CITY, UNIVERSITY OF LONDON

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INTRODUCTION

In 2008, 12,000 students chose to start their university studies in Dubai’s free zones. Today, that number has more than doubled to over 30,000. Thirty thousand students means 30,000 higher education decisions; decisions about choice of university, and decisions about choice of programme to help students get on their preferred career paths.

With the Higher Education Classification (HEC), we hope to give students and their parents the information and data they need to make more confident decisions about their future. Universities, too, will be able to use the HEC to identify and showcase their strengths and institutional, international best practices.

Based around the four core categories of Teaching, Research, Employability, and Internationalisation, HEC will publicly showcase the quality of tertiary institutions to further develop Dubai as an international hub for higher education, as well as a global centre for knowledge creation and innovation across public and private sectors.

Last year was the first cycle of Higher Education Classification. Before launching the second cycle, we consulted with the universities who participated last year and our QS™ partners. Based on those consultations, we have updated the methodology. Updates include creating more flexibility within the Research category and adding a new elective, Arts and Culture. The new methodology is available in the summary report which can be accessed on the KHDA website.

We thank every one of the 30,000 students who have chosen Dubai for their university studies. We’re grateful to universities in Dubai for their continued commitment to quality, and we appreciate the help of our partners at QS™ in joining us in Dubai’s journey to its destination as a world-class, higher education hub.

We are confident that together we will complete that journey, and as a result, create a pipeline of world-class graduates to fuel Dubai’s dynamic, innovative economy for decades to come.
<table>
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<th>FACTS SHEET FOR 2019</th>
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<tr>
<td>YEAR OF ESTABLISHMENT</td>
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<tr>
<td>HOME CAMPUS</td>
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<td>LOCATION</td>
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<tr>
<td>ACCREDITATION</td>
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<td>NUMBER OF FACULTY</td>
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<td>DISCIPLINES</td>
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<tr>
<td>NUMBER OF STUDENTS</td>
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<td>NUMBER OF GRADUATES</td>
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<td>NUMBER OF PROGRAMMES</td>
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A 5-star institution offers a world-class standard of education and has demonstrated strengths across all HEC categories including Core Criteria categories, Learning Environment, Programme Strength and Advanced Criteria categories. It has a global reputation and has highly regarded international research and teaching standards. Graduates are sought after by employers. 5-star institutions meet pre-requisites in Teaching, Research, Employability and Overall Student Satisfaction.
CORE CATEGORIES
Today’s students expect faculty to contribute to their learning through effective, quality teaching. Universities that can demonstrate teaching excellence will attract students and have a competitive advantage in the higher education sector. We measure teaching excellence through a combination of input and output measures.

### Faculty Student Ratio
- **45.6 Points** / 50 Points
- **Faculty:** 9
  - **Students:** 100
- **Faculty to Student Ratio:** 9.3%
  - Min: 2% | Max: 10%

### Completion Rate
- **30.3 Points** / 40 Points
- **Completion Rate:** 80.3%
  - Graduated within the expected duration of the programme
  - Min: 50% | Max: 90%

### Faculty with Terminal Degree
- **20 Points** / 20 Points
- **97.2%**
  - Of faculty have a terminal degree or relevant professional experience
  - Min: 50% | Max: 75%

### Satisfaction with Teaching & Learning
- **40 Points** / 40 Points
- **82.6%**
  - Min: 60% | Max: 80%
  - Points awarded for this indicator are scaled based on the response rate to the survey
Students (and parents) consider future employment prospects when selecting universities and academic programmes. Strong employability data gives universities a significant advantage. These data send students a positive signal; namely, that graduates from their university are held in high regard by employers and that they stand a good chance of finding a job after graduation. The 'employability agenda' today is pivotal in the strategic priorities of universities as it has a direct impact on student recruitment, retention and satisfaction.
There is a need for higher education institutions to cultivate a global outlook to offer students the best possible preparation for life and careers in the 21st century. It is important for institutions to develop and articulate their own campus-based internationalisation strategy to meet the expectations of students who increasingly want international experiences while pursuing their university studies.
The research category enables higher education institutions to demonstrate their research assets such as research quality and productivity. Research output should be a recognisable aspect of the strategic priorities and growth-plan of the university, and should be visible in the institution's everyday operational reality. Research outcomes contribute to society’s intellectual knowledge base and create wealth in the community in which the university is located and beyond.
LEARNING ENVIRONMENT CATEGORY
The learning environment category focuses on the physical and technological infrastructure that the university has created to support student learning. Today’s students have high expectations about the quality and variety of learning environments that they expect to find on campus. Institutions that provide high quality learning environments will benefit in terms of recruitment, retention, and student satisfaction.
SPECIALIST CATEGORY
This category gives institutions the opportunity to showcase their flagship academic programme(s). Institutions are required to select a specialist programme area. All indicators below are applicable to the discipline of choice.

