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AKKREDITIERUNG VON
STUDIENGÄNGEN E.V.

FINAL REPORT

UNITED ARAB EMIRATES UNIVERSITY

POLITICAL SCIENCES

POLITICAL SCIENCE (BACHELOR OF ARTS)

GOVERNANCE AND PUBLIC POLICY (MASTER OF ARTS)

February 2026



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DECISION OF THE AQAS STANDING COMMISSION ON THE STUDY PROGRAMMES

- “POLITICAL SCIENCE” (BACHELOR OF ARTS)
- “GOVERNANCE AND PUBLIC POLICY” (MASTER OF ARTS)

OFFERED BY UNITED ARAB EMIRATES UNIVERSITY, AL AIN, UAE

Based on the report of the expert panel, the comments by the university and the discussions of the AQAS Standing Commission in its 28th meeting on 23 February 2026, the AQAS Standing Commission decides:

1. The study programmes “**Political Science**” (Bachelor of Arts) and “**Governance and Public Policy**” (Master of Arts) offered by **United Arab Emirates University**, UAE, are accredited according to the AQAS Criteria for Programme Accreditation (Bachelor/Master).
2. The “**Governance and Public Policy**” (Master of Arts) programme complies with the requirements defined by the criteria and thus the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) and the European Qualifications Framework (EQF) in their current version.
3. The accreditation of the “**Political Science**” (Bachelor of Arts) programme is conditional. The study programme essentially complies with the requirements defined by the criteria and thus the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) and the European Qualifications Framework (EQF) in their current version. The required adjustments can be implemented within a period of twelve months.
4. The condition has to be fulfilled. The fulfilment of the condition has to be documented and reported to AQAS no later than **31 March 2027**. The confirmation of the fulfilment of the condition might include a physical site visit within the period of twelve months.
5. The accreditation is given for the period of **six years** and is valid until **31 March 2032**. For the “**Political Science**” (Bachelor of Arts) programme, this is provided that the condition listed below is fully met. Otherwise, the accreditation may be withdrawn.

Condition

Political Science (Bachelor of Arts)

1. UAEU must enhance the standardisation of the course syllabi to ensure transparency for all stakeholders and students in particular.

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

Both programmes

1. Research on current political developments and global current affairs should be more systematically included in the curriculum.

2. A more disciplined and less frequent review cycle, e.g., every other year instead of annual, should be implemented.
3. It is recommended to review the teaching and learning methods during the next curriculum review to optimise teaching and learning strategies even further.
4. UAEU should expand their internationalisation efforts on student level to include more systemic support for outgoing students.
5. It is recommended to issue diploma supplements to ensure that graduates and stakeholders, particularly in the international context, have access to comprehensive information on the obtained qualification.
6. It is recommended to expand support options for students with limited financial resources and establishing policies for their advertisement and distribution.

Additionally for the Political Science (Bachelor of Arts) programme

7. UAEU should add an introductory course to Political Science to the curriculum.
8. It is recommended to implement measures to further strengthen academic writing and analytical writing skills.

With regard to the reasons for this decision, the AQAS Standing Commission refers to the attached expert report.

EXPERT REPORT**ON THE STUDY PROGRAMMES**

- **“POLITICAL SCIENCE” (BACHELOR OF ARTS)**
- **“GOVERNANCE AND PUBLIC POLICY” (MASTER OF ARTS)**

OFFERED BY UNITED ARAB EMIRATES UNIVERSITY, UAE

Visit to the university: 10-12 November 2025

Panel of experts

Prof. Dr. Ferdinand Müller-Rommel	Professor of Comparative Politics, University of Lüneburg (Germany)
Assoc. Prof. Dr. Noor Sulastry Yurni Ahmad	Associate Professor of Comparative Politics and International Relations, College of Economics and Political Science, Sultan Qaboos University (Oman)
Dr. Julia Maria Egleder	Journalist specialising in security policy, (Germany) (labour market representative)
Annika Kriegbaum	Student at University of Hamburg (Germany) (student representative)
Coordinator Jana Newiger	AQAS, Cologne, Germany

I. Preamble

AQAS – Agency for Quality Assurance through Accreditation of Study Programmes – is an independent non-profit organisation supported by nearly 85 universities, universities of applied sciences, and academic associations. Since 2002, the agency has been recognised by the German Accreditation Council (GAC). It is, therefore, a notified body for the accreditation of higher education institutions and programmes in Germany.

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

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

II. Accreditation procedure

This report results from the external review of the programmes **“Political Science”** (Bachelor of Arts) and **“Governance and Public Policy”** (Master of Arts) offered by **United Arab Emirates University**, UAE.

1. Criteria

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

2. Approach and methodology

Initialisation

The university mandated AQAS to perform the accreditation procedure in August 2021. The university produced a Self-Evaluation Report (SER). In March 2025, the institution handed in a draft of the SER together with the relevant documentation on the programmes and an appendix. The appendix included e.g.:

- A SWOT analysis
- the CVs of the teaching staff
- samples of student work
- course syllabi
- academic regulations

AQAS checked the SER regarding completeness, comprehensibility, and transparency. The accreditation procedure was officially initialised by a decision of the AQAS Standing Commission on 8 September 2025. The final version of the SER was submitted in October 2025.

Nomination of the expert panel

The composition of the panel of experts follows the stakeholder principle. Consequently, representatives from the respective discipline, the labour market, and students are involved. Furthermore, AQAS follows the principles for the selection of experts defined by the European Consortium for Accreditation (ECA). The Standing Commission nominated the aforementioned expert panel in October 2025. AQAS informed the university about the members of the expert panel, and the university did not raise any concerns against the composition of the panel.

Preparation of the site visit

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

Site visit

After a review of the SER, a site visit at the university took place from 10-12 November 2025. On site, the experts interviewed different stakeholders, e.g. representatives of the management of the higher education institution, the programme management, teaching staff, as well as students and graduates, in separate discussion rounds and consulted additional documentation as well as student work. The visit concluded with the presentation of the preliminary findings of the group of experts to university representatives.

Reporting

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

Decision

The report, together with the comments of the university, forms the basis for the AQAS Standing Commission to take a decision regarding the accreditation of the programmes. Based on these two documents, the AQAS Standing Commission took its decision on the accreditation on 23 February 2026. AQAS forwarded the decision to the university. The university had the right to appeal against the decision or any of the imposed conditions.

