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.
LONDON BUSINESS SCHOOL

FACTS SHEET FOR 2019

YEAR OF ESTABLISHMENT
2006

HOME CAMPUS
UK

LOCATION
DUBAI INTERNATIONAL FINANCIAL CENTER

ACCREDITATION
QAA

NUMBER OF FACULTY
27

DISCIPLINES
BUSINESS

NUMBER OF STUDENTS
216

NUMBER OF GRADUATES
101

NUMBER OF PROGRAMMES
1
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**

| 38.6 POINTS | 50 POINTS |

8.2%

MIN - 2% | MAX - 10%

8 FACULTY

100 STUDENTS

**COMPLETION RATE**

| 40 POINTS | 40 POINTS |

94.1%

GRADUATED WITHIN THE EXPECTED DURATION OF THE PROGRAMME

MIN - 50% | MAX - 90%

**FACULTY WITH TERMINAL DEGREE**

| 20 POINTS | 20 POINTS |

100%

OF FACULTY HAVE A TERMINAL DEGREE OR RELEVANT PROFESSIONAL EXPERIENCE

MIN - 50% | MAX - 75%

**SATISFACTION WITH TEACHING & LEARNING**

| 40 POINTS | 40 POINTS |

92.2%

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.

<table>
<thead>
<tr>
<th>PAPERS PER FACULTY</th>
<th>CITATIONS PER PAPER</th>
</tr>
</thead>
<tbody>
<tr>
<td>130 RESEARCH PAPERS</td>
<td>5.9 MIN - 0</td>
</tr>
<tr>
<td>BY 18 FACULTY</td>
<td></td>
</tr>
<tr>
<td>MIN - 20%</td>
<td>MAX - 60%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RESEARCH FUNDS</th>
<th>RESEARCH AND DEVELOPMENT SUPPORT</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 POINTS</td>
<td>0 POINTS</td>
</tr>
<tr>
<td>0% OF FACULTY RECEIVED RESEARCH FUNDING</td>
<td>0 R&amp;D INITIATIVES</td>
</tr>
<tr>
<td>MIN - 10%</td>
<td>MAX - 30%</td>
</tr>
<tr>
<td>MIN - 0</td>
<td>MAX - 10</td>
</tr>
</tbody>
</table>

80 POINTS | 150 POINTS 3 STARS
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.

### FACILITIES

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
<th>Total Points</th>
<th>Star Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus Facilities</td>
<td>4 stars</td>
<td>100 points</td>
<td></td>
</tr>
</tbody>
</table>

#### SPORTS FACILITIES

- **Swimming Pool**: 0 points out of 20
- **Indoor or Outdoor Fitness Gym**: 0 points out of 20
- **Indoor Sports Court**: 0 points out of 20
- **Outdoor Sports Court**: 0 points out of 20
- **Outdoor Sports Field**: 0 points out of 20

#### CAMPUS FACILITIES

- 88.2% of students were satisfied with campus facilities.

#### STUDENT ACCOMMODATION

- 1 point out of 20

#### LIBRARY RESOURCES

- 9 Online Databases out of 10

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Point values are scaled based on the response rate of the survey.
HEALTH AND ENVIRONMENTAL IMPACT

10 POINTS | 10 POINTS

2
MIN - 0 | MAX - 2

AVAILABLE | NOT AVAILABLE

ACCESSIBILITY TO HEALTH INSURANCE
ENVIRONMENTAL POLICY
ACCESSIBILITY TO HEALTH SERVICES

STUDENT CLUBS

0 POINTS | 10 POINTS

0
MIN - 0 | MAX - 10
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**

15 POINTS | 30 POINTS

**GRADUATE EMPLOYMENT RATE**

92.9% 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

**APPLICATIONS PER PLACE**

7.5 POINTS | 20 POINTS

**APPLICATIONS PER PLACE**

7.5 POINTS | 20 POINTS

**INTERNATIONAL STUDENTS**

20 POINTS | 20 POINTS

**INTERNATIONAL STUDENTS**

20 POINTS | 20 POINTS

**STUDENT SATISFACTION WITH PROGRAMME OF STUDY**

40 POINTS | 40 POINTS

**STUDENT SATISFACTION WITH PROGRAMME OF STUDY**

40 POINTS | 40 POINTS

**INTERNATIONALLY RECOGNISED ACCREDITATIONS**

50 POINTS | 50 POINTS

**INTERNATIONALLY RECOGNISED ACCREDITATIONS**

50 POINTS | 50 POINTS
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**

29 POINTS | 50 POINTS

<table>
<thead>
<tr>
<th>STAFF DEVELOPMENT AND WELLBEING ACTIVITIES</th>
<th>STUDENT WELLBEING ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 POINTS</td>
<td>10 POINTS</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VOLUNTARY WORK</th>
<th>OVERALL STUDENT SATISFACTION AND HAPPINESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 POINTS</td>
<td>10 POINTS</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VOLUNTARY INITIATIVES</th>
<th>1 POINTS</th>
<th>MIN - 0</th>
<th>MAX- 10</th>
</tr>
</thead>
</table>

POINTS AWARDED FOR THIS INDICATOR ARE SCALED BASED ON THE RESPONSE RATE TO THE SURVEY.

MIN - 0 | MAX- 80%
Universities have a role to play in unlocking the economic and social value of ideas by creating pathways for scientific, entrepreneurial, and creative enterprises. Higher education institutions contribute to society's innovation potential in a variety of ways, such as collaborating with industry and research institutions; developing incubation facilities and accelerators to nurture start-ups; and registering patents. This category gives universities the opportunity to showcase their innovative achievements.