### Discipline of Choice

**Business**

#### Graduate Employment Rate

- **0** points | **30** points
- **66.7%**
- Of students were employed within 24 months from graduation
- **MIN - 50% | MAX - 90%**
- Points awarded for this indicator are scaled based on the response rate to the survey

#### Completion Rate

- **20** points | **20** points
- **90%**
- Graduated within expected programme duration
- **MIN - 50% | MAX - 90%**

#### Faculty Student Ratio

- **20** points | **20** points
- **17.9%**
- **MIN - 2% | MAX - 10%**

#### Applications Per Place

- **0** points | **20** points
- **0**
- **MIN - 1.5 | MAX - 3**

#### International Students

- **20** points | **20** points
- **98.7%**
- **MIN - 10% | MAX - 30%**

#### Student Satisfaction with Programme of Study

- **40** points | **40** points
- **97.6%**
- **MIN - 60% | MAX - 80%**
- Points awarded for this indicator are scaled based on the response rate to the survey

#### Internationally Recognised Accreditations

- **50** points | **50** points
- **100%**
- Of programmes in this discipline are internationally accredited
- **MIN - 50% | MAX - 100%**
ADVANCED CATEGORIES
The UAE has placed happiness and wellbeing on its national agenda, as witnessed by the appointment of a Minister of State for Happiness and Wellbeing. This category serves as the impetus to officially recognising happiness across the Higher Education sector in Dubai. This indicator captures data on how institutions are facilitating environments which nurture and encourage the personal wellbeing and professional development of students. Institutions should also facilitate processes and activities to support staff development and wellbeing.

### Happiness and Wellbeing

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
<th>Scale</th>
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<tr>
<td>26 POINTS</td>
<td>50 POINTS</td>
<td>3 STARS</td>
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### Staff Development and Wellbeing Activities

- **Points awarded**: 5
- **Scale**: MIN - 0 | MAX - 10

### Student Wellbeing Activities

- **Points awarded**: 0
- **Scale**: MIN - 0 | MAX - 10

### Voluntary Work

- **Points awarded**: 1
- **Scale**: MIN - 0 | MAX - 10

### Overall Student Satisfaction and Happiness

- **Points awarded**: 20
- **Scale**: MIN - 60% | MAX - 80%

Points awarded for this indicator are scaled based on the response rate to the survey.
Engagement between the university and the community is an important pillar in an institution’s operations, since it defines the way it is embedded in the society it serves. Providing opportunities for all segments of society to have the opportunity to access higher education comes under the umbrella of inclusion. This category gives universities the opportunity to demonstrate their level of inclusion in three specific categories: inclusiveness for people of determination; gender balance; and scholarships and bursaries.

**INCLUSIVENESS**

28 POINTS | 50 POINTS

3 STARS

**GENDER BALANCE**

0 POINTS | 10 POINTS

82.9% MALE STUDENTS

17.1% FEMALE STUDENTS

MIN - 40:60 | MAX - 50:50

**SCHOLARSHIPS AND BURSARIES**

7.8 POINTS | 20 POINTS

0.4% OF STUDENTS RECEIVED 50% SCHOLARSHIPS OR BURSARIES

MIN - 0% | MAX - 1%

DISCLAIMER: SCHOLARSHIPS AND BURSARIES ARE SUBJECT TO UNIVERSITY APPROVAL AND POLICY.