In March 2026, AQAS published the report, the result of the accreditation as well as the names of the panel members.

III. General information on the university

The United Arab Emirates University (UAEU) is a public research university based in Al Ain, UAE with more than 14,000 students currently enrolled. It was established in 1976 and is the oldest university in the United Arab Emirates. UAEU offers undergraduate and postgraduate degree programmes across nine colleges: Business and Economics, Education, Engineering, Food and Agriculture, Humanities and Social Sciences, Information Technology, Law, Medicine and Health Sciences, Science. In addition to its Colleges, UAEU comprises nine research centres for several academic fields. The SER further outlines that UAEU's Science and Innovation Park works alongside business, industry, and public institutions to provide the UAE with research solutions. Students currently come from all seven Emirates and more than 60 other countries. UAEU uses rankings to benchmark with other universities in the region and beyond and implements a strategic plan which is revised and published every four years. In terms of internal organisation, the Vice Chancellor and his two Deputies are in charge of managing UAEU, including strategic planning, finances, and external relations and alumni. The provost oversees all academic matters such as undergraduate study programmes, academic personnel, the College of Graduate Studies, research centres, and consultation services. In addition, there are associate provosts for student affairs and research. As for the allocation of financial resources, they are distributed based on a combination of historical budget data, projected needs, and strategic priorities, as the SER states. To ensure that sufficient resources are available for each programme, the departments conduct periodic reviews of budget allocations throughout the academic year. Distribution criteria include enrolment numbers, strategic importance, and accreditation requirements.

The programmes under review are offered by the College of Humanities and Social Sciences (CHSS). College of Humanities and Social Sciences (CHSS). CHSS was established in 1977, together with three other founding colleges. With more than 3,000 students currently enrolled and more than 140 faculty members, CHSS is stated to be the largest college of UAEU. The SER outlines that the College underwent a restructuring process in 2019 to be more competitive domestically as well as abroad, improve its functionality, and increase its accreditation potential. As a result, CHSS now consists of eight departments: Arabic Language and Literature, Cognitive Sciences, Geography and Urban Sustainability, Government and Society, Languages and Literature, Media and Creative Industries, Social Wellbeing, and Tourism and Heritage Studies. The SER outlines that the Dean is the Chief Academic, Financial, and Administrative Officer of the College. He is supported by a Vice Dean and two Assistant Deans for Research and Graduate Studies and for Student Affairs.

The two programmes under review, the Bachelor of Arts in Political Science and Master of Governance and Public Policy (MGPP), are hosted by the Department of Government and Society. The Department hosts two undergraduate programmes (BA in Political Science and BA of Science in Applied Sociology and Social Data Analytics) and one graduate programme in Governance and Public Policy (MGPP). Financial resources are reportedly allocated to programmes based on a combination of historical budget data, projected needs, and strategic priorities. Each programme submits an annual budget request outlining their financial requirements for the upcoming academic year, coordinating with the CHSS Finance Officer and the Finance Department.

To ensure that sufficient resources are available for each programme, the departments conduct periodic reviews of budget allocations throughout the academic year. Adjustments are made as necessary to address any shortfalls or emerging needs. This includes budget reviews and the reallocation of funds to priority areas.

IV. Assessment of the study programmes

1. Quality of the curriculum

Bachelor's degree

The intended learning outcomes of the programme are defined and available in published form. They reflect both academic and labour-market requirements and are up-to-date with relation to the relevant field. The design of the programme supports achievement of the intended learning outcomes.

The academic level of graduates corresponds to the requirements of the appropriate level of the European Qualifications Framework.

The curriculum's design is readily available and transparently formulated.

[ESG 1.2]

1.1 Political Science (Bachelor of Arts)

The Bachelor's programme Political Science is a full-time 120-credit hour programme. According to the SER, the programme is designed to offer a broad education in political thought, comparative politics, international relations, and public policy. Students are supposed to be prepared for careers in different political areas such as diplomats, researchers, and policy analysts. The curriculum follows a multidisciplinary approach, and students can major in prospective interdisciplinary academic programmes. According to the SER, the programme consists of teaching units, laboratory work, and practical computer sessions and aims to foster students' intellectual curiosity, creativity, and critical thinking. The programme goals are as follows:

1. Provide students with a rigorous understanding of the theories, concepts, and methods in the various fields of political science.
2. Equip students with the skills and competencies to pursue careers or ventures in various sectors and fields related to politics, public administration, public policy, and government.
3. Foster entrepreneurial skills and mindsets that can help students identify and address problems, create innovative solutions, and generate positive impact.
4. Promote responsible citizenship by cultivating the skills of critical thinking, ethical awareness, and civic engagement.
5. Prepare students to pursue graduate studies in fields relevant to political science.

In this context, the following seven programme-level Intended Learning Outcomes (ILOs) are defined in the SER which are said to be aligned with both national and international accreditation standards:

1. Identify concepts, theories, and approaches in the fields of political science, public administration, and public policy. (Remember)
2. Explain essential government processes, institutions, actors, behaviours, and ideas that shape national and international political systems. (Understand)
3. Apply ethical reasoning to political science, public administration, and public policy in professional and personal contexts. (Apply)
4. Propose fact-based solutions to various governmental issues and problems through qualitative and quantitative research methods. (Analyse)
5. Communicate descriptive and analytical knowledge effectively in written and oral format to various audiences. (Evaluate)
6. Analyse the political and public administrative systems of the UAE within their local, regional, and international contexts. (Analyse)
7. Demonstrate preparedness for continued reflective practice and lifelong learning. (Create)

Expert evaluation

The requirements and objectives of the Bachelor's programme Political Science are well-established in its Intended Learning Outcomes (ILO) on programme level, which aptly represent what students should know or be able to do by the end of the learning process. The structured ILOs of the programme are fully consistent with its mission to turn out graduates who exhibit strong analytical skills, an excellent knowledge base in political theory, and practical training for success in a difficult world of governance and policy. This displays that the programme not only concentrates on the theoretical background but also on knowledge application and moral conduct, in addition to transferable skills for future employment. The expert panel therefore assesses that the programme complies with the European Qualifications (EQF) Level 6 for Bachelor's programmes.

