HIGHER EDUCATION
CLASSIFICATION

RESULTS 2019/20

SAE INSTITUTE
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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><strong>FACTS SHEET FOR 2019</strong></th>
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<td><strong>YEAR OF ESTABLISHMENT</strong></td>
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A 4-star institution offers an excellent standard of education to students and has demonstrated strengths across all HEC categories including Core Criteria categories, Learning Environment, Programme Strength and Advanced Criteria categories. Graduate skill sets are attractive to employers. 4-star institutions meet prerequisites in Research and Teaching.
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.
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.

### Campus Employer Presence

- **Points Achieved**: 50 out of 50
- **Indicators**:
  - 16 companies engaged in career services

### Graduate Employment Rate

- **Points Achieved**: 8.2 out of 50
- **Achievement**: 56.5% of students were employed within 24 months from graduation

### Career Service Support

- **Points Achieved**: 50 out of 50
- **Indicators**:
  - Career advisor
  - Career interview training or CV/cover letter writing support
  - On-campus career fair
  - Career advising sessions available for students
  - Online career portal/career advisor appointment system
  - Alumni engagement activities
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.

**Non Traditional Research Output (NTROs)**
- 12 NTROS
- By 24 Faculty
- Min - 10% | Max - 40%

**Recognition of NTROs**
- 100% of accepted NTROS have been publicly recognized
- Min - 0 | Max - 1

**Research Funds**
- 0 Points | 40 Points
- 4.2% of faculty received research funding
- Min - 10% | Max - 30%

**Research and Development Support**
- 9 Points | 30 Points
- 3 R&D Initiatives
- Min - 0 | Max - 10
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**

92 POINTS | 100 POINTS

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**SPORTS FACILITIES**

12 POINTS | 20 POINTS

| Facility          | Score
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<td>Swimming Pool</td>
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<td>Indoor or Outdoor Fitness Gym</td>
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<td>Indoor Sports Court</td>
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<td>Outdoor Sports Court</td>
<td>3</td>
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<td>Outdoor Sports Field</td>
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79.9% of the students were satisfied with campus facilities.

**CAMPUS FACILITIES**

19.9 POINTS | 20 POINTS

39.9% of the students were satisfied with campus facilities.

**STUDENT ACCOMMODATION**

20 POINTS | 20 POINTS

1 MIN - 0 | MAX - 1

**LIBRARY RESOURCES**

20 POINTS | 20 POINTS

19 ONLINE DATABASES

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.

PROGRAMME STRENGTH

89 POINTS | 200 POINTS

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

MEDIA AND DESIGN

GRADUATE EMPLOYMENT RATE

4.9 POINTS | 30 POINTS

4.9 POINTS | 30 POINTS

56.5%
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

0 POINTS | 20 POINTS

INTERNATIONAL STUDENTS

20 POINTS | 20 POINTS

1.1
MIN - 1.5 | MAX - 3

MIN - 10% | MAX - 30%

STUDENT SATISFACTION WITH PROGRAMME OF STUDY

40 POINTS | 40 POINTS

83%
MIN - 60% | MAX - 80%
POINTS AWARDED FOR THIS INDICATOR ARE SCALED BASED ON THE RESPONSE RATE TO THE SURVEY

FACULTY STUDENT RATIO

10.3 POINTS | 20 POINTS

10.3 POINTS | 20 POINTS

INTERNATIONALLY RECOGNISED ACCREDIATIONS

0 POINTS | 50 POINTS

0%
MIN - 50% | MAX - 100%

78%
GRADUATED WITHIN EXPECTED PROGRAMME DURATION

MIN - 50% | MAX - 90%

6.1%
MIN - 2% | MAX - 10%

OF PROGRAMMES IN THIS DISCIPLINE ARE INTERNATIONALLY ACCREDITED
ADVANCED CATEGORIES
Today, higher education institutions strive to equip students with the knowledge, skills, and attributes that they will require to enjoy successful careers and happy, personal lives. To achieve these goals, universities provide opportunities for student holistic development in areas beyond the scope of their studies, through arts and culture related activities including, but not limited to, art, dance, drama, cinema, poetry, and cultural events. The Arts and Culture category is included to reward institutions who excel in these areas.
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**

42 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.

**STAFF DEVELOPMENT AND WELLBEING ACTIVITIES**

10 POINTS | 10 POINTS

12

MIN - 0 | MAX - 10

**STUDENT WELLBEING ACTIVITIES**

10 POINTS | 10 POINTS

10

MIN - 0 | MAX - 10

**VOLUNTARY WORK**

2 POINTS | 10 POINTS

2

MIN - 0 | MAX - 10

**OVERALL STUDENT SATISFACTION AND HAPPINESS**

20 POINTS | 20 POINTS

82.4%

MIN - 60% | MAX - 80%

Points awarded for this indicator are scaled based on the response rate to the survey.