.8 - The College must reintroduce the policy requiring staff to produce lesson plans.	○ High ◉ Medium ○ Low
9.8 - The College must introduce internal moderation procedures and externality in the pre and post assessment stages.	○ High ◉ Medium ○ Low

STUDENT RECRUITMENT, SUPPORT, GUIDANCE AND PROGRESSION

Institution's strengths

Detailed monitoring of student progression with remedial action always available.

Good provision for student support both centrally and in the College of Law.

Actions required	Priority H/M/L
13.3 - The College of Law must provide students with an out of hours/ emergency contact telephone number.	○ High ○ Medium ● Low

PREMISES, FACILITIES AND LEARNING RESOURCES

Institution's strengths

The range of sporting activities and supportive environment are good for both male and female students.

All faculty enjoy appropriate office space. (2011 external, independent review that was commissioned by the College noted a less favorable position for females which has been addressed).

Residential accommodation is being offered but is limited and this has been addressed with good new facilities becoming available next academic year.

Actions required	Priority H/M/L
23.1 - The College should make rapid progress in filling the Law librarian post.	○ High ● Medium ○ Low

QUALITY MANAGEMENT, ASSURANCE AND ENHANCEMENT

Institution's strengths

The College's commitment to enhancement.

Actions required	Priority H/M/L
25.7 - The annual review process and revalidation of programmes must make use of appropriate external input.	○ High ● Medium ○ Low

RECOMMENDED AREAS FOR IMPROVEMENT

The College should set up a risk management committee and register that will permit a sharper focus on all aspects of risk management rather than those just related to the College's academic wellbeing.

It is recommended that the College ensures that all staff have a clear understanding of the university's revalidation policy.

Regular classroom observations should be extended to all staff in line with the strategic aim of continuous pedagogic improvement.

The current moratorium on administrative staff appointments should be kept under constant review by College of Law management in order to ensure that adequate administrative support is maintained at all times.

The College should review all courses and units of learning to ensure a consistent approach , thus replacing any legacy

learning objectives.

The opportunity should be taken to develop an extended learning, teaching and assessment strategy, building on good practice evidenced at other institutions.

The College of Law could take this opportunity to improve the content of its website to provide a greater depth of analysis in respect of its programmes, courses and other aspects of its work.

It is recommended that the College introduces trend analysis at the next semester and end of year programme and course review.

COMPLIANCE WITH STATUTORY REQUIREMENTS

Compliance document signed and dated.