The course-level ILOs excellently integrate subject-specific elements, ensuring that students have basic disciplinary grounding in each of the major political science fields. Students are exposed to political theory, public policy, international relations, comparative political systems, and methods of political inquiry. These elements teach students how to critically evaluate institutional forms, political processes, and state action at both the domestic and international level. However, the experts noticed that the current curriculum does not include an introductory course to Political Science. This would be an important addition, especially for first-year students who might have varying academic backgrounds, as it may offer more fundamental notions, the main schools of thought, terminology, and an outline of the most significant sub-disciplines to develop a more consistent academic point of departure. Such a course would further assist in scaffolding learning throughout the curriculum and in encouraging students to take up higher courses in comparative politics, public policy, or international relations. UAEU should therefore add an introductory course to Political Science to the curriculum (**Finding 1**).

The programme also fosters competence in interpreting qualitative and quantitative political data, enabling students to design research, assess policy effectiveness, and understand electoral or legislative dynamics. These discipline-focused outcomes reinforce the academic rigour of the programme and ensure that graduates possess a strong command of the foundational concepts vital to the field. Political theory and a comparative perspective into the programme are effectively integrated. However, there should be a more systematic implementation of current political developments and global current affairs (**Finding 2**). Incorporating more recent case studies, e.g., regional politics, elections, policy changes or international security issues, would enhance classroom discussions and prepare students to work on practical political analysis. This would also make the programme even more labour-market viable because the skill of being able to put theoretical knowledge into real-time political situations is increasingly being prized by employers.

The curriculum further includes interdisciplinary aspects such as media studies, economics, sociology, law, and security studies, owing to the interconnectedness of the political processes. Political economy enables students to consider the problem of political issues through different lenses and interpretations, sociology allows them to study social movements, law helps them comprehend international and constitutional standards, and Communication Studies can help them critique political narratives and public messaging. The multidisciplinary aspect is further reinforced by research techniques and statistics that furnish the students with the analytical skills required to do fact-based political analysis. Such a level of study helps graduates to address complicated, multidimensional political and various professional situations. Interestingly, the university has taken an important position on the use of artificial intelligence (AI) in various academic and administrative fields which the experts deem highly commendable.

The other prominent aspect of the programme is its well-defined correspondence with the needs of the labour market. The ILOs focus on skills that are highly demanded in the government agencies, international organisations, think tanks, media institutions, and civil society. The programme has critical thinking, problem-solving, research competence, policy evaluation, and effective communication woven through its curriculum. The competencies equip graduates to work in the fields of public administration, diplomacy, political consultancy, journalism, and community development, among others. The fact that the programme is both theoretically deep

and practically competent makes students very well equipped to make their mark in the dynamic requirements of the workforce.

In the context of labour market readiness, students mentioned the internship aspect as one of the most interesting and fulfilling parts of the programme. The experts find that this internship offers a good transition experience between theoretical study and practice, enabling students to implement the ideas of the classroom in real institutions. Numerous full placements at government ministries, local councils, media organisations, research centres and international NGOs are available for students. An example is that the students who have an internship in the Ministry of Foreign Affairs are exposed to diplomatic briefings and policy memos, and students who are in research institutes get involved in data analysis, report writing, and policy workshops. These experiences do not only improve the knowledge of the students regarding political processes but also build their professional networks. On site, students also said that the internship enhances their confidence, helps them to understand their career goals, and generally adds value to their learning.

During the site visit, the experts learned that curriculum changes are implemented rather frequently, almost on an annual basis. This commitment to keep up with current trends both in the field and the labour market is praiseworthy. Nevertheless, the consistent and multiple changes inevitably introduce instability in delivering the curriculum, planning the assessments, and expectations of the students. A more disciplined and less frequent review cycle, e.g., every other year instead of annual, should therefore be implemented (**Finding 3**). This would enable easier implementation with reduced administrative burden and would ensure changes are pedagogically valid and well-integrated as faculty will have enough time to make changes in an effective manner and ensure long-term consistency for all stakeholders. A well-spaced curriculum review cycle would also facilitate the documentation of the programme with which the experts identified some issues. Several course syllabi display inconsistencies in terms of language, structure, and the documented alignment of learning outcomes, assessments, and weekly course schedules. Problems with the description of the courses (e.g., not a proper match), differences in terminology (e.g., aims, goals, objectives), or the titles of the courses not fully corresponding to the actual content have an impact on the clarity not only for students but also for external reviewers. UAEU must therefore enhance the standardisation of the course syllabi to ensure transparency for all stakeholders and students in particular (**Finding 4**). This could for example be done by implementing a single template and explicit guidelines in terms of formatting and internal checks of quality which will also aid the accreditation procedures and allow the students to learn the expectations of the courses more effectively. To sum up, the Bachelor of Political Science programme puts forth its intended qualifications in the form of an effective and concise list of ILOs, which successfully combine subject-specific and interdisciplinary aspects. These results are in close observance of labour-market expectations and are further supported by a well-held internship experience that students highly appreciate. The programme manages to provide the right balance through meeting both the academic rigour and practical relevance of the programme. The development of the cited improvement areas will make the curriculum coherence even stronger, as well as contribute to the quality and competitiveness of the programme.

Conclusion

The criterion is partially fulfilled.

1.2 Governance and Public Policy (Master of Arts)

The SER holds that, due to the UAE government's focus on good governance, the need for competent professionals in public policy and governance has intensified. To tackle the evolving global landscape, the programme wants to provide the latest skills and knowledge vital for leadership, policy formulation, implementation, and evaluation. The Governance and Public Policy Master's programme (MGPP) is the first postgraduate degree in Governance and Public Policy in the UAE. It obtained UAE's CAA (Commission for Academic Accreditation) accreditation in 2019, and the reaccreditation is scheduled for 2025.

The curriculum reportedly follows an interdisciplinary approach, includes field experience, and has a flexible design to accommodate working professionals. Having received the CAA accreditation in 2024, the programme has undergone revision, and four new elective courses were approved, i.e., Organisational Behaviour in Public Organisations, Public Personnel Administration, Public Decision-Making Theories and Applications, and Strategy for Public and Nonprofit Organisations.

The programme goals are as follows:

1. To prepare professionals and public policy leaders to discuss, analyse, and evaluate public policies.
2. To appreciate the complex and cross-sectorial nature of public policy, public policy challenges, and public policy solutions.
3. To implement skills necessary to address important criteria of transparency, accountability, responsiveness, effectiveness, efficiency, and inclusiveness in all policy processes.
4. To develop leadership skills necessary to lead national and local institutions and perform administrative, financial, organisational, and political activities.
5. To exercise ethical and moral standards in public policy processes and leadership behaviours.
6. To equip students with various analytical tools to effectively diagnose and proffer solutions to complex public policy issues.

In this context, the following six programme-level Intended Learning Outcomes (ILOs) are defined in the SER:

1. Comprehend selected theories and methods in public governance, policy analysis, market-government relations, macro- and microeconomics, public budgeting, leadership, and research in the analysis and formulation of public policy.
2. Conduct governance and public policy research using appropriate research methods, ethics procedures, and statistical analysis.
3. Apply qualitative and quantitative skills in the formulation of public policy independently and in teams.
4. Use different tools and techniques in policy analysis, stakeholder management, successful policy implementation, effective programme evaluation, and financial management.
5. Communicate descriptive and analytical knowledge effectively in written and oral format to various audiences.
6. Demonstrate preparedness for continued reflective practice and lifelong learning in public policy and governance.

The MGPP requires a total of 36 CH to graduate. According to the SER, core courses amount to 24 CH and students are required to choose two elective courses (6 CH in total). They conclude their studies with a Master's thesis (6 CH).

Students must complete one dedicated research methods course in addition to a seminar which is oriented towards research work. After mastering research methods skills, students can start working on their Master's thesis. Students can also with faculty members and publish their work in Scopus indexed Q1 and Q2 journals.

There is no specific course handbook for the MGPP programme. However, there are printed and electronic booklets that describe the programme, its study plan, goals, etc. These booklets are distributed to students in class, during orientation and marketing events. They are also available on UAEU's websites.

Expert evaluation

The MGPP curriculum is well-structured and reflects international quality standards. The required (core) courses cover all subject-specific components in the field of governance and public policy (e.g., economics, finances, public policy, new public management). They also provide students with expertise in research

methods and policy design. Moreover, the elective courses allow students to acquire additional interdisciplinary knowledge in the areas of globalisation, environmental policy, and strategic management. However, there should be a more systematic implementation of current political developments and global current affairs (see **Finding 2**). Incorporating more recent case studies would enhance classroom discussions and make the programme even more labour-market viable as the skill of being able to put theoretical knowledge into real-time political situations is increasingly being prized by employers.

At the end of the study programme, students can decide between writing a thesis or a research paper as a final qualification. The experts value this option highly because it offers the opportunity to prepare students for different jobs (e.g., in academia, as well as in the public and private sector of the labour market). During the site visit, the experts have evaluated several MA theses. The evidence showed that graduates from this programme have a solid foundation in academic writing and research which is a strong point of the programme. Against this background, the expert panel assess that the MGPP programme complies with the EQF Level 7 for Master's programmes.

Overall, the experts agree that the workload is balanced and adequate for a graduate programme. Students are advised to take 3 courses (each 3 credit hours) per semester. Moreover, teaching and learning methods of the programme cover a broad range of approaches which adequately address the different backgrounds of students. Moreover, they reflect the programme goals and correspond with the defined Intended Learning Outcomes (ILOs) both on programme and course level, which are clearly in line with the requirements of the European Qualification Framework. The variety of the assessment tools (presentations, quizzes, comprehensive exams, writing skills) help to ensure that students achieve different skills and competences.

The programme's curriculum is under a constant review process and shows a close link to the contemporary developments in the political science discipline. During the site visit, the experts learned that curriculum changes are implemented rather frequently, almost on an annual basis. This commitment to keep up with current trends both in the field and the labour market is praiseworthy. Nevertheless, the consistent and multiple changes inevitably introduce instability in delivering the curriculum, planning the assessments, and expectations of the students. A more disciplined and less frequent review cycle, e.g., every other year instead of annual, should therefore be implemented (see **Finding 3**). This would enable easier implementation with reduced administrative burden and would ensure changes are pedagogically valid and well-integrated as faculty will have enough time to make changes in an effective manner and ensure long-term consistency for all stakeholders.

The programme clearly matches the aim to train students for jobs in government, in the private sector, and in non-governmental organisations. An intensive and very open conversation with labour market representatives on site showed that graduate students of the programme are very well equipped for the job market in the UAE. The department has several formal and informal agreements with national institutions which send their employees to participate in the Master's programme for further qualification. In many cases, graduates have the opportunity to return to their former employer which can be considered as a very effective instrument for the graduates' further careers. This argument is fostered by the fact that graduates from the programme are generally in high demand.

The documentation of the curriculum is consistent and transparent. It is easily available in online format for all students and external stakeholders. The course descriptions include the ILOs, the teaching and assessment methods, as well as references for further reading and coherent information on the number of credit hours.

Conclusion

The criterion is fulfilled.

2. Procedures for quality assurance

Bachelor's degree

The programme is subject to the higher education institution's policy and associated procedures for quality assurance, including procedures for the design, approval, monitoring, and revision of the programmes.

A quality-oriented culture, focusing on continuous quality enhancement, is in place. This includes regular feedback mechanisms involving both internal and external stakeholders.

The strategy, policies, and procedures have a formal status and are made available in published form to all those concerned. They also include roles for students and other stakeholders.

Data is collected from relevant sources and stakeholders, analysed, and used for the effective management and continuous enhancement of the programme.

[ESG 1.1, 1.7 & 1.9]

Description

According to the SER, QA policies and procedures at UAEU are based on institutional and federal guidelines and criteria. These policies and procedures are said to be in line with UAE's National Qualifications Authority (NQA) as well as the Commission for Academic Accreditation (CAA), and include college-level curriculum review, domestic and international benchmarking, and course- and programme-level evaluation. UAE's Academic Quality Assurance Section and Institutional Research Section, which are part of the Office of Institutional Effectiveness (OIE), oversee all QA procedures at UAEU and report directly to the Vice Chancellor.

As for curriculum review and development, the SER outlines that all study programmes are subject to an annual review based on the following four performance profiles: (1) Faculty, (2) Research Productivity, (3) Programme Viability, and (4) Course Offering. A set of performance indicators is used to measure the performance in each profile. The performance indicators data are said to be collected throughout the academic year, and the aggregated results are published at the end of each academic year. Department chairs review the results and subsequently develop a Performance Improvement Plan (PIP) that includes remedial actions for each performance profile and must be carried out within two years. In addition, a campus-wide Learning Outcomes Management System (LOAMS) is in place to provide administrators with information on the assessment processes. The assessment management system is reportedly populated regularly with the latest information extracted from the Learning Management System (Blackboard), the Curriculum Management System (CurricUNET), and the Student Information System (SIS). Lecturers are required to collect and upload the assessment data to LOAMS.

The Department reportedly follows UAEU's regular programme review process which is outlined in the Quality Assurance Manual based on UAEU's Periodic Programme Review (PPR) process. The primary quality assurance system implemented is a structured programme review conducted every semester. This process is said to involve all faculty members and includes (1) a review of course-level ILO attainment for each course offered during the semester, (2) an analysis of teaching evaluations from the previous semester, and (3) structured faculty discussions on the strengths and weaknesses of the curriculum and instruction for continuous improvement. The SER further states that all programmes maintain e-Portfolios that include the course syllabus, teaching materials, assessment instruments, model answers, quantitative analysis of student performance, graded samples, instructor review report, and student feedback. Course and lecturer evaluation forms are distributed to all at the end of each semester.

To ensure alignment with the labour market, the department reportedly has a feedback system in place that includes surveys for three key stakeholder groups: recent graduates, internship providers, and employers. The graduate surveys assess aspects such as programme quality, preparedness for employment, and alignment of academic training and job requirements. Results are said to be analysed annually to track long-term

programme effectiveness and graduate satisfaction. Internship providers are surveyed at the end of each academic year to evaluate the professional competencies, communication skills, and workplace readiness of student interns while employers, especially those who have hired graduates of the programme, are surveyed to evaluate employee performance, industry relevance of the curriculum, and emerging skills demands.

Expert evaluation

Both programmes display various strengths that signify a high level of dedication to quality assurance, student interest, and academic sensitivity. The first and one of the most striking ones is the existence of a comprehensive Quality Assurance (QA) system on central, faculty, and department level that engages both internal and external stakeholders, among them being the members of the faculty, students, administrative personnel, and external partners such as employers and labour market representatives. This participative strategy makes sure the various views are used in the continuous improvement of the programmes. The active feature of UAEU's QA system, which is the periodic reviews, observation of course delivery, and systematic evaluation, reflects on the institutional QA culture which regulates the importance of constant improvement and openness. On site, the experts assessed that the collection of feedback happens regularly and the respective data is clearly and comprehensively documented.

The curriculum's responsiveness to student feedback is another strength. The feedback from students is shaping curriculum development. The teaching staff and management of both programmes and on central level demonstrates a willingness to hear students' experience of learning, their needs as learners, and their feedback for improvement. With consistent feedback, students develop a sense of shared ownership which was also evident in the discussion round with students and alumni, and the programmes remain both fluid and contemporary. Similarly, the emphasis on students being heard and on how the feedback system works for students in the QA system is a significant feature. There are opportunities for students to give free-format responses (in addition to being asked a lot of survey questions), and those have elicited more in-depth comments and insight than the structuring of the survey alone allowed. Students can report what is difficult for them, what has been helpful to their learning, and give feedback about this. This enhances the programmes' ability to detect new issues early and be alert in responding, and offsets concerns about a traditional QA system of quality.

UAEU's rigorous and proactive QA system is undoubtedly one of its strengths, particularly the inclusive approach to stakeholder involvement in QA processes such as curriculum reviews and efficient use of student feedback. However, there is one area that would necessitate rethinking, as revealed by the on-site inspection. As already outlined in the curriculum section of this report, curricular changes appear to occur too frequently, which may inadvertently result in instability of long-term programme coherence, assessment alignment, and course planning. It is commendable that the programmes are willing to make changes considering input, but a more systematic and less frequent revision cycle would enable easier implementation with reduced administrative burden and would ensure changes are pedagogically valid and well-integrated (see **Finding 3**). A standardised review cycle might enable the programmes to retain their agile approach with an overall improvement in curriculum stability by balancing responsiveness with stability.

Conclusion

The criterion is fulfilled.

3. Learning, teaching and assessment of students

Bachelor's degree

The delivery of material encourages students to take an active role in the learning process.

Students are assessed using accessible criteria, regulations, and procedures, which are made readily available to all participants and which are applied consistently.

Assessment procedures are designed to measure the achievement of the intended learning outcomes.

[ESG 1.3]

Description

The SER states that students are required to apply topics encountered in class by solving problems and doing exercises in class and at home. Reading and writing assignments and participation in discussions are also part of the learning methods. Faculty members are said to make use of technology in their teaching, e.g., using Blackboard LMS, smart boards, Microsoft Office programmes, multimedia, and internet resources.

Outstanding academic performance of the students is said to be rewarded by, e.g., qualifying for the Dean's List of the College for an academic semester with a GPA of 3.60 or higher or graduating with honours if a high GPA is maintained. MGPP students who maintain 3.6 GPA are eligible to apply and win the Chancellor's Award, which pays up to 50% of their tuition.

The SER outlines that multiple assessment tools are used to ensure that students acquire the specified knowledge, skills, and competencies and meet the learning outcomes of the courses. The assessment tools typically include midterm and final exams, quizzes, projects, extended papers, in-class presentations for the Bachelor's programme, as well as, in addition, simulation, case study, seminars, literature analysis, and leading class discussion for the Master's programme. In terms of appeals and complaints, if possible, they are to be solved on an individual basis. Otherwise, students can make a formal request to the department chair to have their grade reconsidered. Such requests are forwarded to the Student Cases Committee which deals with complaints regarding grades and similar issues. If the issue still can't be resolved at that level, it is referred to the Assistant Dean for Student Affairs, as outlined in the SER.

Expert evaluation

The learning, teaching, and assessment practices at UAEU are generally oriented towards a student-centred approach and support the achievement of the intended learning outcomes. A variety of teaching methods is applied across the programmes, including lectures, discussions, case studies, projects, and written assignments. These formats allow students to engage actively with course content and to apply theoretical knowledge to analytical and practice-oriented tasks. While the experts noticed on site that teaching and learning methods don't always match the course content in the most ideal way, this does not affect the achievement of course-level ILOs in any way. The experts still recommend reviewing the teaching and learning methods during the next curriculum review to optimise teaching and learning strategies even further (**Finding 5**).

Digital tools such as the Blackboard Learning Management System are used consistently to support teaching and to communicate assessment requirements and examination procedures. The university has also issued a policy that allows students to use AI to a certain amount, but faculty members encourage students to use it most responsibly. Specifically, for the Master's programme, in each class students are particularly encouraged to formulate individual research interests and write research papers.

Assessment methods include written exams, quizzes, essays, presentations, projects, and internship-related assignments at Bachelor's level, as well as seminars, extended papers, and thesis-related work at Master's

level. Course-level learning outcomes are aligned with programme-level outcomes, and assessment procedures are generally transparent and accessible to students. During the experts' discussion with the Dean, he expressed a vision to include even more diverse assessment forms in the future. Students are informed about exam formats, grading components, and schedules early in the semester, and regulations regarding exam organisation are clearly defined, e.g., UAEU allows up to three exams per day. Procedures for grade review and student appeals are in place and known to students.

Teaching staff are perceived as approachable and supportive. Flexibility in teaching and assessment, particularly for students who are already employed, was highlighted by students during the site visit. Academic advising supports students throughout their studies and contributes to structured study progression. Students reported feeling adequately prepared for capstone projects and theses, especially regarding research methods and policy-related content. At the same time, feedback from students and labour market representatives indicates that academic writing and analytical writing skills could be further strengthened, particularly at Bachelor's level, to better prepare students for research-oriented tasks and professional contexts that require structured written analysis. The expert panel supports this and therefore recommends implementing measures to further strengthen academic writing and analytical writing skills in the Bachelor's programme (**Finding 6**).

Conclusion

The criterion is fulfilled.

4. Student admission, progression, recognition and certification

Bachelor's degree

Consistently applied, pre-defined, and published regulations are in place which cover student admission, progression, recognition, and certification.

[ESG 1.4]

Description

Admission to the UAEU is generally based on the admission policy which is issued annually and sets forth the specific admission criteria for each of the following categories: (1) citizens of the United Arab Emirates, (2) MENA region students, (3) students from Asia and Africa, (4) international students, (5) mature students and (6) children of UAEU employees. As for the Bachelor's programme, general undergraduate admission requirements are said to be publicly available in the Undergraduate Student Handbook. The programme accepts students with a minimum IELTS (or equivalent) exam score of 6.0 and a minimum GPA of 3.0. Furthermore, candidates are required to attend an interview conducted by faculty members prior to admission. Students are required to have a strong proficiency in both Arabic and English.

For the Master's programme, general graduate admission requirements are said to be publicly available in the Graduate Student Handbook. The MGPP admits students once every year for the Fall semester. This policy has been the practice since the programme was launched in 2013.

According to the SER, student progress is monitored by the advising unit and the undergraduate and graduate studies office at the college level. On selecting an academic programme, each student is assigned an academic advisor who monitors their progress and ensures that they take the appropriate number of courses each semester. This is done through "Degree Works", a web-based, degree-auditing and tracking tool which enables students and advisors to evaluate academic progress towards graduation in accordance with major requirements outlined in the college catalogue. This tool allows students to identify which requirements have been satisfied, and which requirements are outstanding. In addition, Degree Works can be used to perform a "what-

if" analysis to determine how current coursework on a student transcript would be used if a different major was selected.

Graduation documents and certificates are reportedly secured and archived at university level, while the University also uploads the graduates' personal information to the Ministry of Education's website to confirm the authenticity of the documents and facilitate the attestation of degree certificates if necessary.

Expert evaluation

The formal requirements for admission as well as the admission process are clearly defined, reasonable, fully transparent and publicly available for students. The available documentation includes the calendar, the general registration guide as well as all documents for the registration in both study programmes and is published on the university's website. Aside from that, there is no further public advertising of the political science programmes. According to the faculty, this 'unique and prestigious programme' does not need any further public notification.

The selection of students is fully in the hands of the university. It follows defined criteria and procedures that are publicly available. Since this year, the admission procedure is no longer based on personal interviews (as mentioned in the SER). Instead, the experts were told that the GPA has been reduced from 3.6 to 3.4 in the Bachelor's programme. Students in the Master's programme need a GPA of 2.5 for admission. These figures show that UAEU ensures high entry-level qualifications for their Bachelor's students and average level for their Master's cohorts. During the site visit, data on student admission and completion rates were made available to the experts. These data show that the number of students, particularly for the Bachelor's programme, has constantly increased while the drop-out rate is extremely low. This indicates both a high supply and a high demand of political science graduates in the UAE.

Admission for international students is rather low in the Bachelor's programme (3%) compared to the Master's programme (15%). According to the faculty members, foreign students are not actively recruited because the student body at UAEU is already very diverse. The experts nevertheless deem it highly beneficial to increase the number of international students in the Bachelor's programme which has already been agreed upon by the faculty members during the site visit. One way to increase the number of foreign students would be to sign exchange programmes with universities worldwide and to offer financial waivers (scholarships) for incoming and outgoing students.

The progression measures are in place. Each faculty member is allocated a certain number of students each semester. During the site visit, students confirmed that they receive individual academic advice in various ways by faculty members during their entire studies. Academic advisors have, for instance, online access to each student's study plan and consult them on a regular basis during their office hours. According to the students, faculty members also support students strongly in the organisation and the supervision of internships. It was further reported and confirmed that students who are already employed can schedule their classes with flexibility to fit their work schedules.

Regulations for the recognition of competencies also exist. The workload for students is assigned based on weekly credit hours (CH) for each course. The experts have calculated the workload (in CH) for both curricula and find this as being equal to the workload in similar Bachelor's and Master's programmes under the ECTS system. Although a transcript of records from CH into ECTS is possible, the experts are missing clear learning agreements that facilitate the mobility of students, e.g., recognition of credits that are taken at universities abroad. The experts have not noticed any institutionalised regulations or tools for international exchange that could be used in practice. Against this background, UAEU should expand their internationalisation efforts on student level to include more systemic support for outgoing students (**Finding 7**), as there are currently more

incoming than outgoing students. This could include, for example, promoting the existing offers more strongly to students or closing more learning agreements.

The graduation certification consists of the 'degree award', the 'official transcript' and the 'course description' which has been described in Appendix 10 of the SER. While the 'official award' and the 'course description' were well prepared, the experts could not verify that diploma supplements are issued for students. It is therefore recommended to issue diploma supplements to ensure that graduates and stakeholders, particularly in the international context, have access to comprehensive information on the obtained qualification (**Finding 8**).

Conclusion

The criterion is fulfilled.

5. Teaching staff

Bachelor's degree

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

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

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

[ESG 1.5]

Description

According to the SER, the Bachelor's programme in Political Science is served by 11 faculty members (3 professors, 4 associate and 4 assistant professors). As for the Master's programme under review, there are three faculty members specialised in public policy and public administration and 4 faculty members without specialisation in the respective field available.

As for teaching staff recruitment, UAEU reportedly has procedures in place to ensure a fair and transparent recruitment and selection process. Selection criteria and required qualifications are based on the academic position that is to be filled. The recruitment process, selection criteria, and employment conditions are outlined in UAEU's Academic Personnel Policies Manual and in the Employee Handbook.

As for teaching staff development, the Centre for Excellence in Teaching and Learning (CETL) reportedly offers opportunities to develop and enhance teaching performance. A particular focus of the Centre is the promotion of emerging digital technologies. CETL comprises an Instructional Design Unit, a Teaching, Scholarship and Assessment Unit, a Faculty Professional Development Unit, and a PhD Students Teaching Academy. The National Faculty Support Programme (NFSP) provides an opportunity for national faculty members to enhance their professional development by attending conferences, workshops, and training courses. In addition, teaching staff receive support to advance their research. This includes financial support to attend one international conference per year. More conferences can be attended if third-party funding is available.

The performance of the teaching staff is said to be subject to regular evaluation. The faculty performance review covers all areas of a faculty member's activities (research, teaching, and service) and is facilitated via an online system. The SER further states that the outcome of the performance review informs the faculty promotion system, which evaluate the professional development of faculty members and their achievements in teaching, scholarship, and service. The promotion process also reportedly requires external review of research. In addition, all faculty must include proof of teaching effectiveness as part of their portfolio for promotion as well as for contract renewal.

Expert evaluation

The experts agree that the quality of the academic personal as well as the gender balance (male/female) is very good and in some parts even excellent with a good number of professors with international experience in research and teaching. Overall, the faculty clearly reflect the specific requirements to ensure the achievement of the intended learning outcomes of both political science programmes.

The ratio of students to academic staff (about 800 active students and 12 professors, including one professor who was recently employed) is sufficient but not excellent. Yet, similar figures exist in many political science departments across Europe. During the site visit, professors mentioned that the university is aware of the increasing enrolment of undergraduate students in political science and that four more faculty members will be employed for the next semester. In fact, the experts have taken notice from the advertised professorial positions in political science.

The workload of the staff is clearly defined and comparable to the one at European universities. The experts highly valued that associate and assistant professors are eligible to follow teaching or research paths. When choosing the later, they receive a teaching reduction. Moreover, the expert team has positively evaluated the incentives and support that professors receive for providing excellent research (e.g., financial support for publications in top journals). Since teaching is also a very important part of professorial tasks, it might be beneficial to think about providing similar incentives for 'excellent teaching'.

The supervision of students meets the requirements. This was confirmed by the students as outlined in the previous criterion on student progression. On site, students mentioned that it would be beneficial to include some experts from Europe to teach topics on contemporary European affairs. The expert panel supports this and therefore suggests to occasionally invite colleagues from European universities as guest lectures if possible. This would also go hand in hand with the expert panel's recommendation to include more current global affairs topics in the curriculum (see **Finding 2**).

The recruitment strategies follow transparent procedures, and a large majority of the faculty members hold tenure track positions which guarantee the stability and the continuing quality of the curriculum in both reviewed programmes. Finally, the experts value that the university offers various opportunities for staff members to improve their teaching and research methods and skills through workshops and specialised training opportunities.

Conclusion

The criterion is fulfilled.

6. Learning resources and student support

Bachelor's degree

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

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

[ESG 1.6]

Description

As for facilities, UAEU comprises lecture rooms, labs, and studios. The Department of Government and Society has two computer labs (one in the boys' section and one in the girls' section), which can also be used by other

departments. All classrooms are said to be equipped with desktops, laptops, interactive smart boards, and AV systems. UAEU's IT Support Services are supposed to facilitate teaching, learning and research. Live assistance can be requested via the IT Help Desk.

UAEU further provides spaces in several buildings and the main library to display student projects. These centrally located venues can be booked via a pre-booking system and are equipped with display infrastructure.

The main library which is also accessible online. It comprises print Reference and General Collections, Special Collections and, soon an Art Exhibition Centre. Electronic tools and databases are available both on and off campus, with user support via LibChat and EZY Proxy. If an item is not available in the UAEU collection, faculty and students can request it via the online document delivery service. Small lecture rooms are said to be available for research groups, guest lectures, and private meetings. All rooms are fitted with advanced audio-visual equipment and have a capacity of 25-40. They can be booked via the local booking system.

UAEU reportedly offers a variety of student services, including Student Health & Wellness Services and Student Customer Services. Services aimed specifically at enhancing employment skills include those offered by the Centre for Career Placement & Alumni (CCPA). This unit is supposed to help students prepare for a career by providing them with opportunities for career readiness, employability skills, and internships through the JAHIZ programme. It also connects students and graduates with employers to provide job opportunities.

The Student Success Unit (SSU) offers academic support and is said to help UAEU students fulfil their academic potential and build the skills necessary to be successful in their future lives and careers. UAEU's Learning Resources Centres, such as the Tutorial Centre, the Reading Centre, the Writing Centre, the Technology Centre, and the Speaking Centre, are said to offer personalised support, training opportunities, and workshops in the respective areas to address the needs of the diverse student body. In addition, UAEU provides assistance and services for international students and students with special needs. For the latter, lecture records, extra time, contact with instruction, alternative exam, early class registration, as well as assistive technology for students with visual impairment, such as Braille Sense, Book sense, Fair View, ClearView, Eye Pal Solo (Reader), ClearNote, and Ibsar Software are available. According to the SER, the University also offers counselling and financial aid.

UAEU's National Faculty Recruitment and Development Office reportedly provides scholarships to exceptional national PhD candidates. The scholarships provide a monthly salary and fully cover education, travel and health insurance costs throughout their graduate studies. Upon completing their PhD studies, the candidate joins UAEU as an assistant professor. Eligible applicants should be a UAE national, graduate of an accredited university, with a major and overall GPA of 3.5, and have IELTS with score 7 or TOFEL IBT 95.

Upon enrolment, each student is reportedly assigned a faculty member as academic advisor to oversee academic progression. Student appeals are reviewed and decided by the Student Academic Grievances and Appeals Committee (SAGAC). The Committee's work is said to be conducted in a way that ensures confidentiality as defined in the University Policies.

UAEU uses the e-learning platform Blackboard to check student work for plagiarism.

Expert evaluation

UAEU provides learning resources and student support services that are generally adequate for teaching and learning in the programmes under review. Teaching facilities and digital infrastructure support regular course delivery and student learning activities. Students and staff have access to electronic academic resources and databases relevant to political science and governance, which can be accessed both on and off campus. Due to ongoing construction work, parts of the library infrastructure could not be fully inspected during the site visit.

Based on feedback from students and staff, the available literature and electronic resources are nevertheless considered sufficient for coursework and research-related tasks.

Academic advising is available throughout the study period and supports students in course selection and study planning. Advising structures at programme and faculty level contribute to monitoring student progression, even though individual advisors may change between semesters. Students reported that they generally feel well supported in organisational and academic matters and expressed overall satisfaction with the availability and accessibility of advising services.

Career-related support services assist students in preparing for employment and in identifying internship opportunities. The university facilitates contact with potential employers, for example through career-related events and support units. Students indicated that these services are helpful, even though practical experience is mainly gained once entering employment.

Support and counselling services are in place to address the needs of a diverse student body, including students with special needs and disabilities, who may receive individual accommodations and assistive support. Financial support and scholarship opportunities exist, and students can apply for assistance in individual cases. At the same time, clearer communication and further expansion of financial support measures would be beneficial, particularly for students with limited financial resources, in order to improve accessibility and transparency. The expert panel thus recommends expanding support options for students with limited financial resources and establishing policies for their advertisement and distribution (**Finding 9**).

Conclusion

The criterion is fulfilled.

7. Information

Bachelor's degree

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

[ESG 1.8]

Description

UAEU distributes information on their study programmes predominantly via its website in both Arabic and English. Besides the main website which provides information on libraries, admission and other services, the programme websites reportedly include all relevant information on the programmes, e.g., the programme outline, a model study plan, ILOs, and course descriptions.

Regulations and policies for both students and staff are available as handbooks and manuals (e.g., student handbook, internship handbook, Academic Personnel Policies Manual, employee handbook).

Expert evaluation

UAEU provides comprehensive, transparent and up-to-date published information on both programmes under review as well as activities and news on the central and faculty level on the respective websites, internal information systems such as Blackboard, and social media channels to address all stakeholders.

Prospective students can find clear and comprehensive outlines of the programmes and the respective admission requirements on UAEU'S websites. They can also meet with academic advisors to discuss programme

content and study requirements. Once enrolled, students gain access to additional, more detailed information such as weekly course schedules and testing methods via UAEU's internal Blackboard information system. According to student feedback, they feel well informed about their academic options and personal progress throughout their studies thanks to the comprehensive information provided via the Blackboard system. They can easily track which courses they have completed and what grades they have achieved. In addition, lists with internship opportunities are publicly accessible on UAEU's website.

Information is updated regularly and policies for the maintenance process are in place. The university also uses social media channels to inform students, external stakeholders as well as the general interested public about events and conferences in the UAE and abroad.

To sum up, the combination of online resources, personal advising, and proactive use of digital channels contributes to a transparent and student-centred information policy that also addresses external stakeholders. Regular updates, accessible staff, and opportunities for stakeholder engagement (including alumni) further strengthen the communication structures of the programmes. The information policy thus appears to be comprehensive, effective, and well implemented.

Conclusion

The criterion is fulfilled.

V. Recommendation of the panel of experts

The panel of experts recommends accrediting the study programme “Political Science” (Bachelor) offered by United Arab Emirates University with conditions.

The panel of experts recommends accrediting the study programme “Governance and Public Policy” (Master) offered by United Arab Emirates University without conditions.

Commendation

The programmes under review offered by UAEU display a clear commitment to academic excellence. Both curricula are well structured and excellently prepare students for the labour market due to a good balance of academic rigour and practical components that are harmoniously interwoven. The high quality of graduates was commended by labour market representatives on site. The comprehensive, effective and proactive quality assurance system that is in place on all levels at UAEU further supports and ensures that national and international standards of teaching and learning are met. The teaching staff of the programme is very well qualified, has a high level of international experience, and seems also very motivated and engaged with students of the programmes in terms of academic advising. Learning, teaching and assessment is diverse and student-centred, with a state-of-the-art information system supporting student progression. Facilities, resources, and academic as well as non-academic support services are adequately available for the entire student body, including student with special needs and international students.

Findings

1. For the Bachelor’s programme, UAEU should add an introductory course to Political Science to the curriculum.
2. For both programmes, there should be a more systematic implementation of current political developments and global current affairs in the curriculum.
3. For both programmes, a more disciplined and less frequent review cycle, e.g., every other year instead of annual, should be implemented.
4. For the Bachelor’s programme, UAEU must enhance the standardisation of the course syllabi to ensure transparency for all stakeholders and students in particular.
5. For both programmes, the experts recommend reviewing the teaching and learning methods during the next curriculum review to optimise teaching and learning strategies even further.
6. For the Bachelor’s programme, the expert panel recommends implementing measures to further strengthen academic writing and analytical writing skills.
7. For both programmes, UAEU should expand their internationalisation efforts on student level to include more systemic support for outgoing students.
8. For both programmes, it is recommended to issue diploma supplements to ensure that graduates and stakeholders, particularly in the international context, have access to comprehensive information on the obtained qualification.
9. For both programmes, the expert panel recommends expanding support options for students with limited financial resources and establishing policies for their advertisement and distribution.